

FYSM 1611C

One-Term Seminar in Political Science: *The Politics of Brexit*

Tuesdays, 1:00pm – 2:30pm (Sept 15 – Nov 10) | 11:30am – 2:30pm (Nov 17 – Dec 8)
Online course

Instructor: Achim Hurrelmann
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DELIVERY FORMAT:

This online course combines asynchronous and synchronous methods of online learning. Both components are mandatory. Please see the table below (Class Schedule, p. 4-5 of this course outline) for details.

- **Online lessons (asynchronous) consisting of short recorded lectures and activities, as well as required readings and assignments, will be provided on *cuLearn* for each week. These are designed as a *preparation* for our class meetings and must be completed *before* the meeting takes place. Each week's online lesson will be made available at least one week before the class meeting on the associated topic. Online lessons will be complemented by short videos on essential university-level study and research skills.**
- **Class meetings (synchronous) will take place via *Zoom*. The weblinks to access the meetings are provided on *cuLearn*. The class will meet weekly each Tuesday. Between September 15 and November 10, we will meet from 1:00pm-2:30pm. On November 17 and 24, we will meet in small groups; on these days each group will have one 30-minute session with the instructor, scheduled between 11:30am and 2:30pm. On December 1 and 8, the class will meet for a mini-conference from 11:30am-2:30pm.**

Course description and learning objectives:

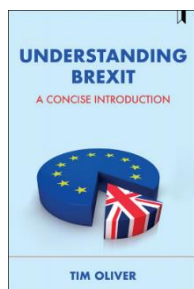
In January 2020, the United Kingdom (UK) left the European Union (EU). The withdrawal – conventionally called “Brexit” – implemented a referendum decision made in June 2016. It has not fully taken effect, however, since most EU rules still apply to the UK during a transition period. Core aspects of the post-Brexit relationship between the EU and the UK are currently being negotiated and must be resolved before the end of the year.

This first-year seminar will use the case of Brexit and its various dimensions to introduce core themes of political science, especially from the subdisciplines of comparative politics and international relations. Topics will include: the EU as a supranational organization; British EU-skepticism and its historical roots; the politics of the Brexit referendum campaign; public opinion

on Brexit and factors that explain voting behaviour; the challenges of negotiating the UK's withdrawal from the EU; and the implications of Brexit for Canada.

At the end of the course, students will be familiar with the most important dimensions of Brexit, the research questions they raise for Political Science, and some of the research approaches with which these can be addressed. The course will also practice university-level study, research, reading, and writing skills. In the last month of the course, students will work in small groups, under the instructor's close supervision, on their own Brexit-related research projects, which will be presented in a mini-conference at the end of the term.

Required readings:



Readings for each week are listed in the course schedule below. There is one required textbook for this course, from which most readings are drawn:

Oliver, Tim. 2018. *Understanding Brexit: A Concise Introduction*. Bristol/UK: Policy Press.

Please obtain an electronic or physical copy of this book from [the publisher](#) or other book sellers. All students must have access to the textbook by Week 2 of the course at the latest.

Evaluation components:

▪ Five end-of-lesson assignments (8% each)	40%	(Due Sept 22-Nov 10, 2020)
▪ Participation in class meetings	20%	
▪ Organization of conference panel (group work)	10%	(Due Nov 27, 2020)
▪ Mini-conference presentation	10%	(Due Dec 1 or 8, 2020)
▪ Final research paper	20%	(Due Dec 11, 2020)
▪ Completion of IU plagiarism certificate	Pass	(Due Dec 11, 2020)

End-of-lesson assignments: Each of the seven online lessons which prepare our class meetings between September 15 and November 10 will be concluded by a short online assignment. The assignments are due before the beginning of the class meeting in question. They will be made available on *cuLearn* when the online lesson is posted, at least one week before the due date. The assignments take the form of timed online quizzes, which will be either in a multiple-choice, short-answer, or essay format. Students have one hour, at time of their choice before the due date, to complete the assignments. End-of-lesson assignments are based on the material discussed in the online lesson; students who have completed the lesson, as well as the required readings, are well prepared for them. Assignments are in an open-book format; students are hence advised to take notes during the online lessons, which will help in the assignments. Only the *best five* of each student's end-of-lesson assignments will be counted to their final grade.

