

Course Syllabus_Brexit, EU and Global World: Current Challenges in European Politics and Society

Language of Instruction: English

Professor: Andrea Noferini, Ph.D.

Professor's Contact and Office Hours: Office hours be confirmed – Office 20.159

Course Contact Hours: 45 hours

Recommended Credit: 6 ECTS credits

Weeks: 4

Course Prerequisites: None

Language Requirements: None

Course Description:

These last years have definitely helped in modifying the order of priorities in global agendas. Green and digital transitions, rising populisms and increasing inequalities, the recovery from Covid-19 pandemic are among the most urgent issues. The explosion of the COVID-19 in March 2020 - and its abrupt diffusion all across the globe – for example, demonstrated the urgent need for improving global governance mechanisms and coordination among governments. The opportunity is now upon policy-makers and stakeholders to make the aftermath of the pandemic a reformation and transformative moment for a new kind of public policies and politics.

This course aims at providing a critical overview on the current challenges that national democracies will have to face in the next years. Social inequalities, global pandemic, gender equality, migrations, climate change and sustainability, the rise of nationalism(s) and populism(s) are some of these tremendous challenges. How can national governments (and cities) provide adequate answers and effective policies to citizens? How have Covid-19 crisis impacted on already existing strategies and global Agenda (Agenda 2030 and the Sustainable Development Goals, Habitat III and the New Urban Agenda)? How does globalization affect public policies and what can governments do?

By applying a plural and interdisciplinary approach, the course combines analytical tools and categories stemming from political science, international relations, economics, European Integration studies, public policies and development economics. The course focusses on the analysis and the understanding of how political and societal actors do play a role in the definition and implementation of public policies. By providing critical tools for understanding complex phenomena (such as the European integration process, the implementation of the 2030 Agenda, the challenges of global governance, etc...) the course aims at preparing students as informed citizens and lifelong learners who care and act for the future of the planet and humanity.

Keywords: Global governance, globalization, 2030 Agenda, Europe, Spain, society, governments, institutions, Covid-19

Learning Objectives:

At the end of the course, the student:

- ✓ will have acquired survey knowledge of the main aspects of policy making and politics in Europe and Spain
- ✓ will have received an introduction to the basic elements of the European Union, the Spanish political system, Spanish public attitude and public policies
- ✓ will be familiar with the key issues that national states and contemporary society will face in the next years
- ✓ will have improved their knowledge regarding the multidimensional impact of the COVID-19 crisis on citizens' well-being
- ✓ will have improved their knowledge regarding the 2030 Agenda and the implementation of the Sustainable Development Goals (SDGs)

Course Workload

The format of the course will be based around weekly formats. Each week will present a coherent set topic with prescribed readings. Lecture format will be integrated with slides, active use of Internet web pages, student presentations, work groups, special activities, seminars, and round tables. Since the relevance of our topics on mass media, video and press releases, all these materials will be widely used

The workload of the course rests on the assigned readings that students are expected to complete prior to coming to class and to contribute to discussion during seminars. That is, during lectures, I will pose questions to encourage students' participation and developing critical thinking. Students are expected to actively participate along the course with exercise, in-group activities, oral presentations and debates. Finally, they will have to make a home midterm exam and also home final exam.

Methods of Instruction:

By applying innovative, transformative and active learning methodologies (blended learning, flipped classroom, role play and open debates) the course can be considered as student-centered and student-empowering.

The course aims at encompassing a number of different teaching approaches all of which shift the focus from the teacher delivering course content to the student actively engaged with the course content. The main goal consists in allowing students to purposefully interact with course content while in online sessions as well as interact with each other in structured learning activities.

Some examples of active learning formats that will be employed in the course will include:

- Focused writing assignments to check understanding of course content (5-Minute Paper)
- Creating an individual summary about a topic, discussing it with a partner, then sharing the pair's discussion with the whole class (Think-Pair-Share)
- Small group exercises where students apply course content to a real-world situation and work toward a solution (Case-based Learning)
- Virtual platform such as Moodle
- Twitter and other social media that can contribute to keep the students' attention and interest alive also outside the classroom
- Flipped classroom methodologies in which students get the input they would traditionally receive from the lecture or lesson in the form of videos or set texts that they study before class.
- Self-blend – Students choose to augment their traditional learning with online course work.

