



Boston University Study Abroad
London

British Political Institutions in Theory and Practice: A Comparative Perspective

CAS PO 221/IR 359 (Core)

[Semester] [Year]

Instructor Information

A. Name	Dr Mohammad Nafissi
B. Time/Place	[Days], [Times], [Room], 43 Harrington Gardens
C. BU Telephone	020 7244 6255
D. Email	nafissim@bu.edu
E. Office Hours	By appointment

Course Overview

This course provides a critical and thorough basic understanding of political Britain and thereby also prepare you for your internships and the broader socio-political context in which they take place. Thoroughness requires clear knowledge of the defining features of British political institutions and the values which underpin and legitimise them, including liberty, equity, equality, security, efficiency, prosperity, effectiveness, integrity, global power, democracy, internationalism, localism, sustainable development, and national identity. Politicians and political parties often claim many, if not all, such values for their parties and policies, but in practice prioritise and pursue them in accordance with their ideological agendas, constituencies, and electoral calculations. The course enables you to critically reflect on and develop your own value priorities and apply or possibly revise them through examining key institutions and debates about their intrinsic or comparative strengths and weaknesses.

We start with setting the long-term context of our course through an overview of the institutionally lasting political turning points in the history of the United Kingdom of Great Britain and Northern Ireland. We then examine the country's major political parties and their defining ideologies and values. With the context and major actors mapped out, we turn to the key political institutions and layers of governance, from supranational and international to the local via the central executive and parliament and the "devolved" national governments. Throughout we seek out the concepts and empirical evidence required for critical understanding and evaluation of these institutions and their current performance and ask in each case whether and how they may be reformed. We also draw on the comparative perspective to locate and illuminate the otherwise hidden deficits or valuable aspects of British institutions and practices.

Course Objectives

This course enables you to develop your own ideal of citizenship and exercise it through critical and constructive examination of the strengths and weaknesses of the institutions covered in the course, and proposing reforms on the basis of your particular value priorities.

The course also prepares you for the general political aspects of internships that follow its completion, and in turn provide the opportunity to further explore, test, and develop your understanding of British political institutions, citizens, colleagues, and society in a work environment and as professionals as well as students of social sciences.

Hub Areas and Learning Outcomes

In pursuing the above objectives, the course fulfils the following mutually reinforcing Hub Learning outcomes:

Social Inquiry 1

1. *Students will identify and apply major concepts used in the social sciences to explain individual and collective human behaviour including, for example, the workings of social groups, institutions, networks, and the role of the individual in them.*

You will examine descriptively, critically and constructively the UK's main political institutions, multiple layers of governance, and actors and illustrating their interaction with reference to particular cases, namely the workings of social groups and institutions and the role of individual and collective actors in pursuing particular policies.

Global Citizenship and Intercultural Literacy

1. *Students will demonstrate, through comparative analysis, an understanding of global diversity as expressed in at least two different languages, cultures, religions, political systems, or societies.*

This learning outcome is primarily achieved through developing your comparative and normative understanding of citizenship and politics in the United Kingdom of Great Britain and Northern Ireland at local, national (Wales, Scotland, Northern Ireland), central (Westminster), supra-national (EU), international (UN, NATO...), and global levels. In pursuing and demonstrating this outcome, you are expected to critically draw on the British media as well as on your knowledge and experience of the US and/or other countries.

Critical Thinking

1. *Students will be able to identify key elements of critical thinking, such as habits of distinguishing deductive from inductive modes of inference, recognizing common logical fallacies and cognitive biases, translating ordinary language into formal argument, distinguishing empirical claims about matters of fact from normative or evaluative judgments, and recognizing the ways in which emotional responses can affect reasoning processes.*

Using alternatives and empirical evidence provided by models of governance drawn from the UK and other countries, you will critically and constructively reflect on your own normative stance and apply the result to your evaluation of strengths and weakness of British and other political institutions and actors.

The identification and application of pertinent social science concepts, critical examination of primary and secondary sources, and appropriate selection of and reference to supporting evidence required are essential for an informed understanding and evaluation of the nature and behaviour of British and other political systems and actors. Yet, almost all important political questions are contested, and opposed views are frequently maintained by selective use of evidence and worse. You are expected to approach every question from two or more

perspectives and strive to present the strongest version of the position (or positions) that you may ultimately reject whilst subjecting your own favoured position to the most robust scrutiny before asserting it.

2. *Drawing on skills developed in class, students will be able to evaluate the validity of arguments, including their own.*

With its focus on value hierarchies, clashing ideologies and theoretical perspectives, competing political parties and reform agendas, this course is ideally suited for developing the skills necessary for sound critical and self-critical evaluation of arguments. Through lectures, scholarly and media sources, class discussions and debates as well presentations, other assignments and even free distribution of quality national newspapers representing contrasting ideological orientations, your critical and self-critical skills are regularly put to test and developed. You are expected to approach every question from two or more perspectives and strive to present the strongest version of the position (or positions) that you may ultimately reject, whilst subjecting your own favoured position to robust scrutiny.

Learning and Teaching

Each session is divided into lectures, group discussions, presentations and other formative assessments, video and audio materials, questions and feedback. Various means and formative assessments are provided to enhance your learning and Hub skills, as well as prepare you for the summative examination and essay, and the internship that follows the completion of the course. Teaching and learning is interactive and you are expected to participate fully.

Approximately half of each session is taken up by my lectures, and interspersed or followed by your questions and comments. PowerPoint slides of the lectures, along with other required or recommended sources are posted on Blackboard Learn. My Blackboard notes, supported by other sources, are intended to encourage you to concentrate on the lectures, and provide me with greater flexibility to respond interactively and effectively to the class dynamic and breaking political developments.

The key terms for each session are highlighted in the syllabus as a checklist to ensure that they are understood and any questions regarding their application are raised at subsequent sessions.

At each session you are divided into groups of up to four to discuss an assigned ***discussion question*** and report back to the class a whole, along with any issues arising from the required and recommended texts and other sources, or related to Hub competencies.

Most sessions will include one or more presentations related to your internships or other mutually agreed topics, followed by discussion and feedback from the audience. The areas covered by presentations may be developed into essay topics with my approval and will be included as examination questions.

