



Boston University British Programmes
CAS PO/IR 335 Britain and Europe – A New Beginning?

Instructor information

- A. Name Dr Paul Cousins and Dr Michael Thornhill
B. Location
C. Day/Time
D. BU Telephone plus a compulsory field trip on the morning of
E. Email 020 7244 2926; Thornhill 01865 552950
F. Office hours Paul: faculty@bu-london.co.uk mtthornhill@aol.com
Phone or email to arrange

Course Overview

The aim of this course is to plot the on-going relationship between the United Kingdom of Great Britain and Northern Ireland and the European Union on the other. Parliament voted to join what was then the European Common Market in 1972, but over the last three decades Britain has had a difficult time 'in Europe'. The twenty-seven members states of the EU are committed to working towards 'an ever closer union'. The Convention that drafted a new constitution for the EU talked openly of establishing a 'United States of Europe'. Twenty-four member states are not unduly concerned at this idea, but one is - the UK.

In the decades since 1945 British society has undergone great change. Established institutions, including marriage, and the Church, have been questioned and scrutinised as never before, as Britain has moved towards becoming a multi-racial and multi-cultural society. As the EU states get closer together, Britain is being pulled apart by the forces of nationalism in both Scotland and Wales. For almost the whole of the last century social class was the bedrock of British society, but today the traditional class structure is under strain as both academics and politicians suggest alternative interpretations of the British way of life.

It has been argued that one reason for the tension between the UK and her neighbours is the fact that the latter have adjusted more quickly to the global economic and social pressures of the last half century than has been the case in Britain. The election of a radical, modernising New Labour administration heightened these tensions. Tony Blair claimed to be positive on the EU where Major and Thatcher had been opposed, but in reality many on the continent saw little different to the position taken by the Conservatives. In particular, during the Blair decade, relations with France were difficult. Chirac and Blair represented two very different visions of what Europe should be.

Now that both Britain and France have new leaders, is a new era beginning? Following the agreement (subject to ratification by all 25 states then members of the EU) to the proposed new European Union Constitution in December 2004, the institutions of the EU are seen as gaining power at the expense of traditional parliamentary sovereignty in Britain. It should be noted that the EU is attempting to adopt the new 'constitution' as a result of the 'enlargement' of the Union following the admittance of ten new states joining the fifteen previous members on 1 May 2004.

Today there are 27 EU member states as Bulgaria and Romania joined in January 2007. The new European currency, the Euro (now with notes and coins in circulation in thirteen countries) may eventually spell the end of the pound sterling. Many in Britain, especially the older people and those who support the main opposition party, the Conservatives, fear that this country will soon be reduced to the status of an American state such as Massachusetts, bringing to an end over a thousand years of independence. Or, rather, are we on the brink of a 'brave new world' in which Europe, with Britain at its heart, will be economically and politically a new 'super-power'? What will be the attitude to the EU of the new British Prime Minister?

The course will examine the social, cultural, political and economic changes affecting both the UK and the continental states of the EU as the 'new' Europe celebrates its half-century. It will introduce the class to the debates as to the future of Britain, both in respect of membership of the EU (including the adoption of the Euro in place of the pound and the new constitutional arrangements) and of the 'new' Britain of the new century. The course aims to

put all these changes in an historical context. The future of the relationships between both the EU and the UK with regard to the USA will also be addressed, especially in the light of recent events, not least the Iraq war and the discussions on a new constitution for the EU.

The main **teaching method** will be by lecture, but classes will be interactive and you will be expected to participate fully in them. Furthermore, we have deliberately set out to have some overlap in the content of the two phases of the course as we regard this as highly desirable. This overlap not only reflects the profound influence of the past on the present (as well as, we can be sure, the future), but also mirrors our strong belief that it helps if a particular event or development is viewed from different international, political or historical perspectives. In short, it is one of our key aims to teach this course by highlighting controversial issues, rather than seeking refuge in dull neutrality. So don't always expect your two lecturers to agree!

Required Reading

See separate sheet giving details for each topic.