In addition, we will make some selected field studies during the course aimed at visiting the most relevant international and national organization here in Barcelona such as the Parliament of Catalonia and the representation of the institutions of the European Union in Barcelona.

Method of Assessment

Class Participation: 10%

Problem Based Methodology and Presentations: 30%

Midterm Exam: 30%

Final Exam: 30%

Class Participation (10%): Students involvement throughout the course will be closely monitored by the instructor and includes various aspects. Students will be asked to PARTICIPATE AT THE INDIVIDUAL LEVEL and to participate in group activities or exercises.

Mid-Term and Final Exams (30%+30%): The mid-term and final exams are designed to establish and communicate to you the progress you are making towards meeting the course learning objectives. They are comprised of multiple choice tests (questions and exercises) that test your abilities. The mid-term examination will be used to allow you to divide your study time into two separate halves. The written mid-term examination will cover the first module of the course whilst the final examination will only cover material presented and discussed in the second half of the course.

Problem Based Methodology and Students' Presentations (30%): Problem-Based Learning (PBL) is an active way of learning that gives you better retention of knowledge, enhances your motivation and encourages you to develop skills that are essential for your personal and professional careers.

Research shows that PBL teaches you to: 1) really understand the subject matter, rather just learning by rote; 2) collaborate with partners and small teams; 3) think critically with a view to solving problems; 4) study and work independently; 5) feel comfortable with public speaking.

At the beginning of the course, students will be grouped. According to instructor's guidelines, each group will be responsible for a specific issue related to the implementation of the Agenda 2030 and the 17 SDGs. A final oral presentation will be due in class. The evaluation will take into account: a) the amount of information you master; b) the accuracy of the information you present; c) the significance you ascribe to the facts and ideas you have integrated across your study in this course; d) the clarity in the oral explanation and apt time management.

According to the composition and the background of the enrolled students, the method of assessment could be modified.

Absence Policy

Attending class is mandatory and will be monitored daily by professors. The impact of absences on the final grade is as follows:

Absences	Penalization
Up to three (3) absences	No penalization.
Four (4) absences	1 point subtracted from final grade (on a 10 point scale)
Five (5) absences	2 points subtracted from final grade (on a 10 point scale)
Six (6) absences or more	The student receives an INCOMPLETE for the course

The BISS attendance policy does not distinguish between justified or unjustified absences. The student is deemed responsible to manage his/her absences.

Emergency situations (hospitalization, family emergency, etc.) will be analyzed on a case by case basis by the Academic Director of the UPF Summer School.

Classroom Norms:

- No food or drink is permitted.
- There will be a ten-minute break during the class.
- Students must come to class fully prepared.

Course Contents:

**according to students' interests and backgrounds we will select some of the bibliographical materials presented here. The workload and mandatory readings will be defined at the beginning of the course together with the class.*

WEEK 1 THE NEW NARRATIVE ON GLOBALIZATION: CHALLENGES AND OPPORTUNITIES

Session 1 The 2030 Agenda: an introduction

(Mon, Jul. 3th)

Syllabus, contents, assessment and methodology

Introduction to the current debates on globalization, global governance and sustainability

Reading

- Sachs, Jeffrey D., Guido Schmidt-Traub, Mariana Mazzucato, Dirk Messner, Nebojsa Nakicenovic, Johan Rockström, 2019, "Six Transformations to Achieve the Sustainable Development Goals (SDGs), Working Paper August 2019, Sustainable Development Solutions Network, available [here](#)
- The New Urban Agenda, HABITAT III, United Nations available here <http://habitat3.org/the-new-urban-agenda/>

Session 2 Defining Globalization

(Tue, Jul. 4th)

What is really globalization about?

Do we really live in a global village?