Critical, self-critical, and collaborative thinking and learning as well as substantive and comparative learning is pursued through regular group discussion of previous session's topic centred on the ***seminar question*** given in the syllabus, along with other questions regarding

current political events and class assignments. The class as whole then comes together to hear from each group in a larger seminar format to feedback to the class as whole and sum up.

The course includes two obligatory field trips, an afternoon tour of Westminster, the area where the parliament and government departments are located, and a talk or seminar at the London School of Economic and Political Science (LSE) or elsewhere, depending on what is on offer. You are, however, encouraged to attend other pertinent events at your own initiative or following my advice.

You are expected to consult the media throughout the course and draw on your findings in class discussion and assignments. This is paramount for following current political developments involving the institutions and actors at the centre of our course. You are therefore strongly encouraged to read one or more informative dailies and weeklies (see below for suggestions). These are available in the library and/or online. However, to encourage you, the university will provide your own free copy of a daily on the days that the class meets (the Guardian on Wednesdays and the Times on Thursdays). It would be equally helpful for the purposes of this course and the internship seminar for us all to watch one or more of the following programmes: BBC 1's Sunday Politics (11 am on Sundays, channel 1); Andrew Marr Show (Sundays at 9 am, BBC 1); or Robert Peston Show (to be moved this fall from Sunday morning to Wednesday evening, ITV, channel 3). All are available on iPlayer and so can be watched at your convenience.

Assignments and Grading

Formative:

- An oral presentation discussing for about 10 minutes the key issues related to your Internship or another mutually agreed topic (15% of the final grade). In cases of joint internships, joint presentations may also be considered.
- Regular attendance and participation (15% of the final grade). In addition to contribution to class discussions, 'participation' includes sharing pertinent website links, articles, and observations arising from following the media or attending events. You are expected to post on Blackboard's 'Discussion Board' links to at least 2 items per week that pertains to the topics discussed in that week. This makes for a minimum of 8 items. You will draw the attention of the class to your chosen articles and what made them of particular interest. A regular slot in each class is devoted to pertinent questions arising from these programmes or newspapers and other media.

Summative:

- A final two-hour **examination** on [date] (35% of the final grade). The exam will consist of ten or more questions pertaining to each of the main topics covered in the course from which you will choose to answer three. You may not choose a topic already covered in your essay (see below).
- An **essay** of approximately 2500 words (35% of the final grade) to be submitted by or before [date]. Subject to my approval, you may focus your essay on specific aspects of your internship, develop your presentation, or choose one of the *discussion questions* listed below for each session.

You are encouraged to attend the many scholarly and political events that take place in London during your period of study and many of which are free and open to the public. Of particular interest to all students of politics, international relations, finance, public policy and law are talks that take place at the London School of Economics and Political Science (LSE). Details can be found at www.lse.ac.uk/events.

Grading

The following Boston University table explains the grading system that is used by most faculty members on Boston University's Study Abroad London Programmes.

<u>Grade</u>	<u>Honour Points</u>	<u>Usual %</u>
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	Unmarked

Grading Criteria

'Incomplete' or **I** 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. We also do not allow **'Audits'** (AU), **'Withdrawals'** (W), or **'Pass/Fail'** (P) grades.

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 C 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 A marginal pass can be given where some but not all the elements of the course have been completed satisfactorily.

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 (see following section in Academic Conduct Code)

Please refer to the Academic Handbook for detailed grading criteria and policies on plagiarism:

<https://www.bu.edu/london/files/2016/09/ACADEMICHANDBOOKAY201617.pdf>

** Final Grades are subject to deductions by the Academic Affairs Office due to unauthorised absences.*

Attendance Policy

Classes

All Boston University London Programme students are expected to attend each and every class session, seminar, and field trip in order to fulfil the required course contact hours and receive course credit. Any student that has been absent from two class sessions (whether authorised or unauthorised) will need to meet with the Directors to discuss their continued participation on the programme.

Authorised Absence

Students who expect to be absent from any class should notify a member of Academic Affairs and complete an Authorised Absence Approval Form 10 working days in advance of the class date (except in the case of absence due to illness for more than one day. In this situation students should submit the Authorised Absence Approval Form with the required doctor's note as soon as possible). The Authorised Absence Approval Request Form is available from: <https://www.bu.edu/london/report-absence/>

Please note: Submitting an Authorised Absence Approval Form does not guarantee an authorised absence

Students may apply for an authorised absence only under the following circumstances:

- Illness (first day of sickness): If a student is too ill to attend class, the student must phone the BU London Student Affairs Office (who will in turn contact the student's lecturer).
- Illness (multiple days): If a student is missing more than one class day due to illness, the student must call into to the BU London Student Affairs Office each day the student is ill. Students must also provide the Student Affairs Office with a completed Authorised Absence Approval Form and a sick note from a local doctor excusing their absence from class.
- Important placement event that clashes with a class (verified by internship supervisor)
- Special circumstances which have been approved by the Directors (see note below).

The Directors will only in the most extreme cases allow students to leave the programme early or for a significant break.

Unauthorised Absence

Any student to miss a class due to an unauthorised absence will receive a 4% grade penalty to their final grade for the course whose class was missed. This grade penalty will be applied by the Academic Affairs Office to the final grade at the end of the course. As stated above, any student that has missed two classes will need to meet with the Directors to discuss their participation on the programme as excessive absences may result in a 'Fail' in the class and therefore expulsion from the programme.

Religious Holidays

Boston University's Office of the University Registrar states:

"The University, in scheduling classes on religious holidays and observances, intends that students observing those traditions be given ample opportunity to make up work. Faculty members who wish to observe religious holidays will arrange for another faculty member to meet their classes or for cancelled classes to be rescheduled."

Special Accommodations

Each student will need to contact Disability and Access Services to request accommodations for the semester they are abroad. Students are advised by BU-DAS not to expect the same accommodations as they receive on campus.

BU London can only uphold special accommodations if we have received the appropriate documentation from BU-DAS. We cannot accept letters from other universities/centres.

All disabilities need to be known to DAS in Boston if they are to be used as a reason for requiring a change in conditions, i.e. reduced internship hours or special accommodations for the internship schedule.

