

Brexit, EU and Global World: Current Challenges in European Politics and Societies: Policies and Politics to transform our societies

Language of Instruction: English

Professor: Francisco J. Granados, Ph.D.

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Office Hours: by appointment

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 modified the order of priorities in global agendas. Green and digital transitions, rising populisms and increasing inequalities and the recovery from Covid-19 pandemic are among the most urgent issues. The outbreak of the COVID-19 in March 2020 –and its abrupt worldwide diffusion– 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 nationalisms and populisms are some of these challenges. How can national governments (and cities) provide adequate answers and effective policies to citizens? How will Covid-19 crisis impact on already existing strategies and global agendas (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?

The course combines multidisciplinary analytical tools and categories stemming from political science, international relations, economics, European integration studies, public policy and development economics. It focusses on the analysis and understanding of the role that political and societal actors play defining and implementing effective and legitimate public policies. By providing critical tools to understand complex phenomena (e.g., European integration process, implementation of the 2030 Agenda, global governance) the course prepares 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 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 learned key economic and political issues referred to globalization
- ✓ 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 and seminars. Given the relevance of the course 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 their contribution to class discussions. That is, during lectures, the professor will pose questions to encourage students' participation and development of critical thinking. Students are expected to actively participate with exercises, in-group activities, oral presentations and class debates. Finally, they will have to make a midterm exam and a 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 to be 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 engaging with the course content. The main goal consists in allowing students to purposefully interact with course content and interact with each other in structured learning activities.

Some examples of active learning formats that will be employed in the course 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 a selected field study during the course visiting a relevant international or national political organization in Barcelona such as the Parliament of Catalonia or the representation of the institutions of the European Union in Barcelona.

Method of Assessment

Class Participation: 15%

Midterm Exam: 25%

Final Exam: 25%

Problem Based Learning Project and Presentation: 35%

Class Participation (15%): Students involvement throughout the course will be closely monitored by the instructor. Students will be asked to participate at the individual level and in group class activities.

Midterm and Final Exams (25% + 25%): The exams are comprised of multiple-choice and short answer questions that test the knowledge acquired during the course topics. The midterm will cover the topics explained in the first half of the course, the final exam will cover the remaining topics. The mid-term grade will allow students to know about their progress towards meeting the course learning objectives.

Problem Based Learning Project and Students' Presentations (35%): Problem-Based Learning (PBL) is an active way of learning that allows better knowledge retention and enhances students' motivation and encouragement to develop skills essential for their personal and professional careers. PBL implies 1) a good understanding of the subject matter (rather than learning by rote); 2) collaborate with partners in small teams; 3) thinking critically for solving problems; 4) studying and working independently as a team; 5) practicing public speaking. At the beginning of the course, students will be grouped. According to instructor's guidelines, each group will be responsible for a policy project related to the implementation of the 2030 Agenda. An oral group presentation of the project will be due in class.

Based on the composition and background of the students enrolled in the course, the method of assessment might 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:

The dates of each topic and the readings considered might be modified depending on the progress of the course.

WEEK 1 GLOBALIZATION: DEFINITION, SOCIOPOLITICAL EFFECTS AND CHALLENGES

Session 1 – Defining Globalization

Monday 3rd of July 2022

- Guillén, M.F. 2001. [Is Globalization Civilizing, Destructive or Feeble? A Critique of Five Key Debates in the Social Science Literature](#) Annual Review of Sociology, 27:235-260

- Scholte, A., 2007, Defining Globalization, CLM. ECONOMIA, 10 New Tendencies of Globalization <http://www.clmeconomia.jccm.es/pdfclm/scholte.pdf>
- Dani Rodrik. 2011. *The Globalization Paradox: Why Global Markets, States and Democracy Can't Coexist* (Oxford University Press)
Chapter 3: "Why Doesn't Everyone Get the Case for Free Trade"
Chapter 4: "Bretton Woods, GATT, and the WTO: Trade in a Politicized Word"
Chapter 9: "The Political Trilemma of the World Economy"

