



Tárgytematika

EÖTVÖS LORÁND TUDOMÁNYEGYETEM
TÁTK Nemzetközi és Európai Tanulmányok Tanszék
(TÁTK-EU-TANSZ)

2019/20/1

Tárgynév:	The Law and Politics of Brexit
Tárgykód:	K-IRB128/B10
Tárgyfelelős neve:	Szép Viktor
Tárgy követelménye:	gyakorlati jegy (5)
Tárgy heti óraszám:	0/2/0

Oktatás célja:

The decision of the United Kingdom (UK) to leave the European Union (EU) will certainly be remembered as a major milestone in the history of European integration. The course aims to explore the legal and political implications of Brexit while it also seeks to discover the future relationship that the UK and the EU may establish after Brexit. In the first part of the semester, the course examines some of the fundamental questions of Brexit, such as EU treaty legal basis to leave the EU or the transition provided under EU law. In the second part, the course deals with significant issues of Brexit, such as the question of backstop solution or citizens' rights after Brexit. At the end of the semester, the course offers the chance for students to develop their own views on the Brexit negotiations and debate with other students on important questions related to the exit process of the UK.

Tantárgy tartalma:

Topics & Literature

1) Introduction

2) Course presentation

2) What is Brexit? – Key questions

1) Brexit and the Future of Two Unions

- Daniel Kenealy - John Peterson - Richard Corbett (2018): Brexit and the Future of Two Union. In. Daniel Kenealy - John Peterson - Richard Corbett (Eds.): *The European Union: How does it work?* Oxford: Oxford University Press. pp. 217 - 237.

2) EU disintegration? A theoretical approach to Brexit

- Frank Schimmelfennig (2018): Brexit: Differentiated disintegration in the European Union. *Journal of European Public Policy*, 25(8), pp. 1154-73.

1) Article 50 TEU

- Catherine Barnard – Steve Peers (2017): *European Union Law (Second Edition)*. Oxford: Oxford University Press. pp. 815-836 [Chapter: 'Brexit: the Legal Dimension']

2) Scenarios for future relationship between the EU and the UK



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- Simon Hix (2018): Brexit: Where is the EU-UK Relationship Heading? *Journal of Common Market Studies*, 56(S1), pp. 11-27.
 - Elena Ares et al. (2018): What is there's no Brexit deal? *House of Commons Library*, No. 08397. pp. 60-65.
- 3) The transition period in EU law
- Tobias Lock (2020): The transition period and EU law. In: J. Santos Vara – R.A. Wessel (Eds.): *The Routledge Handbook on the International Dimension of Brexit*. Routledge (in preparation).
- 1) **Selected Issues in Brexit**
- 2) Northern Ireland and the question of backstop solution
- Nicholas Wright (2018): Brexit and Ireland: Collateral damage? In: Benjamin Martill – Uta Staiger (Eds.): *Brexit and Beyond: Rethinking the Futures of Europe*. London: UCL Press. pp. 105-113.
 - John Curtis (2018): The backstop explained. *House of Commons Library*.
<https://commonslibrary.parliament.uk/parliament-and-elections/parliament/the-backstop-explained/>
 - Elena Ares et al. (2018): What is there's no Brexit deal? *House of Commons Library*, No. 08397. pp. 99-118.
- 2) Citizens' rights and free movement
- Jo Shaw (2018): Citizenship and free movement in a changing EU: Navigating an archipelago of contradictions. In: Benjamin Martill – Uta Staiger (Eds.): *Brexit and Beyond: Rethinking the Futures of Europe*. London: UCL Press. pp. 156-164.
 - Elena Ares et al. (2018): What is there's no Brexit deal? *House of Commons Library*, Briefing Paper No. 08397. pp. 119-126.
- 3) Foreign policy cooperation after Brexit
- Richard Whitman (2017): Avoiding a Hard Brexit in Foreign Policy. *Survival: Global Politics and Strategy* 59(6), pp. 47-54.
 - Christopher Hill (2018): Turning back the clock: The illusion of a global political role for Britain. In: Benjamin Martill – Uta Staiger (Eds.): *Brexit and Beyond: Rethinking the Futures of Europe*. London: UCL Press. pp. 183-192.
- 4) Defence cooperation after Brexit
- Jolyon Howorth (2017): EU defence cooperation after Brexit: what role for the UK in the future EU defence arrangements? *European View*, 16(2), pp. 191-200
 - Tania Laïci (2019): What role in European defence for a post-Brexit United Kingdom? *European Parliamentary Research Service*.
[http://www.europarl.europa.eu/RegData/etudes/BRIE/2019/637941/EPRS_BRI\(2019\)637941_EN.pdf](http://www.europarl.europa.eu/RegData/etudes/BRIE/2019/637941/EPRS_BRI(2019)637941_EN.pdf)
- 1) **Debate**



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Tantárgy tartalma:

- 2) Simulation game on Brexit
- 3) **Lessons Learnt and Assessment**
- 4) Closing discussion on Brexit & grading

Számonkérési és értékelési rendszere:

Assessment

Each student will be assessed according to four criteria.

- 1) Students will be required to give a **presentation** on the weekly topic based on the sources above.
 - Each presentation should last approximately 20 minutes. Much shorter or much longer presentations will not be appreciated.
 - Students may use short notes for their presentations. Reading out long transcripts, however, is strongly discouraged and may result in a lower grade.
 - Each presentation is given by two or, in exceptional cases, three students.
 - Each student must read the sources on a weekly basis regardless whether (s)he will give the presentation or not; otherwise, it might be difficult to earn points for related activities (see also point no. 4.).
- 1) The weekly rapporteur(s) will also be asked to write a **summary report** on the pre-selected source.
 - The report should be around 800 words (+/- 100 words).
 - It should be sent to the instructor's e-mail one week after the presentation (Tuesday 10 AM). Tardy messages will unavoidably result in a lower grade (except of cases of illness or other rational reasons).
 - The report should summarize the pre-selected source in a way that a reader, without seeing the original document, could also understand the substantial parts of the source.
 - Students are also asked to reflect on the source and give their own opinions as well. This should be an additional section with 200-400 words.
- 2) Students are also required to follow **Brexit related news** on a weekly basis.
 - Each student will also be asked to summarize the latest news on Brexit, at least once during the semester. This will always be the week when (s)he presents his/her weekly topic (see point no. 1.).
 - This oral report must be between 5 and 10 minutes and can be performed by either 1 or 2 students.
 - Students are free to choose the text they are willing to present during the classes. However, in exceptional cases, the instructor may ask the students to work with specific texts.
 - Other students are expected to join the discussion and share their opinions as well.
- 3) Students are also obliged to be present and are encouraged to make **meaningful contributions**



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Számonkérési és értékelési rendszere:

to the discussions.

- Students are allowed, at least to a limited degree, to be absent. Three absences, whatever the reasons are, can be accepted by the instructor.
- However, students with higher attendance ratio will certainly get more points than those with lower attendance ratio.
- Similarly, students with higher degree of involvement (e.g. in the discussions) will get more points than those with lower degree of involvement. Students are expected to actively contribute to each discussion.

Presentation	Max. 10 p.	36-40 p. = 5 (Excellent)
Summary report	Max. 10 p.	32-35 p. = 4 (Good)
News monitoring	Max. 10 p.	28-31 p. = 3 (Satisfactory)
Presence & Participation	Max. 10 p.	21-27 p. = 2 (Pass / Sufficient)
Max. 40 p.		0 – 20 p. = 1 (Fail)