Lateness

Students arriving more than 15 minutes after the posted class start time will be marked as late. Any student with irregular class attendance (more than two

late arrivals to class) will be required to meet with the Associate Director for Academic Affairs and if the lateness continues, may have his/her final grade penalised.

Schedule and Basic Reading

Politics UK by Bill Jones et al. (Routledge, 2018) is the main textbook for this course and should be purchased. *British Politics, the Basics* by Bill Jones (Routledge, 2015) is a concise supplementary textbook by one of the editors and authors of the main text. Most of our topics and related issues are examined in the output of Democratic Audit, <http://www.democraticaudit.com/> or the Constitution Unit, <http://www.ucl.ac.uk/constitution-unit/>. You are expected to make appropriate use of these sources in your essays and other assignments as appropriate. *UK Government & Politics Annual Update* (N. McNaughton and E. Magee, Hodder: 2017 and 2018); *Developments in British Politics* (edited by R. Heffernan et al. Palgrave: 2016), and *Exploring British Politics* (M. Garnett and P. Lynch, Pearson: 2012) may also be consulted for supplementary discussions of the topics covered in the course.

You are expected to read the chapters selected from the **main textbook** (Jones and Norton) in preparation for each session as noted below and appropriate. These should be supplemented with one or more readings suggested below and on Blackboard Learn as well as other pertinent sources, in view of your interest, time, and choice of assignments.

A note on **Critical Thinking**: Critical thinking is a defining aspect of all modern social sciences. However, being “adversarial”, the British political system and culture provide exceptionally wide sources and resources for deploying and developing critical skills. In view of each topic and the unfolding political developments, we draw on these resources to cumulatively enhance your/our critical skills.

Critical, self-critical, and collaborative thinking as well as substantive and comparative learning are pursued through regular group discussion of previous session’s topic centred on the *seminar question* (see below). This is reinforced by addressing questions arising from ongoing political events and class activities and demonstrated in all assignments. Session Two examines politically pertinent values and rival value hierarchies that distinguish major political parties, underpin their vision of good society, and inform their policies. Therein and thereafter, we return to these values to critically examine the consistency with which they are applied in pursuing or resisting the reform of the political institutions and practices. The extent to which the gap between normative claims and promises and the actual outcomes are covered by selective or questionable interpretation of facts, conflation of empirical and normative judgements, and biased or manipulative projection of emotionally charged factors, are explored throughout the course with reference to the presentation of political issues in the media (including the newspapers distributed in each session, articles placed on the Blackboard, and clips watched in class), party manifestos and websites as well as scholarly sources.

Session One: British Politics in an Historical Context

This session provides an overview of the course, its assignments, and substantive and Hub objectives. It also selectively reviews British history to highlight certain key features and turning points that remain significant for understanding the present day political institutions and actors that we discuss in the sessions that follow. The focus of this course is on political institutions and actors, but all social phenomena are invariably multi-causal, and the political

field is notably shaped by geographical and cultural factors. The session thus underlines the political significance of Britain as an “Island Nation(s)” as well as the country’s North-South divide, and the religious differences that have variously divided as well as united the UK.

Jones and Norton Part 1

Jones, Part 1 and chapter 4.

<http://www.opendemocracy.net/ourkingdom>

https://www.theguardian.com/business/2016/dec/29/uk-in-2030-older-more-unequal-and-blighted-by-brexit-report-predicts?CMP=oth_b-aplnews_d-1

<http://www.democraticaudit.com/>

Social Progress Index:

<http://www.socialprogressimperative.org/data/spi/countries/GBR>

<http://www.socialprogressimperative.org/blog/posts/watch-our-new-video-on-the-results-of-the-social-progress-index-2014>

<http://hdr.undp.org/sites/default/files/Country-Profiles/GBR.pdf>

<http://hdr.undp.org/sites/default/files/Country-Profiles/USA.pdf>

The Economist’s overview of the UK’s “social troubles”:

<http://www.economist.com/news/britain/21602266-crime-teenage-pregnancy-bad-schools-and-other-ills-are-increasingly-suburban-and-rural>

Institute for Public Policy Research (IPPR): *The Condition of Britain* (2014):

http://www.ippr.org/files/publications/pdf/the-condition-of-britain_June2014.pdf?noredirect=1

Seminar Question: Discuss your understanding of citizenship, political engagement, and political science with reference to your own experiences and studies.

Key Terms: Island Nation; Magna Carta, UKNI, Great Britain, England, Wales, Scotland, Northern Ireland, Multi-national, London, North-South Divide, Churchill’s Three Circles; Colonialism and Post-colonialism; Immigration, Multiculturalism, Integration, Brexit; liberal/representative democracy, majoritarian democracy, direct/deliberative democracy, democracy: dichotomous/continuous; constitutional monarchy; Anglicanism and Unitary State; empiricism/rationalism; evolution/revolution.

Suggest more!

Session Two: The Major Political Parties and Competing Ideologies

This session discusses the UK’s major political parties and the value hierarchies that underpin their distinct ideologies. Here we frame our course historically and ideologically with particular reference to two major turning points, the creation of the modern welfare state during the premiership of Clement Attlee (1945-6) and neoliberal reform of the British economy under Margaret Thatcher (1979-1990). These underpin the subsequent attempts to synthesise, rebrand, or update “Old Labour” and “Thatcherism” by “New Labour” Tony Blair

and Gordon Brown (1997-2010), “Big Society” David Cameron (2010-2016) and “Share Society” Theresa May (2016-). As with the sessions that follow, the record of British parties will be examined critically and comparatively with reference to parallel turns in the US and elsewhere.

Jones and Norton, Chapter 5

Jones, Chapters 6 and 7

<http://www.democraticaudit.com/2016/02/08/how-democratic-uks-political-parties-party-system/>

McNaughton (2017) Chapters 3, 6, 9

See the official Websites of the two main parties, and then others, e.g. LibDems, UKIP, SNP, DUP and Green party.