Session 2 – Deglobalization trends

Tuesday 4th of July

- "What's Next for Globalization?" By Dani Rodrik in Project Syndicate March 9, 2023
- "The Coronavirus Is Killing Globalization as We Know" It by Philippe Leagrain available here <https://foreignpolicy.com/2020/03/12/coronavirus-killing-globalization-nationalism-protectionism-trump/>

Session 3 – The 2030 Agenda and the 17 Sustainable Development Goals

Wednesday 5th of July

- Sachs, J. D., et al. 2019, "Six Transformations to Achieve the Sustainable Development Goals (SDGs), Working Paper, Sustainable Development Solutions Network.
https://irp-cdn.multiscreensite.com/be6d1d56/files/uploaded/190830-Six-Transformations_working-paper.pdf
- Stibbe, D. & Prescott, D. 2020. *The SDG Partnership Guidebook: A practical guide to building high impact multi-stakeholder partnerships for the SDGs* (The Partnering Initiative and UNDESA)

Session 4 – Global inequality

Thursday 6th of July

- Milanovic, B. 2012. "Global Income Inequality by the Numbers: in History and Now—An Overview." The World Bank Policy Research Working Paper Series (6259). See a summary in: The Real Winners and Losers of Globalization, By Branko Milanovic, October 25, 2012 <https://www.theglobalist.com/the-real-winners-and-losers-of-globalization/>

Session 5 – Inequality for All (movie session and class debate)

Friday 7th of July

In the film "Inequality for All", UC Berkeley professor and noted economic policy expert Robert Reich explains how current extreme inequality has roots in economic and policy changes that began years ago.

WEEK 2

GLOBAL GOVERNANCE AND THE EUROPEAN UNION

Session 6 – Global Governance and Regional Integration Systems. The case of the European Integration

Monday 10th of July

- Dani Rodrik. 2011. *The Globalization Paradox: Why Global Markets, States and Democracy Can't Coexist* (Oxford University Press)
Chapter 10: "Is Global Governance Feasible? Is it Desirable?"
- Hix, S. and B. Hoyland (2011) 'Foreign Policies', in *The Political System of the EU*, pp. 264- 292.

Session 7 – European Union Institutions

Tuesday 11th of July

- Hodson, D., Puetter, U., Peterson, J., & Saurugger, S. (Eds.). (2022). *The institutions of the European Union*. Oxford University Press.
- Cini, M., & Borragán, N. P. S. (2022). *European union politics*. oxford university press.

Session 8 – European Union Institutions

Wednesday 12th of July

- Hodson, D., Puetter, U., Peterson, J., & Saurugger, S. (Eds.). (2022). *The institutions of the European Union*. Oxford University Press.
- Cini, M., & Borragán, N. P. S. (2022). *European union politics*. oxford university press.

Session 9 – Guest speaker presentation: BREXIT explained: Democracy, Nationalism and Populism (To be confirmed)

Thursday 13th of July

- Brexit: What you need to know about the U leaving the EU
<https://www.bbc.com/news/uk-politics-32810887>

MID-TERM EXAM

Session 10 – European Union: Current Policy Topics

Friday 14th of July

WEEK 3 SPANISH POLITICS AND SOCIETY

Session 11 – The Spanish Political System

Monday 24th of July

- Gunther, Richard, José Ramón Montero and Joan Botella, *Democracy in Modern Spain*. New Haven: Yale University Press, 2004, pp. 237-279.
- The Europeanisation of Spain (1986-2006) Sonia Piedrafita, Federico Steinberg, José I. Torreblanca 5/11/2007 Working Paper 39/2007 available here
http://www.realinstitutoelcano.org/wps/portal/rielcano_en/contenido?WCM_GLOBAL_CONTEXT=/elcano/elcano_in/zonas_in/dt+39-2007
- 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– Field trip to the Parliament of Catalonia (To be confirmed)

Tuesday 25th of July

- A Parliament for everyone A practical guide to the Parliament of Catalonia, available here <https://www.parlament.cat/document/intrade/212972>
- And here: <https://www.parlament.cat/document/cataleg/48179.pdf>