Reading

- Scholte, A., 2007, Defining Globalization, C L M. E C O N O M Í A, 10 NEW

- TENDENCIES OF GLOBALIZATION available [here](#)
- Buchanan, Allen, and Robert O. Keohane. "The legitimacy of global governance institutions." *Ethics & international affairs* 20.4 (2006): 405-437 (only the Introduction)

Session 3 Globalization era(s): since 1945 to 2020

(Wed, Jul. 5th)

Democracy, national self-determination and globalization
Dani Rodrik's Trilemma
The Washington consensus revisited

Reading

- Rodrik, D. 2011, *The Globalization Paradox: Democracy and the Future of the World Economy*, (Chapter 1), NY: W. W. Nortons
- Rodrik, D. 2011, *The Globalization Paradox: Democracy and the Future of the World Economy*, (Introduction), NY: W. W. Nortons
- SERRA, Narcís; STIGLITZ, Joseph E. (ed.). *The Washington consensus reconsidered: Towards a new global governance*. OUP Oxford, 2008, Chapter 2

Session 4 Poverty, Social Exclusion and Inequalities. A gender perspective.

(Thu, Jul. 6th)

Extreme, moderate, absolute and relative poverty
Types of inequalities
Being at risk of social exclusion
Gender Inequality

Readings:

- The Real Winners and Losers of Globalization. By Branko Milanovic, October 25, 2012, available [here](#)
- United Nations, 2022, PROGRESS ON THE SUSTAINABLE DEVELOPMENT GOALS. THE GENDER SNAPSHOT 2022, available [here](#)

Session 5 The Winners and Losers of Globalization

(Fri, Jul. 7th)

World Income Distribution 1988-2008: winners and losers of globalization
Middle class(es) versus Top 1%

Video Session

- *Inequality for All*, UC Berkeley professor Robert Reich explains how inequality has roots in economic and policy changes that began over 30 years ago. ([see the trailer](#))

WEEK 2

A SUI GENERIS EXPERIMENT: THE PROCESS OF EUROPEAN INTEGRATION

Session 6 The process of European Integration: why the EU?

(Mon, Jul. 10th)

The drivers of the process of integration
Peace and economic interdependence
Common values and identities across Europe

Reading

- Kristin Archick, 2022, *The European Union: Questions and Answers*, US Congressional Research Service, available [here](#)

- H. ZIMMERMANN y A. DÜR, “The European Union: Success of Failure”, in H. ZIMMERMANN y A. DÜR ZIMMERMANN, Key controversies in European integration, 2nd ed., London: Palgrave Macmillan, 2016.

Session 7 The institutional triangle of the EU

(Tue, Jul. 11th)

The institutional design of the European Union
The policy-making
The EU public policies

Reading

- S. HIX y B. HØYLAND, “Introduction”, in S. HIX y B. HØYLAND, The Political System of the European Union, 3rd ed., London: Palgrave Macmillan, 2011.
- S. HIX y B. HØYLAND, “Legislative Politics”, in S. HIX y B. HØYLAND, The Political System of the European Union, 3rd ed., London: Palgrave Macmillan, 2011.

Session 8 Joining or leaving the EU: Brexit and Enlargement

(Wed, Jul. 12th)

To what extent can the EU be enlarged?
The EU and its neighborhood (The case of Ukraine)
Brexit and the new relation between the EU and UK

Reading

- Gidron, Noam, and Bart Bonikowski. "Varieties of populism: Literature review and research agenda." (2013).
- Brubaker, Rogers. "Why populism?" *Theory and Society* 46.5 (2017): 357-385.
- Foreign Affairs, 2019, Why Nationalism Works And Why It Isn't Going Away, available [here](#)

Session 9 Populisms in Europe: a threaten to liberal democracies?

(Thu, Jul. 13th)

Defining populism(s)
Populist parties in Europe
Populism, nationalisms and liberal democracies

Reading

- LET THE PEOPLE RULE! DEFINITIONS AND THEORIES OF POPULISM by Diego Muro (pg.9-16)
- POPULISM “MADE IN THE EU”, Carme Colomina (pg.23-26) in Eckart Woertz (coord.), POPULISM IN EUROPE: FROM SYMPTOM TO ALTERNATIVE? CIDOB REPORT #01, Barcelona, April 2017, ISSN: 2564-9086 available [here](#)

Session 10 Visit to the Representation Offices of the European Parliament and the European Commission in [Barcelona](#) (to be confirmed)

(Fri, Jul. 14th)

WEEK 3 SPAIN'S SOCIETY AND POLITICS TODAY.