Some available as pdf downloads from the bu-london website: <http://www.bu-london.co.uk/POIR335.html>

The following texts are available in the library

N. Abercrombie	Contemporary British Society
T. Garton Ash	In Europe's Name
T. Garton Ash	Free World
N. Ashworth & P. Larkham	Building a New Heritage
A. Blair	Companion to the European Union
J. Bailey(Ed)	Social Europe
S. Bromley(Ed)	Governing the European Union
J. Budge	The New British Politics
S. Bulmer	The UK and EC Membership Evaluated
M. Cini	European Union Politics
P.Coffey	The Euro: An Essential Guide
B. Coxall & L. Robbins	Contemporary British Politics
B. Coxall & L. Robbins	Britain since the War
N. Davies	Europe - A History
F. Dell'Olio	The Europeanisation of Citizenship
D. Dinan	Origins and Evolution of the European Union
R. Eatwell	European Political Culture
A. Forster	Euroscepticism in Contemporary Britain
A. Halsey	Change in British Society
J. Harrop	The Political Economy of Political Integration in the EU
K. Holden	The UK Economy Today
B. Jones	Politics UK
T. Judt	Postwar: A History of Europe since 1945
J. Kent and J. Young	International Relations since 1945: A Global History
J.Lane & S Erson	Politics and Society in Western Europe
P. Magnette	What is the European Union?
M. Moran	Politics and Governance in the UK
D. Phinnemore & C. Church	Understanding the European Constitution
J. Richardson (Ed)	European Union
L. Siedentop	Democracy in Europe
J. Rifkin	The European Dream
G. Thompson (Ed)	Governing the European Economy
L. Tsoukalis	What Kind of Union?
M. Vink	Limits of European Citizenship
M. Wintle	Culture and Identity in Europe
J. Pinder	The European Union: A Very Short Introduction
T. Bainbridge	The Penguin Companion to the European Union
H. & W. Wallace (Eds)	Policy-making in the European Union
J. Peterson & M. Shackleton	The Institutions of the European Union
M. Burgess	Federalism and European Union: Building Europe 1950-2000

Other reading will be advised.

Please note that ALL students should read a broadsheet newspaper every day in addition to the readings indicated. The issues being discussed are liable to develop and ‘change direction’ at short notice!

SCHEDULE

Part 1: The situation today (with Dr Paul Cousins)

Class 1:

- Introduction to the whole course, including EU institutions.

Class 2:

- The draft EU constitution; sovereignty and the EU.

Class 3:

- Federal Europe? What sort of entity is the EU?

Class 4:

- Britain’s relationship with the EU.

Part 2: The past and the future (with Dr Michael Thornhill)

Class 5:

- Losing an empire, finding a role: Britain since 1945.

Class 6:

- Patterns of economic development: The British and Continental experiences.

Class 7:

- The problem of culture in Britain’s relations with Europe.

Class 8:

- Future prospects for the EU in its relations with the wider world.
- Field trip: meet Dr Thornhill at Imperial War Museum at 10.30am (followed by class in the Ithaca Building at 1.45pm as usual)

Final week (with Dr Cousins and Dr Thornhill)

Class 9:

- Revision session

Examination:

Evaluation Plan and Grading Criteria

You will be required to write two 1500 word essays. The first will be set in week one with a deadline at the start of class four. The second will be set in week three and due in at the start of class 9. The end of session examination paper will comprise of two sections and students must answer one essay-type question from each section. (This division reflects the content of the course.)

Attendance and class participation (phase one)	10%
Attendance and class participation (phase two)	10%
Essay 1	20%
Essay 2	20%
Final exam	40%
<i>Total</i>	100%

The following Boston University table explains the grading system that is used for this course.

Grade	Honour Points	Usual %
A	4.0	93-100
A-	3.7	89-92
B+	3.3	85-88
B	3.0	81-84
B-	2.7	77-80
C+	2.3	73-76
C	2.0	69-72
C-	1.7	65-68
D	1.0	60-64
F	0.0	Below 60

TERMS AND CONDITIONS

Attendance at all classes is mandatory. Students missing lectures without a doctor's letter or authorisation from the Director or from the Placements Team will automatically be docked a - or a + from their final grade.