Session 13 – Spanish Society Today in Comparative Perspective using the World Values Survey

Wednesday 19th of July

- Antoni Segura i Mas, The End of the Two-Party System in Spain?, IeMed YearBook 2016, University of Barcelona available here http://www.iemed.org/observatori/arees-danalisi/axius-adjunts/anuari/med.2016/IEMed_MedYearBook2016_Spains%20Party%20System%20Crisis_Antoni_Segura.pdf
- Lijphart, Arend, Patterns of Democracy. Government Forms and Performance in Thirty-Six Countries. New Haven: Yale University Press, 1999, pp. 1- 9, available here https://e-educ.nbu.bg/pluginfile.php/830138/mod_resource/content/1/Lijphart%20A.%20Patterns%20of%20Democracy%20-%20Government%20Forms%20and%20Performance%20in%20Thirty-Six%20Countries%20%282012%29.pdf
- Colomer, J.M., 1998. 'The Spanish State of Autonomies: non-institutional federalism', West European Politics, 1998 21(4): 40-52.

Session 14 – Guest Speaker Presentation: The Catalan Independency Process (To be confirmed)

Thursday 20th of July

- BBC, 2018, Catalonia's bid for independence from Spain explained. Available here <https://www.bbc.com/news/world-europe-29478415>
- London School of Economics, 2017, Four graphs about Catalonia and citizens' attitudes towards the EU. Available here <http://blogs.lse.ac.uk/eurocrisispress/2017/11/17/four-graphs-about-catalonia-and-citizens-attitudes-towards-the-eu/>

Session 15 – The 2023 Spanish Parliamentary Elections: Party Programs, Electoral Forecasts

Friday 21st of July

WEEK 4
GROUP PRESENTATIONS OF THE
PROBLEM BASED LEARNING ACTIVITY

Session 16 - Self-guided group activity: Finalizing the Problem Learning Activity
Monday 24th of July

Session 17 – The 2023 Spanish Parliamentary Elections: Electoral Results Analysis, What's Next?
Tuesday 25th of July

Session 18, 19 and 20 – GROUP PRESENTATIONS OF THE PROBLEM LEARNING ACTIVITY

Wednesday 26th of July
Thursday 27th of July
Friday 28th of July

FINAL EXAM (during Session 20)

Recommended bibliography:

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

Rodrik, D. 2011. *The Globalization Paradox: Why Global Markets, States and Democracy Can't Coexist* (Oxford University Press)

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, Paul – *International Economics: Theory and Policy*, Addison-Wesley, 2009

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

Hodson, D., Puetter, U., Peterson, J., & Saurugger, S. (Eds.). (2022). *The institutions of the European Union*. Oxford University Press.

Cini, M., & Borragán, N. P. S. (2022). *European union politics*. oxford university press.

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

Jeffrey Sachs, 2005, *The End of Poverty: Economic Possibilities for Our Time*, 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

Bache, I and R. Jones, 2000, 'Has EU Regional Policy Empowered the Regions? A Study of Spain and the UK. *Regional and Federal Studies* 10 (3): 1-20.

Chislett, William, 2016, *A New Course for Spain: Beyond the Crisis*, Real Instituto Elcano: <http://www.realinstitutoelcano.org/wps/wcm/connect/4042b2804bb4115fa0a5ba6e9c1af357/Chislett-New-course-for-Spain-beyond-crisis.pdf?MOD=AJPERES&CACHEID=4042b2804bb4115fa0a5ba6e9c1af357>

Preston, Paul, 1987, *The Triumph of Democracy in Spain*.

Maravall, J. M. and J. Santamaría, 1986, "Political Change in Spain and the Prospects for Democracy." In: O'Donnell, Schmitter and Whitehead, Transitions from Authoritarian Rule, pp. 71-108.

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.

Colomer, J.M., 2001, Political Institutions. Democracy and Social Choice. Oxford: Oxford University Press, chapter 1, pp. 1-17.

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