Session 11 Introducing Spain

(Mon, Jul. 17th)

Spain in the world: economic and political relevance

Democratic transition
Public attitudes and values of the Spanish Society today

Reading

- LAND AND FREEDOM by Ken Loach (1994) (**MOVIE SESSION**)
- Spain. What Everyone Needs to Know (Oxford University Press, 2013), by William Chislett
- The Spanish Civil War: A Very Short Introduction by Helen Graham (2005) (only Chapter 1 - The origins of Spain's civil war - PG. 23-36)

Session 12 Basics Facts of the Spanish Political System and Spanish Society
 (Tue, Jul. 18th)

A parliamentary monarchy
The fragmentation of the political scenario: traditional versus new parties
Populisms in Spain

Reading

- How Much Does A (European) Head Of State Cost?, Scottish Journal of Arts, Social Sciences and Scientific Studies - ISSN 2047-1278
<http://scottishjournal.co.uk> available [here](#)
- Colomer, J.M., 1998. 'The Spanish State of Autonomies: non-institutional federalism', West European Politics, 1998 21(4): 40-52.

Session 13 Field trip to the Parliament of Catalonia (to be confirmed)
 (Wed, Jul. 19th)

Reading

- A Parliament for everyone A practical guide to the Parliament of Catalonia, available [here](#)

Session 14 Catalonia and Spain
 (Thu, Jul. 20th)

Spain as pluri-national state
Stateless nations
The secessionist movement in Catalonia (2012-2022)

Reading

- Colomer, J. M. (2017). The venturous bid for the independence of Catalonia. Nationalities Papers, 45(5), 950-967.
- London School of Economics, 2017, Four graphs about Catalonia and citizens' attitudes towards the EU, available [here](#)
- BBC, 2018, Catalonia's bid for independence from Spain explained available [here](#)

Session 15 Barcelona and the paradigm of a smart city
 (Fri, Jul. 21st)

Barcelona and the networks of cities in global governance
The paradigm of a smart cities
Circular economy and decoupling at the local scale

Readings

- Assar, S., Boughzala, I., & Boydens, I. (Eds.). (2010). Practical studies in e-Government: Best practices from around the world. Springer Science & Business Media.

- Blanco, I. (2009). Does a 'Barcelona model' really exist? Periods, territories and actors in the process of urban transformation. *Local Government Studies*, 35(3), 355-369.
- The 2030 AGENDA: transform Catalonia, improve the World available [here](#)

WEEK 4
PROJECT BASED LEARNING WEEK
GROUP PRESENTATIONS

Session 16 Introduction and guidelines to Problem-Based Learning
(Mon, Jul. 24th)

Session 17 Methodological session for Problem-Based Learning
(Tue, Jul. 25th)

Session 18 Oral presentations I
(Wed, Jul. 26th)

Session 19 Oral presentations II
(Thu, Jul. 27th)

Session 20 Final Exam (MCT) and closure of the course
(Fri, Jul. 28th)

Required Readings

The professor will assemble a coursepack/or indicate mandatory textbooks. The professor will assemble a course pack/or indicate mandatory textbooks. The majorities of readings will be however available through the Moodle class (only those available in open access)

Recommended bibliography

Students are encouraged to consult the following sources on their own.

Rodrik, D. 2011, *The Globalization Paradox: Democracy and the Future of the World Economy*, (only the Introduction and Chapter 1), NY: W. W. Norton

Stiglitz, J. 2012, *The price of inequality*, Taurus, Madrid (only the Introduction)

Stiglitz, J. 2006, *Making Globalization Work*, Taurus, (Chapter 1: Another World is Possible)

Krugman, P. 2004 *Internationalism modern criticizes Barcelona*, Pocket Library (Chapter 1: Competitiveness: a dangerous obsession, Chapter 7: What students should learn about international trade)

European Commission, 2011, *Trade, Growth and World Affairs: Trade Policy as a Core Component of the EU's 2020 Strategy*, DG Trade, Brussels

Rodrik, D., 2010, Diagnostic before Prescription, in *Journal of Economic Perspective*, Volume 24, N. 3, pg.33-44 Development, Working Paper 177, September.

