



Course Title: Beyond Brexit: The Future of Britain and Europe

Program and Date: London Signature (May 27 – June 15, 2025)

Academic Department: Political Science

Instructor Name: Jason M. Adkins

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Get to Know Your Professor

Dr. Jason M. Adkins teaches political science and public administration at Morehead State University, as well as serving as coordinator of education abroad. He has led education abroad programs to Estonia, Finland, Hungary, and Romania. Dr. Adkins first traveled to Europe in fall 2021 and fell in love with international travel, and has been on several trips to Europe and South America for work or vacation since then. He specializes in political behavior and polling, and has also researched nationalism and social welfare systems in Europe. Dr. Adkins received a B.S. in Communication from Utah Valley University, an M.A. in political science from East Stroudsburg University, and a Ph.D. in political science from Kent State University. He enjoys learning about political history, as well as watching political thrillers on streaming services. Dr. Adkins lives in Morehead with his wife and has four children.

Course Description

The withdrawal of the United Kingdom from the European Union (Brexit) has had a lasting effect on the politics and the economy of both. We will examine why Brexit occurred, the perception of British residents to the EU and Europe toward the UK, and what's next in the strained relationship. We will visit the heart of where political decisions are made, including Parliament and Buckingham Palace. We will also learn how Brexit affects the business community, cultural activities, such as theater and arts, and sports such as rugby league and cricket. Day trips to Oxford and Dover will be part of the experience. This course will be available for upper-division and graduate credit.

Course Level

Undergraduate/graduate



Prerequisite(s)

None.

Student Learning Outcomes

Upon completion of all coursework with a passing grade and full participation in course activities, students shall be able to:

After successful completion of the course, students should be able to:

1. Identify why the United Kingdom's relationship with the European Union was fragile, and why the electorate voted for Brexit
2. Apply what they observe during their time in London to illustrate the effects of Brexit in everyday life
3. Analyze the consequences of Brexit and what are the gains/losses to the U.K. as a result

Required Readings and Materials

Undergraduate

"Brexit Finally Becomes Real for Imports of EU Goods into Britain." 2024. *The Economist*. <https://www.economist.com/britain/2024/01/30/brexit-finally-becomes-real-for-imports-of-eu-goods-into-britain> (November 11, 2024).

"Britain and the EU Find It Easier to Talk about Guns Than Butter." 2024. *The Economist*. <https://www.economist.com/britain/2024/09/05/britain-and-the-eu-find-it-easier-to-talk-about-guns-than-butter> (November 11, 2024).

Dhingra, Swati, and Thomas Sampson. 2022. "Expecting Brexit." *Annual Review of Economics* 14: 495–519. doi:<https://doi.org/10.1146/annurev-economics-051420-104231>.

Dijkstra, Lewis, Hugo Poelman, and Andrés Rodríguez-Pose. 2020. "The Geography of EU Discontent." *Regional Studies* 54(6): 737–53. doi:[10.1080/00343404.2019.1654603](https://doi.org/10.1080/00343404.2019.1654603).

Finn, Daniel. 2019. "Ireland's Rocky Road to Unity: Can Demographic Shifts Undo a Hundred Years of Separation?" *Foreign Affairs*. <https://www.foreignaffairs.com/articles/ireland/2019-08-21/irelands-rocky-road-unity> (November 11, 2024).

Freedman, Lawrence D. 2020. "Britain Adrift." *Foreign Affairs* 99(3). <https://www.foreignaffairs.com/articles/united-kingdom/2020-04-13/britain-adrift> (November 11, 2024).

Menon, Anand. 2021. "The Never-Ending Brexit: The True—and Mounting—Costs of Leaving the EU." *Foreign Affairs*. <https://www.foreignaffairs.com/articles/united-kingdom/2021-12-30/never-ending-brexit> (November 11, 2024).

Menon, Anand. 2022. "How Britain Stumbled: Brexit, Tory Incompetence, and the Hard Road Ahead." *Foreign Affairs*. <https://www.foreignaffairs.com/united-kingdom/how-britain-stumbled> (November 11, 2024).

Norris, Pippa. 2020. "Brexit Is Just the Beginning." *Foreign Affairs*. <https://www.foreignaffairs.com/articles/united-kingdom/2020-01-31/brexit-just-beginning> (November 11, 2024).

