CPO 4123 - Government and Politics of Great Britain

Section: 0001

College of Sciences

School of Politics, Security, and Intl Affairs

Course Information

Term: Spring 2026
Class Meeting Days: MW
Class Meeting Time: 01:30PM - 02:45PM
Class Meeting Location: MSB 0359
Modality: P
Credit Hours: 3.00

Instructor Information

Name: Jonathan Knuckey
Office Location: HPH 302L
Office Hours
Monday, 10.30-11.30am (in my office), Tuesday, 12.30pm-2.45pm (via Zoom, use the Zoom link under the "How to Contact Me" section below), Wednesday, 10.30-11.45am (in my office).
Email: Use email in Canvas

Course Description

CPO 4123 COS-POLS 3(3,0)Government and Politics of Great Britain: PR: ENC 1102 or POS 2041 or C.I. A survey of British government, society, politics and institutions, emphasizing parliamentary traditions. Britain's foreign policy and European role will be discussed. Even Spring.

Welcome to British Politics

Britain is widely regarded as the world's oldest parliamentary democracy, and few countries—perhaps with the exception of the United States—have exercised a comparable influence on global politics. For students of political science and international and global studies, the study of British politics offers an essential foundation for understanding democratic governance, political institutions, and political behavior in advanced industrial societies.

This course introduces the major political institutions and actors in contemporary Britain, as well as the political attitudes and behavior of the British public. Throughout the

semester, we will approach British politics through the lens of a changing liberal democracy, paying close attention to both continuity and transformation. Particular emphasis will be placed on what Britain shares with, and what distinguishes it from, other developed democracies—especially the United States and European states.

As we explore British government and politics, we will frequently encounter institutions that may initially appear contradictory or puzzling. Britain is often celebrated as a modern, free, and democratic society, yet it retains a hereditary monarch as head of state and an established church under royal protection. It has a bicameral legislature, even though one chamber is unelected. Civil liberties have long existed through common law, yet formal human rights protections were only recently codified. Britain possesses a constitution, but not one written in a single authoritative document. Despite these apparent anomalies, elections are free and fair, corruption is rare, and political engagement remains robust—features characteristic of a mature democracy. These tensions between tradition and modernity are central to understanding British politics.

The course is organized into four broad sections.

The first section examines the historical and social context of British politics. We will trace major political developments from World War II to the present, including the profound effects of Brexit and the heightened political volatility of recent years. This section also explores contemporary British society in all its diversity and considers the role of mass media in shaping political discourse and public opinion.

The second section focuses on the constitutional framework and key political institutions of the British state. Topics include Parliament, the Prime Minister, the Cabinet, the civil service, the courts, and the monarchy. We will also examine governance beyond Westminster, including local government and the devolved institutions in Scotland, Wales, and Northern Ireland. This section concludes with an analysis of Britain’s evolving relationship with Europe before, during, and after membership in the European Union.

The third section turns to political behavior and participation. We will examine voting behavior, elections, and electoral systems, as well as political parties, ideology, and patterns of political engagement—or disengagement—among the British public.

In the final section of the course, we will assess the current state of British politics and consider possible future trajectories. More broadly, we will evaluate the health

and quality of democracy in Britain and reflect on what the British case reveals about democratic governance in the twenty-first century.

Student Learning Outcomes

By the end of this course, students will be able to:

1. **Explain the historical foundations and contemporary context of British politics,** including key political developments since World War II and the impact of Brexit on political institutions and party competition.
2. **Describe and analyze the major institutions of British government,** including Parliament, the Prime Minister and Cabinet, the civil service, the judiciary, the monarchy, and devolved governments.
3. **Evaluate Britain's constitutional framework,** including the role of conventions, common law, parliamentary sovereignty, and the absence of a single written constitutional document.
4. **Analyze patterns of political behavior in Britain,** including voting behavior, electoral systems, party competition, ideology, and political participation.
5. **Compare the British political system to other advanced democracies,** particularly the United States and European democracies, identifying both shared features and key institutional differences.
6. **Assess the quality and future of democracy in Britain,** drawing on empirical evidence and theoretical perspectives to evaluate political stability, representation, and democratic accountability.

About me

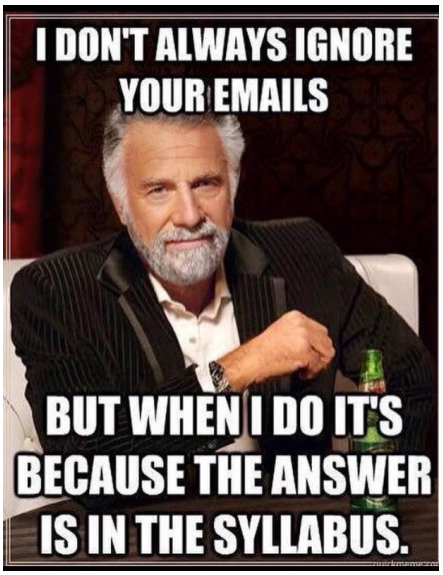
I joined UCF in 1999. I received my BA in Political Theory and Institutions from the **University of Liverpool,** my MA in U.S. History and Politics from the **University of Keele** and my Ph.D. in Political Science from the **University of New Orleans**.