<http://www.democraticaudit.com/2016/02/08/how-democratic-uks-political-parties-party-system/>

<http://www.democraticaudit.com/2018/08/06/the-electoral-decline-of-social-democratic-parties-and-the-rise-of-the-radical-right-in-europe-during-the-refugee-crisis/>

John Curtice General Election 2017: A New Two Party Politics, *Political Insight*, September 2017

<http://www.parliament.uk/mps-lords-and-offices/mps/current-state-of-the-parties/>

<https://www.conservativehome.com/parliament/2017/01/mays-speech-on-the-shared-society.html>

<http://labour.org.uk/wp-content/uploads/2017/10/Alternative-Models-of-Ownership.pdf>

<http://www.economist.com/news/britain/21711287-old-left-v-right-divide-has-been-replaced-more-complex-political-geography-britains?zid=310&ah=4326ea44f22236ea534e2010ccce1932>

Some ‘Grassroots’ websites associated with major parties:

<http://conservativehome.blogs.com/>

<http://www.peoplesmomentum.com/>

<http://www.libdemvoice.org/>

<http://www.compassonline.org.uk/>

Key Terms: Contexts, Actors, Ideologies, Tories, Whigs, One Nation Conservatism, Thatcherism, Eurosceptics/Europhiles Social Democracy, Socialism, Liberalism, Welfare State, New Labour, Blairites, Third Way, Hard/Soft Left, Corbynites, Liberal Democrats, UKIP, SNP, Greens, Electoral Machine/Mass Movement, Nationalism, Environmentalism, Politics of Interest/Identity, Negative/Positive Liberty, Equity, Efficiency, Effectiveness, Internationalism.

Seminar Question: Discuss your ideal model of governance with reference to values such as liberty, equity, prosperity, effectiveness, environmentalism and draw on evidence from particular periods and parties in the history of the UK and other countries to illustrate and validate your claims and conclusions.

Session Three, Field Trip: *The Westminster Walk*

This session is devoted to a geopolitical tour of the “Westminster Village”, the heart of the “Westminster Model” of governance and the seat of parliament and “the core executive”. This will in turn prepare the ground for the next three sessions examining the British constitution, parliament and core executive. It is also intended to deepen your understanding of London, your home away from home. Westminster, one of Greater London’s 32 boroughs, sits to the east of the Royal Borough of Kensington, which as the name suggests is the location of the royal palaces (and the country’s most luxurious residences—including yours!), and to the west of the old “City of London”, long the home of global banks and other financial institutions and the centre of the finance-led “Anglo-American model of capitalism”.

The Walk will be led by my colleague Andy Charlton, a tutor in tourism and hospitality and a Blue Badge Guide, at 2.30pm at Westminster Tube Station (a reminder with further details will be sent to you nearer the date of the walk).

Session Four: The ‘Westminster’ model of Governance and the British Constitution

This and the next two sessions are closely inter-related. This session focuses on the critical and comparative discussion of the “uncodified” British constitution, a major exemplar of “positive constitutionalism”. It frames the historically “unitary” model of governance which in recent decades has been reformed with accession to the EU and “devolution” of power from London to Scotland, Wales and Northern Ireland. Here we apply and further develop our critical tools by evaluating key aspects of the British constitution variously praised for “effectiveness” and damned for allowing and framing an “elected dictatorship”. This session will introduce Blair government’s wide-ranging package of constitutional reforms intended both to address the country’s democratic deficit, and demonstrate the newness of his New Labour party. The sessions that follow will critically examine some key elements of Blair’s constitutional reforms (e.g. House of Lords, devolution, directly elected mayors).

Jones and Norton, Chapter 14

Jones, Chapters 4 and 5

McNaughton, Chapter 7

Codify or Not Codify:

<https://www.ucl.ac.uk/constitution-unit/publications/tabs/unit-publications/162.pdf>

<https://www.theguardian.com/commentisfree/2017/dec/30/trump-us-constitution-weakness-founding-fathers>

<http://www.independent.co.uk/news/uk/politics/the-big-question-why-doesnt-the-uk-have-a-written-constitution-and-does-it-matter-781975.html>

<https://www.opendemocracy.net/anthony-barnet/brexit-has-killed-sovereignty-of-parliament>

Democratic Audit: <http://www.democraticaudit.com/>

The Constitution Unit: <http://www.ucl.ac.uk/constitution-unit/>

<http://www.gresham.ac.uk/lectures-and-events/the-british-and-american-constitutions>

Key Terms: Magna Carta, Positive/Negative Constitutionalism, Codified/Uncodified Constitutions, Sources of British Constitution: Statute Law, Common Law, Conventions, Works of Authority, EU Laws, Unitary/Federal State, Separation/Union of Powers, PR/FPTP, French Rationalism/British Empiricism, Incoherent/Pragmatic, Incremental/Big Bang, Mixed/Pluralist Constitutions, Dynamic/Static Constitutions, Established Church, Constitutional Monarchy, Traditionalists/Reformers, Westminster Model

Seminar Question 1: Compare the British and US constitutions and suggest two or more lessons that may be drawn for improving governance in each country.

Make sure you specify and apply the values and the empirical evidence with reference to which you establish the grounds for at least two reforms in each case or consider that one or both are just right for their respective countries.

Seminar Question 2: Examine the debate over reforming the First Past the Post electoral system used for elections to central and local governments in the UK (and the US) with reference to the Proportional Representation alternatives used for other UK elections as well as the values highlighted by the protagonists such as effective governance and democratic representation. If “PR makes every vote count” why did the electorate reject the Alternative Vote version in 2011?

Session Five: Houses of Parliament and Parliamentary Sovereignty

British parliament has been dubbed “the mother of parliaments” and regaining full parliamentary sovereignty has long been a battle cry of the Eurosceptic camp. Yet, this session will show both the extent to which British parliament stands out from other parliamentary democracies, and why parliamentary sovereignty may be a highly misleading characterisation. Our interest in critical and normative analysis will be pursued in particular with a discussion of the failed attempts to complete the reform of unelected House of Lords, the first phase of which was implemented in 1999.