Participation in class meetings: The class meets in the form of seminars, which are designed to follow an interactive format. Some class meetings will make use of teaching methods that require active student participation, such as group work, debates, or role-playing. It is essential that all students complete the online lesson and do the required readings ahead of each class meeting, and take the time to think about questions they would like to discuss about them. Regular attendance is a prerequisite for a good participation grade. Participation grades will

reflect a student's attendance record, but also the quality and quantity of their contributions to class discussions.

Organization of conference panel: The last two sessions of the course on December 1 and 8 will be a (virtual) mini-conference in which students present preliminary results of their own research on a Brexit-related topic. Research topics will be defined in our class meeting on November 10. Students will work on their research in the following two weeks. They will receive guidance and feedback from the instructor in small-group meetings on November 17 and 24. At the mini-conference, thematically similar presentations will be grouped in conference panels. Students will work together to prepare the panel; this involves defining a panel theme/title, writing a panel abstract, as well as identifying and recruiting a discussant (with the professor's assistance). These tasks must be completed by November 27. While conference presentations and final research papers will be individually graded (see below), all members of a group will receive the same grade for panel organization, unless there is clear evidence of unequal effort.

Conference presentation: At the mini-conference, each student will present preliminary results of their own research. Presentations will take place on either December 1 or 8, based on a schedule developed by the instructor. Presentations must be no longer than 15 minutes; this time limit will be strictly enforced. They should discuss the research question and how it links to existing literature, the research approach with which it was addressed, and preliminary results. Students are encouraged to use visualization tools, such as PowerPoints, Google slides, or Prezi. They will be asked to briefly respond to questions and comments/suggestions from the panel discussant as well as the other class members.

Final research paper: Taking into account the feedback received at the mini-conference, students will write up the final results of their research in a short scholarly paper (8-10 pages, double spaced). The paper is due on December 11, the last teaching day of the term. More detailed formal instructions for the final paper will be provided on *cuLearn*. In addition to the small group meetings on November 17 and 24, students are encouraged to come to the instructor's (virtual) office hours to discuss any questions they have about the paper.

Completion of IU plagiarism certificate: All students are expected to take an online course on plagiarism offered by Indiana University (<https://plagiarism.iu.edu/index.html>). The course takes approximately two hours; successful completion is certified by an ungraded certificate. All students must complete the certificate (undergraduate level) and upload it to *cuLearn* by December 11. While this is an ungraded course component, successful completion of the certificate is a prerequisite of obtaining a passing grade in FYSM 1611C.

Submission of coursework:

All assignments have to be submitted online using *cuLearn*. Comments and grades will be provided in the *cuLearn* grade book. Unless a medical (or equivalent) excuse is provided, late assignments will be penalized by two (2) percentage points per day (including weekends); assignments more than a week late will receive a grade of 0%. Unexcused absence on the day of your presentation at the mini-conference will likewise result in a grade of 0%.

Class schedule

Week	Topic	Online material	Required text	Class meeting
1	Introduction; seminar organization	-----	Oliver, Tim. 2018. <i>Understanding Brexit: A Concise Introduction</i> . Bristol/UK: Policy Press, pp. 1-14.	Tuesday, Sept 15, 1:00pm-2:30pm
2	What does it mean to be an EU member state?	<ul style="list-style-type: none"> • Online lesson: What is the EU and why would states (not) join it? • Study and research skills: Communicating with professors and academic advisors 	Oliver, Tim. 2018. <i>Understanding Brexit: A Concise Introduction</i> . Bristol/UK: Policy Press, pp. 15-29.	Tuesday, Sept 22, 1:00pm-2:30pm
3	History of the UK in the EU	<ul style="list-style-type: none"> • Online lesson: British EU-skepticism from Thatcher to Farage • Study and research skills: Reading scholarly texts 	Oliver, Tim. 2018. <i>Understanding Brexit: A Concise Introduction</i> . Bristol/UK: Policy Press, pp. 29-50.	Tuesday, Sept 29, 1:00pm-2:30pm
4	The referendum campaign	<ul style="list-style-type: none"> • Online lesson: The Brexit referendum: Cameron's failed gamble • Study and research skills: Listening and note-taking strategies 	Oliver, Tim. 2018. <i>Understanding Brexit: A Concise Introduction</i> . Bristol/UK: Policy Press, pp. 51-72.	Tuesday, Oct 6, 1:00pm-2:30pm
5	Explaining the referendum result	<ul style="list-style-type: none"> • Online lesson: Brexit – Revolt of the left-behind or cultural backlash? • Study and research skills: Types of academic sources, researching academic literature 	Oliver, Tim. 2018. <i>Understanding Brexit: A Concise Introduction</i> . Bristol/UK: Policy Press, pp. 73-98.	Tuesday, Oct 13, 1:00pm-2:30pm
6	Withdrawal negotiations (I): Legal framework; policy challenges	<ul style="list-style-type: none"> • Online lesson: Negotiating the withdrawal agreement and the future EU-UK relationship • Study and research skills: Compiling a bibliography 	Oliver, Tim. 2018. <i>Understanding Brexit: A Concise Introduction</i> . Bristol/UK: Policy Press, pp. 133-176.	Tuesday, Oct 20, 1:00pm-2:30pm