Jeffrey Sachs, 2005, *The End of Poverty: Economic Possibilities for Our Time*, New York: The Penguin Press (Introduction)

- Paul Collier, 2007, *The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It*, Oxford University Press, (Introduction)
- William Easterly, 2006, *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*, New York: The Penguin Press (Introduction)
- Esther Barbé, 2010, (Ed.) *The European Union beyond its borders Towards the Transformation of the Mediterranean and Eastern Europe?*, Madrid: Tecnos, pp. 109-131.
- Enlargement in the evolution of the EU - Speech by EU Commissioner Rehn (20 January 2006: London) available at http://www.eu-un.europa.eu/articles/fr/article_5597_fr.htm
- Krugman, Paul – *International Economics: Theory and Policy*, Addison-Wesley, 2009
- Keohane and Nye (2000), *What's New? What's Not?* *Foreign Policy* Vol. 118 (1).
- Rodrik, D., 2010, *Diagnostic before Prescription*, in *Journal of Economic Perspectives*, Volume 24, N. 3, pg.33-44 Development, Working Paper 177, September.
- Hausmann, Ricardo, Dani Rodrik, and Andres Velasco. 2008. "Growth Diagnostics." Chap. 15 in *The Washington Consensus Reconsidered: Towards a New Global Governance*, ed. J. Stiglitz and N. Serra. New York: Oxford University Press.
- PRESTON, Paul, 1987, *The Triumph of Democracy in Spain*, pp. 1-52.
- NORTH, D., 1990, 'An Introduction to Institutions and Institutional Change', in *Institutions and Institutional Change and Economic Performance*, pp. 3-10.
- PRZEWORSKI, A., Michael ALVAREZ, José Antonio CHEIBUB and Fernando LIMONGI, 1996, "What Makes Democracies Endure?" *Journal of Democracy*, 7 (1): 39-55.
- PRESTON, Paul., 1987, *The Triumph of Democracy in Spain*, pp. 53-121.
- MARAVALL, José María and Julián SANTAMARIA, 1986, "Political Change in Spain and the Prospects for Democracy." In: O'Donnell, Schmitter and Whitehead, *Transitions from Authoritarian Rule*, pp. 71-108.
- LINZ, J., 1996, 'The Virtues of Parliamentarism' in *The Global Resurgence of Democracy*, pp. 154-161.
- HEYWOOD, P., 1995, 'Central Government, Monarchy, Core Executive and Parliament', en *The Government and Politics of Spain*, Macmillan Press, pp. 83-102.
- LIJPHART, A., 1999, *Patterns of democracy: government forms and performance in thirty-six countries*, Yale University Press, pp. 185-199.
- GALLAGHER, M., M. LAVER and P. MAIR. 2006, 'Party politics and party systems in Europe', in *Representative Government in Modern Europe*, pp. 187-227.
- MÚJICA, A.; SÁNCHEZ-CUENCA, I. 2006, "Consensus and Parliamentary Opposition: The Case of Spain". *Government and Opposition* 41 (1): 86-108.
- GUNTHER, R., J.R. MONTERO, and J.I. WERT, 2000, 'The Media and Politics in Spain: From Dictatorship to Democracy', in R. Gunther y A. Mughan (eds.),

Democracy and the Media: A Comparative Perspective. Cambridge University Press, pp. 28-84.

LJPHART, A. 1990, The Political consequences of electoral laws, American Political Science Review 84 (2): 481-496.

MONTERO, JR., and Mariano TORCAL, 1990, "Voters and Citizens in a New Democracy. Some Trend Data on Political Attitudes in Spain," International Journal of Public Opinion Research, 2 (2): 116-40.

COLOMER, JM., 2001, Political Institutions. Democracy and Social Choice. Oxford: Oxford University Press, chapter 1, pp. 1-17.

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