Jones and Norton, Chapters 16-18

Jones, Chapters 11-13

<http://www.parliament.uk/>

<http://www.democraticaudit.com/2018/09/20/audit2018-how-democratic-is-the-house-of-commons-how-effectively-does-it-control-the-uk-government-and-represent-citizens/>

<http://www.electoral-reform.org.uk/reforming-the-house-of-lords>

<https://blogs.lse.ac.uk/politicsandpolicy/the-unreformed-house-of-lords-is-already-the-largest-parliamentary-chamber-of-any-democracy/>

<http://www.independent.co.uk/voices/commentators/phillip-blond-electing-the-lords-would-undermine-its-value-7628079.html>

PM's Question Time and other parliamentary business: <http://www.parliamentlive.tv>

Modernising UK's Parliamentary Democracy-Democratic Audit UK:
<http://www.democraticaudit.com/?cat=11>

Dale, R. (2015) How to Be a Parliamentary Researcher, Biteback
Flynn, P. (2012) How to be an MP, Biteback

Key Terms: Parliamentary Sovereignty, Merged Executive and Legislature, Executive Patronage, Party Discipline, Election Manifestos/mandates, Queen's Speech, Law Taking/Making, legislative process, Parliamentary Scrutiny, Select/Standing/backbench Committees, Ministerial/Parliamentary/Constituency roles, Career Politicians, Homogenized/Privileged Profiles, Parliamentary Reform (House of Lords).

Seminar Question 1: "Parliamentary Sovereignty was always a myth, more so in today's globalised world and in the event of Brexit". Discuss this claim in the light of the British constitution and unitary political system as well as the empirical and comparative evidence.

Seminar Question 2: Discuss and evaluate the debate over the reform of the House of Lords with reference to the Conservative – Lib Dem coalition government bill that had to be withdrawn due to opposition by backbench Conservative members of parliament.

Session Six: The Executive and the Westminster Model of Governance

This session turns to the "core" elements of the UK's executive branch (the PM, the Cabinet, and the senior civil servants) that, as a rule, dominates the British political system. Subject to ongoing debate as to its vices and virtues as the overriding driver of positive constitutionalism, here we approach it from four perspectives, principle-agent (PM centred or "presidential"), baronial ("cabinet government"), bureaucratic ("permanent" civil servants) and power dependency (drawing on interdependencies within the executive and the political system as well as outside actors from the media and trade unions to global markets and corporations). Several key methodological and epistemological points are explored in this session by highlighting the changes in the context, resources, standing, and interest of collective and individual actors. This suggests, as a general rule, starting with a dynamic, empirically informed, and multi-causal approach open to drawing on different models and theories or combining elements and insights from each, depending on the question asked and/or the period and context that frame it.

Jones and Norton, Chapter 19

Jones, Part 5

McNaughton, chapter 9

See Democratic Audit (on elective dictatorship and core executive)

<https://www.gov.uk/>

<http://www.independent.co.uk/voices/editorials/this-cabinet-reshuffle-was-expected-to-herald-a-new-age-of-may-and-it-failed-to-deliver-a8148581.html>

<http://www.economist.com/news/briefing/21713834-understanding-britains-unelected-prime->

[minister-and-her-prospects-means-grasping-her-background](#)

Achieving Accountable Government, Democratic Audit UK:

<http://www.democraticaudit.com/?cat=3>

Former and present senior ministers discussing their experiences:

http://news.bbc.co.uk/democracylive/hi/house_of_commons/newsid_9688000/9688423.stm

In Defence of Kings and Queens, Philip Blond: <http://www.bbc.co.uk/news/uk-politics-11930839>

Hilary Mantel, on 'Royal Bodies' in London Review of Books:

http://www.lrb.co.uk/v35/n04/hilarymantel/royalbodies?utm_source=newsletter&utm_medium=email&utm_campaign=3504&utm_e=el&utm_m=2300790&utm_l=5&utm_v=9fa0025000

Key Terms: Executive dominance, Cabinet/Prime Ministerial/Presidential Government, Collective Cabinet Responsibility, Ministerial ladder, Independent Civil Service, Special Advisors, Principal-Agent/Baronial/Power Dependency Models of Governance, Elected Dictatorship, Effective Governance, Democratic Deficit.

Seminar Question 1: Is “elective dictatorship” a reasonable characterisation of the UK political system?

Seminar Question 2: Present, contextualise and evaluate from a comparative perspective the current government’s record and basic vision in a policy area of your choice (e.g. Health, Education, International).

Session Seven, Field Trip: *The Inner Level: how more equal societies reduce stress, restore sanity and improve wellbeing*, Lecture: Professors Kate Pickett and Richard Wilkinson, New Academic Building. We shall meet at 6 pm at the LSE Students Union Bar to have a tour of the School before taking our seats at the Shaykh Zayed Theatre. The London School of Economics and Political Science (LSE for short) is one of the world’s leading teaching, research, and policy institutions in social sciences, founded with the Latin motto translated as “Fortunate who was able to know the causes of things” to which was added in English, “For Betterment of Society”. The LSE’s record is particularly notable with an alumni and staff that include 53 past or present heads of state or government, and 18 Nobel laureates. Out of all European universities, LSE has educated the most billionaires according to a 2014 global census of U.S dollar billionaires. Not bad (or good?) for an institution founded by the socialist intellectuals and writers—including Beatrice and Sidney Webb and George Bernard Shaw, who went on to co-found the Labour Party and shape its vision and principles. The LSE is located within walking distance of other notable universities whose public events are of interest to us, including King’s College, University College and School of Oriental and African Studies, all, like the LSE, constituent members of the federal University of London. As mentioned above, you are encouraged to attend other events of interest for this or your other courses: <http://www.lse.ac.uk/Events>.

Session Eight: Devolution and Multi-level of Governance

Here we examine the additional layer and diverse types of governance engendered by “devolution” of power from the Westminster centre to three of the four constituent nations of the UK. Characterised by some as “constitutional vandalism” that may yet lead to break up of

the UK, and by others as the major achievement of Tony Blair's premiership, the uneven and multifaceted impact of the still unsettled devolutionary process has extended the range of sources and resources for comparative and critical reflection on our disciplinary and Hub concerns. These range from the party ideologies and strategic interests that led to devolution and new conceptions of citizenship to the diverse outcomes of opening the practice of governance to many hitherto marginalised political parties, citizens, and ideas (e.g. PR, or free university education).