7	Withdrawal negotiations (II): Strategies and outcomes	<ul style="list-style-type: none"> • Online lesson: Outcomes of the Brexit negotiations; winners and losers of Brexit • Study and research skills: Citing academic sources; avoiding plagiarism 	de Mars, Sylvia et al. 2020. “The UK-EU Future Relationship Negotiations: Process and Issues”, House of Commons Library, Briefing Paper 08834, http://researchbriefings.files.parliament.uk/documents/CBP-8834/CBP-8834.pdf [Read summary and browse the rest of document.]	Tuesday, Nov 3, 1:00pm-2:30pm
8	Global implications of Brexit; Preparation for group work and mini-conference	<ul style="list-style-type: none"> • Online lesson: Brexit and the transatlantic relationship; implications for Canada • Study and research skills: Purpose and structure of an academic conference 	Oliver, Tim. 2018. <i>Understanding Brexit: A Concise Introduction</i> . Bristol/UK: Policy Press, pp. 177-200.	Tuesday, Nov 10, 1:00pm-2:30pm
9	Research projects (instruction/supervision in small groups)	<ul style="list-style-type: none"> • Study and research skills: Planning your research; managing your time 	[TBA; group-specific]	Tuesday, Nov 17, 11:30am -2:30pm (30 min per group)
10	Research projects (instruction/supervision in small groups)	<ul style="list-style-type: none"> • Study and research skills: Structuring a research paper 	[TBA; group-specific]	Tuesday, Nov 24, 11:30am -2:30pm (30 min per group)
11	Mini-conference: Presentation of results	<ul style="list-style-type: none"> • Study and research skills: Presenting research results 	----- -----	Tuesday, Dec 1, 11:30am -2:30pm
12	Mini-conference: Presentation of results	<ul style="list-style-type: none"> • Study and research skills: Final edits of a research paper – what should I watch for? 	----- -----	Tuesday, Dec 8, 11:30am -2:30pm

Some further readings

What does it mean to be an EU member state?

- Brunet-Jailly, Emmanuel, Achim Hurrelmann, and Amy Verdun, eds. 2018. *European Union Governance and Policy Making: A Canadian Perspective*. Toronto: University of Toronto Press.
- Pinder, John and Simon Usherwood. 2018. *The European Union: A Very Short Introduction*, fourth edition. Cambridge: Cambridge University Press.

History of the UK in the EU

- George, Stephen. 1998. *An Awkward Partner: Britain in the European Community*, third edition. Oxford: Oxford University Press.
- O'Rourke, Kevin. 2019. *A Short History of Brexit: From Brentry to Backstop*. London: Penguin.
- Smith, Julie. 2017. *The UK's Journeys into and out of the EU: Destinations Unknown*. London: Routledge.
- Wall, Stephen. 2008. *A Stranger in Europe: Britain and the EU from Thatcher to Blair*. Oxford: Oxford University Press.