Vinjamuri, Leslie. 2022. "The Myth of Global Britain Brexit Left London Even More Dependent on Washington." *Foreign Affairs*. <https://www.foreignaffairs.com/articles/united-states/2022-02-15/myth-global-britain> (November 11, 2024).

"Why Most People Regret Brexit." 2024. *The Economist*. <https://www.economist.com/britain/2024/04/11/why-most-people-regret-brexit> (November 11, 2024).

Graduate

Arnorsson, Agust, and Gylfi Zoega. 2018. "On the Causes of Brexit." *European Journal of Political Economy* 55: 301–23. doi:[10.1016/j.ejpoleco.2018.02.001](https://doi.org/10.1016/j.ejpoleco.2018.02.001).

Carreras, Miguel, Yasemin Irepoglu Carreras, and Shaun Bowler. 2019. "Long-Term Economic Distress, Cultural Backlash, and Support for Brexit." *Comparative Political Studies* 52(9): 1396–1424. doi:[10.1177/0010414019830714](https://doi.org/10.1177/0010414019830714).

Colantone, Italo, and Piero Stanig. 2018. "Global Competition and Brexit." *American Political Science Review* 112(2): 201–18. doi:[10.1017/S0003055417000685](https://doi.org/10.1017/S0003055417000685).

Guriev, Sergei, and Elias Papaioannou. 2022. "The Political Economy of Populism." *Journal of Economic Literature* 60(3): 753–832. doi:[10.1257/jel.20201595](https://doi.org/10.1257/jel.20201595).

Henderson, Ailsa, Charlie Jeffery, Dan Wincott, and Richard Wyn Jones. 2017. "How Brexit Was Made in England." *British Journal of Politics and International Relations* 19(4): 631–46. doi:[10.1177/1369148117730542](https://doi.org/10.1177/1369148117730542).

Assignments and Grades

Final paper on Brexit (8-10 pages for undergraduate students/14-16 pages for graduate students)– 40%

Daily journal entries – 30% of grade

Two pre-departure reaction papers (1-2 pages) - 15%

Participation during program – 15%



Grading Scale

The following scale will be used to compute your grade.

Students will be graded on an A-F scale

- A- 90% or above
- B- 80-89.9%
- C- 70-79.9%
- D- 60-69.9%
- E- Below 60%

Onsite Learning Experiences and Activities

Onsite learning experiences in this class will likely include the following site visits. This is a tentative list which will be replaced with a detailed daily itinerary of class meetings and field trips prior to the departure date.

Visit Parliament.
Meet business and political experts to discuss Brexit
Visit Dover to see the port (impact of Brexit for marine traffic)
Attend sporting events such as rugby league, cricket, soccer, and Gaelic sports to learn how Brexit affects sports
British museum
Plays and musicals
Oxford University to see effect on education

Attendance Policy

Attendance is mandatory at all scheduled activities and class meetings as well as field trip excursions. This includes any virtual meetings before and after the onsite experience. Repeated absences, including for ill health, will require documentation to be excused.

Academic Integrity Policy

Students are expected to follow guidelines on citing and references for writing assignments, The use of AI to help write your paper, and to even start creating an outline is not appropriate for this class, and use of it will lead to a grade of 0 on an assignment. Repeated use of AI will lead to an F in the course.

Physical Expectations

Program requires walking 3-5 miles per day on uneven pavement in all kinds of weather and long periods of standing. Students must be able to carry their own bags and belongings.



Disability Accommodation

CCSA is committed to providing access to education abroad to the extent possible in a study abroad setting. The earlier CCSA and the faculty know the needs, the more likely we can accommodate them. At a minimum, students seeking accommodations are to contact both the CCSA office and the faculty one month in advance of the program's beginning. Students seeking such accommodation must provide CCSA with a copy of the letter on file with their own Office of Disability Services outlining what services they receive on their home campus.

Title IX Policy

Sexual misconduct (including sexual harassment, sexual assault, and any nonconsensual behavior of a sexual nature) and sexual discrimination violate CCSA policies. Students experiencing such behavior may obtain support from the Onsite Program Director or the CCSA Executive Director. To report sexual misconduct or sex discrimination, contact either of these two officers. Disclosure to faculty instructors or CCSA officers of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on the program or involving a visitor, student or employee is not confidential under Title IX. Faculty and other CCSA employees are required to forward such reports, including names and circumstances, to the CCSA Executive Director.

Statement about Final Syllabus

Please note that all CCSA syllabi are subject to change, but every effort will be made to ensure participants receive notice of such changes in a timely manner.