Jones and Norton, Chapter 13

Jones, Chapter 17

McNaughton, Chapter 5

Jones and Norton, Chapter 12

<http://www.parliament.uk/topics/Devolution.htm>

<http://www.democraticaudit.com/2017/07/13/audit-2017-how-democratic-is-the-overall-set-up-of-devolved-government-within-the-uk/>

Peter Leyland, "The multifaceted dynamics of UK devolution", International Journal of Constitutional Law, <https://academic.oup.com/icon/article/9/1/251/902278/The-multifaceted-constitutional-dynamics-of-U-K>

Northern Ireland Secretary's Interview:
<https://www.theguardian.com/politics/2018/sep/07/karen-bradley-admits-not-understanding-northern-irish-politics>

<https://www.ucl.ac.uk/constitution-unit/research/europe/briefing-papers/briefing-paper-3>
(Devolution after Brexit)

Devolution: A brief beginners' guide:

http://news.bbc.co.uk/1/hi/uk_politics/election_2010/first_time_voter/8589835.stm

<http://devolutionmatters.wordpress.com/devolution-the-basics/>

<https://www.theguardian.com/politics/2017/dec/03/may-take-charge-brexit-talks-crucial-brussels-meetings-northern-ireland-border-issue>

BBC Radio 4, Moral Maze on Devolution: <http://www.bbc.co.uk/programmes/b04sxr8z>

Key Terms: Nationalism, Politics of Identity, Voluntary Union, Models of Devolution: State Realism, Colonial legacy, European Regionalism; Scottish Parliament, Welsh Assembly, Power Sharing Irish Government, DevMax, English Parliament, Regional/Metropolitan Assemblies, New Constitutional Settlement, Brexit and Devolution

Seminar Question 1: Examine devolution in one or more cases with reference to Jennifer Todd's three models of state realism, colonial legacy and European regionalism which were developed in the early stages of the process. Has it been a success, and in any case what would be the ideal end point given your own values and understanding of global citizenship. Would your advice change, were you to view the question from the perspective of a citizen of the nation in question?

Seminar Question 2: Discuss and evaluate “the devolution” in the UK with reference to Ireland and/or Scotland. Examine the likely consequences of Brexit with a view of advising the citizens of those nations to stay in or leave the UK.

[**Contingency Class Date**]: Students are required to keep this date free to attend class, should any class dates need to be rescheduled.

Session Nine: Britain in the International Arena

For the time being, this session is primarily focused on the EU and Brexit and is led by my colleague, Professor Paul Cousins, who teaches a full course on the subject. Winston Churchill’s three concentric circles, “United Europe”, the US dominated “English-speaking world” and the British Empire/Commonwealth provides the course’ broader frame. There we find the gravitational forces and perceived trade-offs that kept Britain from co-founding what became the EU, or served the Eurosceptic cause, and demolished New Labour’s dream of lifting the country and placing it at the heart of Europe. Here again we find ample material for reflecting on multiple and global citizenship, critical inquiry into selective, biased and manipulative use of information, and the clash between personal, party, national, supranational, and international interests.

Jones and Norton, chapters 2 and 7
McNaughton (2017), chapter 1

On Brexit and the EU:
<https://www.ucl.ac.uk/constitution-unit/research/europe>
(several briefings and other research)

<https://www.opendemocracy.net/can-europe-make-it/benjamin-martill-uta-staiger/brexit-debate-at-home-and-abroad>

<https://www.gov.uk/government/organisations/foreign-commonwealth-office>

http://europa.eu/index_en.htm
<http://www.federalists.eu/>

On the Anglo-American Special Relationship:

<http://ashbrook.org/wp-content/uploads/2012/06/ShermanBrown-Printable.pdf>

<http://www.rooseveltinstitute.org/new-roosevelt/special-relationship-between-great-britain-and-united-states>

http://www.nytimes.com/2013/08/31/opinion/cohen-a-much-less-special-relationship.html?_r=0

On the Commonwealth:

<http://thecommonwealth.org/>

<http://www.publications.parliament.uk/pa/cm201012/cmselect/cmfaaff/writev/commonwealthcom02.htm>

Key Terms: Churchill's Three Circles, Concert of Europe, Balance of Power, League of Nations, UN, NATO, Bretton Woods Institutions, Supranationalism, Intergovernmentalism, Federal EU, Europe of Nation-States, Eurozone, Single Market, Austerity/Growth, Northern/Southern/Eastern EU, Brexit, Norwegian Model, Special Relationship, Old/New Colonies, Commonwealth, Commonwealth in the UK.

Seminar Question 1: Discuss the Brexit referendum and resulting debates with reference to the evolution of the European Union to decide whether Brexit is in fact in the UK's national interest or should be reversed in another referendum or by parliament.

Seminar Question 2: Discuss and evaluate the UK's international standing and policy with reference to Churchill's three circles. Which, if any, of the circles should be prioritised in the present context and which, if any, enhance or undermine global citizenship?

Session Ten: Multi-level Governance and Localism; Review of the Course

British local government is the most clear cut manifestation of the centralised Westminster or unitary model of governance (discussed in Sessions Four, Five and Six). It also provides an instructive example of how "positive constitutionalism" (discussed in Session Four) at one level of governance can radically curtail it at other levels. Similarly, it raises important questions about citizenship as a multifaceted identity, capacity, and practice, and underlines the limitations of considering democracy only or mainly as a dichotomous variable (raised in Session One).

This session concludes with a review of the course and the grading criteria and addresses any questions that may remain. The review will invite us to exchange notes about the extent to which we have achieved the disciplinary and Hub objectives along with any and every suggestion about its improvement.

Jones and Norton, chapter 21.