The referendum campaign

- Clarke, Harold, Matthew Goodwin, Paul Whiteley. 2017. *Brexit: Why Britain Voted to Leave the European Union*. Oxford: Oxford University Press.
- Evans, Geoffrey, and Anand Menon. 2017. *Brexit and British Politics*. Cambridge: Polity Press.
- Glencross, Andrew. 2016. *Why the UK Voted for Brexit: David Cameron's Great Miscalculation*. Basingstoke: Palgrave Macmillan.
- Outhwaite, William, ed. 2017. *Brexit: Sociological Responses*. London: Anthem Press.

Explaining the referendum result

- Colantone, Italo, and Piero Stanig. 2018. "Global Competition and Brexit", *American Political Science Review* 112:2, 201-218.
- Curtice, John. 2017. "Why Leave Won the UK's EU Referendum", *Journal of Common Market Studies* 55:S1, 19-37.
- Goodwin, Matthew, and Oliver Heath. 2016. "The 2016 Referendum, Brexit and the Left Behind: An Aggregate-Level Analysis of the Result", *Political Quarterly* 87:3, 323-332.
- Hobolt, Sara B. 2016. "The Brexit Vote: A Divided Nation, A Divided Continent", *Journal of European Public Policy* 23:9, 1259-1277.
- Norris, Pippa, and Ronald Inglehart. 2019. *Cultural Backlash: Trump, Brexit and Authoritarian Populism*. Cambridge: Cambridge University Press.

Withdrawal negotiations

- Armstrong, Kenneth A. 2017. *Brexit Time: Leaving the EU – Why, How and When?* Cambridge: Cambridge University Press.
- Barnard, Catherine. 2017. "Law and Brexit", *Oxford Review of Economic Policy* 33:S1, S4–S11.

- Carmona, Jesús, Carmen-Cristina Cîrlig and Gianluca Sgueo. 2017. “UK Withdrawal from the European Union: Legal and Procedural Issues”. European Parliamentary Research Service, Document PE 599.352, https://www.europarl.europa.eu/RegData/etudes/IDAN/2017/599352/EPRS_IDA%282017%29599352_EN.pdf.
- de Mars, Sylvia, Stefano Fella, Ilze Jozepa, and Dominic Webb. 2020. “The UK-EU Future Relationship Negotiations: Process and Issues”, House of Commons Library, Briefing Paper 08834, <http://researchbriefings.files.parliament.uk/documents/CBP-8834/CBP-8834.pdf>.
- Dhingra, Swati, Gianmarco Ottaviano, and Thomas Sampson. 2017. “A Hitch-Hiker’s Guide to Post-Brexit Trade Negotiations: Options and Principles”, *Oxford Review of Economic Policy* 33:S1, S22-S30.
- Dhingra, Swati, Hanwei Huang, Gianmarco Ottaviano, João Paulo Pessoa, Thomas Sampson, and John Van Reenen. 2019. “The Costs and Benefits of Leaving the EU: Trade Effects”, *Economic Policy* 32: 92, 651-705.

Global implications of Brexit

- Bell, Duncan, and Srdjan Vucetic. 2019. “Brexit, CANZUK, and the Legacy of Empire”, *British Journal of Politics and International Relations* 21:2, 367-382.
- Chaban, Natalia, Arne Niemann, and Johanna Speyer, eds. 2020. *Changing Perceptions of the EU at Times of Brexit: Global Perspectives*. London: Routledge.
- Hurrelmann, Achim, Ece Özlem Atikcan, Adam William Chalmers, and Crina Viju-Miljusevic. 2019. “Political Controversy about International Economic Agreements: Lessons for Canada-UK Trade Negotiations after Brexit”, *International Journal* 74:3, 453-462.
- Zyla, Benjamin. 2020. *The End of European Security Institutions? The EU’s Common Foreign and Security Policy and NATO after Brexit*. Heidelberg: Springer.

Accommodations during COVID

Due to COVID, instructors will not request or require a doctor's note when students seek accommodation for missed term work or exams due to illness. Instead, students will be asked to complete the self-declaration form available here: https://carleton.ca/registrar/wp-content/uploads/COVID-19_Self-declaration.pdf

Academic Accommodations

Pregnancy: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf.

Religious obligation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf.

Students with Disabilities: If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made.

Survivors of Sexual Violence: As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support.

Student Activities: Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline.

Plagiarism

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

More information on the University’s Academic Integrity Policy can be found at:
<https://carleton.ca/registrar/academic-integrity/>

Intellectual property

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).