Persistent lateness will also be penalised in the final grade. A register of attendance will be taken at the beginning of each session, and marks will be awarded for attendance. Absence can be conveyed by advising a senior member of staff in the Academic Affairs Office with a request that the information be passed on to me. Leaving it to another class member to convey messages will not be acceptable. Appointments for interviews for internships should not conflict with attendance at classes.

Any student who is unable to attend a class, or take part in an Assignment because of religious reasons, must give notice of the fact in advance. He/she will be required to make up for time lost. In this situation arrangements must be made with another student for class notes to be shared.

Course work must be delivered before agreed deadline. Failure to hand on time will result in deducted marks.

I will make some time available in each session for students to raise questions etc. Should students wish to discuss matters with me in person I will also be available during the break mid-lecture.

Grading Criteria

“Incomplete” grades are not permitted, because of the obvious difficulty in making up missed work once the student has left the country. All work must be completed on time. The grades reflect the quality of the work. Lecturers and students should use the following criteria for an understanding of what each grade means.

A This exceptional grade is assigned only to work that has persistently outstanding quality in both substance and presentation. The student must demonstrate a sustained capacity for independent thought and extensive study, producing rigorous and convincing analyses in well-ordered prose.

A- Awarded to work that is clearly focused and analytical, and based on wide reading. The student must cover all the principal points of a question and systematically develop a persuasive overall thesis, allowing for one or two venial omissions or inapt expressions.

B+, B, B- This range of grades indicates that the student has shown some evidence of original thought and intellectual initiative. The student has cited sources beyond the class materials, and shown a degree of originality in perception and/or approach to the subject. The work will show thoughtful management of material, and a good grasp of the issues. The differences between a B+, a straight B and a B- may reflect poor presentation of the material, or mistakes in punctuation, spelling and grammar.

C+, C, C- Work in this grade range is satisfactory, but uninspiring. If the work is simply a recitation of the class materials or discussions, and shows no sign of genuine intellectual engagement with the issues, it cannot deserve a higher grade. Should an essay fail to provide a clear answer to the question as set, or argue a position coherently, the grade will fall within this range. Quality of presentation can lift such work into the upper levels of this grade range. Work of this quality which is poorly presented, and riddled with errors in grammar, spelling and punctuation, will fall into the lower end of the range. To earn a passing grade, the work must demonstrate that the student is familiar with the primary course material, be written well enough to be readily understood, be relevant to the assignment, and, of course, be the student's own work except where properly cited.

D or F The failing grade indicates the work is seriously flawed in one or more ways:

- Obvious lack of familiarity with the material
- So poorly written as to defy understanding
- So brief and insubstantial that it fails to properly address the subject
- Material presented is not relevant to the assignment
- Demonstrates evidence of plagiarism

Plagiarism

Boston University's Code of Student Responsibilities states:

All students are responsible for having read the Boston University statement on plagiarism, which is available in the Academic Conduct Code. Students are advised that the penalty against students on a Boston University program cheating on examinations or for plagiarism may be '...expulsion from the program or the University or such other penalty as may be recommended by the Committee on Student Academic Conduct, subject to approval by the dean.'

The value of any grade, credit, honor or degree received by a student presupposes that all work submitted by a student is his or her own. A student who uses or relies upon the work of others or who, except under conditions expressly permitted by the instructor, furnishes assistance to another student violates the standards of the University. Students must insist upon academic honesty and integrity from their fellow students and must report promptly any case of alleged violation of academic conduct. Failure to do so is a violation of this code.

Plagiarism can take many forms, including the reproduction of published material without acknowledgement, or representing work done by others as your own. This includes the increasingly common practice of purchasing and downloading work from Internet 'paper mills'. Students should be extremely careful when submitting work for this course that all work is correctly sourced. Print-outs of web sites that have been used in research may be required by the lecturer in case of a grade dispute and all web site material should be kept by the student until after the end of the semester.

We hope that you find the course interesting and enjoyable.

Paul Cousins and Michael Thornhill