Jones, chapter 19.

http://www.democraticaudit.com/?page_id=92

<https://www.gov.uk/government/organisations/department-for-communities-and-local-government>

Radical Localism:

<https://www.opendemocracy.net/uk/jeremy-gilbert-rahel-sophia-s-alessio-kaolioulis/radical-democracy-and-municipal-movements?>

<http://www.parliament.uk/business/committees/committees-a-z/commons-select/communities-and-local-government-committee/publications/>

<http://www.lbhf.gov.uk/>

<http://www.rbkc.gov.uk/>

<http://www.haringey.gov.uk/>

On the Coalitions' 2011 Localism Act:

<http://www.local.gov.uk/localism-act>

<http://www.theguardian.com/local-government-network/2013/nov/02/localism-act-devolution-uk-local-authorities>

Think Tank focused on local government and localism:

<http://www.localis.org.uk/>

<http://www.thebigsociety.co.uk/>

<http://speri.dept.shef.ac.uk/2013/03/08/big-society-neoliberalism-rediscovery-social-britain/>

<http://www.economist.com/news/britain/21602266-crime-teenage-pregnancy-bad-schools-and-other-ills-are-increasingly-suburban-and-rural>

Key Terms: Westminster/National Party Dominance, Limited competence, Ultra Vires, Mandamus, Declining Autonomy/Local Revenue, Local Democracy/National Inequality, Big Society, Individualist/Third Sector/Collectivist Localism, Electoral Machine/Political Movement

Seminar Question: Examine the claim that the local government is the weakest link in the UK political system with comparative reference to the selected European countries and/or one or more countries of your choice. Suggest two policies for improving local governance in England.

Further Reading

You are expected to obtain and read the set reading for each class session. Most set texts are available for loan on a free-of-charge basis from the Library; others you will need to buy from the Blackwell's Booksale at the start of the semester or from an alternative supplier. Please consult the semester booklist issued by the Library for full details. You may be advised of further reading during the course, particularly with regard to assisting you with your paper.

Further readings and supplementary notes are posted on Blackboard and will be extended or updated as appropriate: <https://lms.bu.edu>

Selected Additional Reading (all in the BU London Library)

Bale, T. (2010) *The Conservative Party: From Thatcher to Cameron*, Polity.

Bale, T. (2015) *Five Year Mission: The Labour Party Under Ed Miliband*, Oxford University Press.

Balls, E. (2016) *Speaking Out: Lessons in Life and Politics*, Hutchinson.

Barnett, H. (2002) *Britain Unwrapped*, Penguin.

Bogdanor, V. (2001) *Devolution in the United Kingdom*, Oxford University Press.

Bogdanor, V. (2009) *The New British Constitution*, Hart.

Butler, D. et al. (2005) *The British General Election of 2005*, Macmillan.

Cawley, P. et al. (2010) *The British General Election of 2010*, Palgrave Macmillan.

Clegg, N. (2016) *Politics: Between the Extremes*, Bodley Head.

Colley, L. (2014), *Acts of Union and Disunion*, Profile Books.

Dale, R. (2015) *How to Be a Parliamentary Researcher*, Biteback

Edwards, A. (2012) *The Northern Ireland Conflict, One World*.

Edwards, R. (2015) *None of the Above*, Simon and Schuster.

Flynn, P. (2012) *How to be an MP*, Biteback Publishing.

Gamble, A. (2003) *Between Europe and America: the Future of British Politics*, Palgrave Macmillan.

Gould, G. (2015) *Wasted, How Misunderstanding Young Britain Threatens Our Future*, Little, Brown.

Haidt, J. (2012) *Righteous Mind: Why Good People Are Divided by Politics and Religion*, Penguin.

Hardman, E. (2018) *Why We Get the Wrong Politicians?*, Atlantic.

Hennessy, P. (1996) *The Hidden Wiring: Unearthing the British Constitution*, Phoenix.

Hennessy, P. (2000) *The Prime Minister: The Office and its Holders Since 1945*, Penguin.

Hennessy, P. (2003) *The Secret State*, Penguin.

Jones, O. (2015) *The Establishment, and How They Get Away with It*, Penguin.

Kavanagh, D. et al. (1997) *The Reordering of British Politics*, Oxford University Press.

Kavanagh, D. (2000) *The Powers Behind the Prime Minister*, HarperCollins.

Keating, M. (2010) *The Government of Scotland*, Edinburgh University Press.

Lawton, K. et al. (2014) *The Condition of Britain: Strategies for Social Renewal*, IPPR.

Margetts, H. et al. (2016) *Political Turbulence: How Social Media Shape Collective Action*, Princeton.

McBride, D. (2013) *Power Trip: A Decade of Policy, Plots and Spin*, Biteback.

McNaughton, N. (2017 and 2018) *UK Government and Politics, Annual Update*, Hodder.

Mickelthwait, J. and A. Wooldridge (2014), *The Fourth Revolution: The Global Race to Reinvent the State*, Allen Lane.

Morrison, J. (2000) *Reforming Britain: New Labour, New Constitution?* Pearson Education.

Mount, F. (2012) *The New Few*, Simon and Schuster.

O’Neil, M. (ed) (2004), *Devolution and British Politics*, Routledge.

Pinder, J. (2007) *The European Union*, Oxford University Press.

Pitcher, B. (2009) *The Politics of Multiculturalism*, Palgrave.

Qvortrup, M. (2013) ed., *The British Constitution: Continuity and Change*, Hart Publishing.

Richards, S. (2017) *The Rise of Outsiders: How Mainstream Politics Lost its Way*, Atlantic.

Rhodes, R. (2015) *Everyday Life in British Politics*, Oxford University Press.

Rogers, R. (2015) *How Parliament Works*, Routledge.

Shipman, T. (2016) *All Out War: The Full Story of How Brexit Sank Britain’s Political Class*, William Collins.

Shipman, T. (2017) *Fall Out*, William Collins.

Suri, J. (2016) *The Impossible Presidency*, Basic Books.

Thane, P. (2005) *Unequal Britain: Equalities in Britain since 1945*. Continuum.

Tonge, J. (2006) *Northern Ireland*, Polity Press.

Toynbee, P. and D. Walker (2012), *Dogma and Disarray: Cameron at Half-Time*, Granta.

Toynbee, P. and D. Walker (2015), *Cameron’s Coup*, Guardian and Faber Publishing.

Vincent, A. (1992) *Modern Political Ideologies*, Blackwells.

Weir, S. (2005) *Unequal Britain, Politico’s*.

Wright, A. (2000) *The British Political Process: An Introduction*, Routledge.

Wright, A. (2012) *Doing Politics*, Biteback.

Mass Media, Academic Journals, Websites

You are advised to read a “serious” British newspaper such as *The Guardian*, *Independent*, *Daily Telegraph* or *Times*, *Financial Times* (regularly updated full text versions of the first three are available on line). The Sunday editions of these papers are also informative. *The Economist* (weekly); *The New Statesman* (weekly) and *Prospect* (monthly) are three informative magazines available at the library. *Newsnight* on BBC 2, (10.30-11.15 pm with no commercial breaks) and *Channel Four News* (7- 7.45 pm) are worth watching to keep up with current political developments as is BBC Radio 4’s *Today* programme (6-9 am) a daily news and current affairs programme that is part of the staple diet of Britain’s political class.

You may access electronically a wide range of Politics journals at <http://www.bu.edu/library/index.shtml>, including *Political Studies*, *The British Journal of Politics and International Relations* and *Politics*, three of the British Political Studies Association’s journals. *Parliamentary Affairs* and *Political Quarterly* are among other useful journals for the purposes of our course.

A sample of the on line information provided by the UK government and other official agencies and think tanks is provided as follows:

- Government Information Service <http://www.open.gov.uk>
- <http://www.number-10.gov.uk> (Prime Minister’s office)
- *EU’s sever: europa.eu.int
- www.psr.keele.ac.uk/parties (link to political parties)
- www.ukpolitics.org.uk (general link to other political websites)
- www.statistics.gov.uk (economic and social statistical data)
- www.cabinet-office.gov.uk (central and local government)
- Joseph Rowntree Foundation <http://www.jrf.org.uk> (Major charity with a social mission)
- Institute of Economic Affairs: www.iea.org.uk (right of centre think tank)
- Fabian Society: www.fabian-society.org.uk (traditional Social Democratic)
- Institute for Public Policy Research: www.ippr.org.uk (‘New Labour’)
- New Economics Foundation: www.neweconomics.org (radical)
- ResPublica www.respublica.org (‘Red Tory’ and close to David Cameron)
- <http://thebigsociety.co.uk/>
- <http://www.yourmorals.org/index.php>

Indicative Context

The mid-2015 population estimates for the UK was 65.1m - approximately 54.8m for England (84% of the UK population), 5.4m for Scotland at 5.4m (8% of the UK population), 3.1m for Wales (5% of the UK population) and 1.9m for Northern Ireland (3% of the UK population). The last (2011) Census published in December 2012 provides a clear statistical overview of the country, the region, and the city in which you’ll be living, studying and working in the next few months (http://www.ons.gov.uk/ons/dcp171778_290685.pdf). The following is taken from the section Who We Are:

- The resident population of England and Wales on 27 March 2011 was 56.1 million, a seven percent (3.7 million) increase since 2001 with 55 per cent (2.1 million) of this increase being due to migration. One in six people were aged 65 or over (16 per cent, 9.2 million).

- Four out of every five usual residents of England and Wales described themselves as in very good or good health (81 per cent, 45.5 million).
- Fifty-nine per cent (33.2 million) recorded their religion as Christian and 25 per cent (14.1 million) reported that they had no religious affiliation.
- Most residents of England and Wales belonged to the White ethnic group (86 per cent, 48.2 million) in 2011, and the majority of these belonged to the White British group (80 per cent of the total population, 45.1 million).

In London in 2011, 45 per cent (3.7 million) out of 8.2 million residents were White British. As indicated by comparative regional growth rates, tax revenues, employment rates or house prices, London (and South East) have been doing far better economically than other UK regions.

“The UK became a much more equal nation during the post-war years¹. The data available shows that the share of income going to the top 10% of the population fell over the 40 years to 1979, from 34.6% in 1938 to 21% in 1979, while the share going to the bottom 10% rose slightly. Since 1979 this process of narrowing inequality has reversed sharply. As shown in the graph below, inequality rose considerably over the 1980s, reaching a peak in 1990.

The UK has the 7th most unequal incomes of 30 countries in the developed world, but is about average in terms of wealth inequality. While the top fifth have 40% of the country's income and 60% of the country's wealth, the bottom fifth have only 8% of the income and only 1% of the wealth.” (<https://www.equalitytrust.org.uk/about-inequality/scale-and-trends>)

List of British Prime Ministers since 1945

26 Jul 1945 - 26 Oct 1951	Clement Attlee (Labour)>> Modern Welfare State & Keynesian/Social Democratic Consensus
26 Oct 1951 - 5 Apr 1955	Winston Spencer-Churchill (from 24 Apr 1953 Sir Winston Spencer-Churchill) (Conservative)
6 Apr 1955 - 9 Jan 1957	Sir Anthony Eden (Conservative)
10 Jan 1957 - 18 Oct 1963	Harold Macmillan (Conservative)
19 Oct 1963 - 16 Oct 1964	Alexander Frederick Earl of Home (from 23 Oct 1963 Sir Alexander Frederick Douglas-Home, Conservative)
16 Oct 1964 - 19 Jun 1970	Harold Wilson (Labour)
19 Jun 1970 - 4 Mar 1974	Edward Heath (Conservative)>> Common Market/EU
4 Mar 1974 - 5 Apr 1976	Harold Wilson (Labour)>> First Europe Referendum
5 Apr 1976 - 4 May 1979	James Callaghan (Labour)>> Crisis of Social Democracy
4 May 1979 - 28 Nov 1990	Margaret Thatcher (Conservative)>> Neoliberal Ascendancy
28 Nov 1990 - 2 May 1997	John Major (Conservative) Eurosceptic Ascendancy
2 May 1997 - 27 Jun 2007	Tony Blair (Labour)>> The Third Way (US and/or Europe?)
27 Jun 2007 - 11 May 2010	Gordon Brown (Labour)>> Global/EU Financial Crisis
11 May 2010 – 13 July 2016	David Cameron (Conservative, in coalition with Liberal Democrats between 2010-2015) >> Big Society and Brexit
13 July 2016 -24 July 2019	Theresa May Shared Society and Brexit means Brexit...?

8 June 2017 – 24 July 2019 Theresa May returns as PM but without a parliamentary majority (Confidence and Supply Agreement with Democratic Unionist Party of Northern Ireland)

Key Political Battlegrounds: Brexit, NHS, Housing, Immigration, Public Spending-Austerity...UK – US “Special Relationship”!

Terms and Conditions

I will make some time available in each session for students to raise questions. Should students wish to discuss matters with me in person I will also be available during the break mid-lecture and at the end of class or by appointment.

Note: Please turn off all mobile phones in class; laptops can only be used for note-taking.