My main areas of research and teaching are southern politics, voting behavior, campaigns and elections, political parties, race and politics, gender and politics and comparative politics.

Outside of of my day job I am a huge football (soccer!) fan and an avid supporter of **Liverpool** and, of course, **Orlando City F.C**.

How to Contact Me

You can contact me via email (use email in Canvas to message me). I should usually get back to you within 24 hours. If I have not done so, don't hesitate to follow up with me.



Ok...I won't ever ignore your message, however do please see if a general question you might have about our course is answered in the syllabus before contacting me.

Do allow adequate time for a reply to a question about course material. If you send a question a few hours before an assignment is due I may not see it in time to provide an adequate answer.

Please don't use the comments box on assignments to message me. I receive no notification of messages sent here. So always use the email in Canvas if you wish to follow up on any assignment.

A note on etiquette: You are what you email, which means your instructors will often shape their opinion of you according to the quality of the email messages you are sending. To that end, be sure to please keep the tone of your emails professional, sign your emails with your name and include an appropriate salutation (Hint: you can't go wrong with "Dear Dr. Knuckey").

Start of Semester Meetings

I would like to meet with each of you for a brief chat during the first two weeks of the semester.

Please make your appointment by going to Calendar in Canvas, select our course (CPO 4123) and then click on "Find Appointments," where you will be able to reserve a day/time. If none of those time slots fit your schedule we can arrange a different day/time.

These meetings can be either in my office (Phillips Hall 302L) or via Zoom. The modality will be noted when you sign up for the meeting. Use the Zoom link under Instructor Information (see above) for all Zoom meetings.

Hopefully these meetings will give you a chance to ask me any questions you may have about the course. Likewise it will help me put names to faces.

Class Attendance

Regular attendance is expected in this course. Please arrive on time and remain for the full class period. Class meets from **1.30 p.m. to 2.45 p.m.**

The following attendance policies apply:

- **Attendance will be taken at the beginning of class.** If you arrive after 1:45 p.m. you will be counted as absent. Also note that in-class assignments can be given at any time during the class period, and that includes the very start of class. Note that arriving late may mean you miss an in-class assignment.
- **Use laptops, tablets, or phones for course-related activities only**, e.g., social media, messaging, shopping, unrelated coursework, are not permitted. **Please remove headphones while in class.** Repeated off-task behavior may result in the student being marked absent for that class session, even if physically present. If you need to use a device for a course-related accommodation or urgent situation, please let me know in advance.
- **Early departures:**
    - If you know you need to leave class **before the final 10 minutes**, you should not attend that day.
    - If you anticipate leaving during **the last 10 minutes of class,** you may still attend, but you must notify me in advance. This should be an occasional exception rather than a regular practice.
- **Emergency departures:** If you must leave class unexpectedly due to a genuine emergency, please notify me as soon as possible after class. You may use discreet language without providing personal details. Early departures without notification, or departures not related to an emergency, will be recorded as absences.

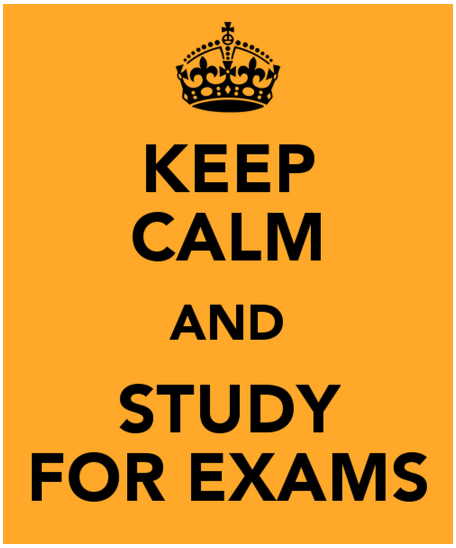
Required Course Materials and Resources

Exploring British Politics
ISBN: 978-1032351667
Authors: Mark Garnett, Peyer Dorey, and Patrick Diamond
Publisher: Routledge
Publication Date: 2022
Edition: Sixth
Notes: Please purchase the sixth edition shown here. Much has changed in British politics -- even in the space of the past couple of years -- that will make prior editions of the book out of

date. Note that you might be able to find copies of the textbook for less than price at the UCF bookstore. Ebook versions are fine to purchase. Please keep up to date with assigned readings (see course schedule below). Exams will cover material from our textbook in addition to class lectures.

Course Assessment and Grading Procedure

Exams



Three exams will be given during the semester, scheduled as follows:

First exam: Wednesday, February 11th (regular class time)

Second exam: Wednesday, March 25th (regular class time)

Final exam: Monday, May 4th (1pm-3.50pm)

Format for Exam 1 and Exam 2

Both of these exams are non-cumulative and will consist of:

- 20 multiple-choice questions (2 points per question = 40 points)
- 10 true/false questions (2 points per question = 20 points)

- 10 fill-in-the-blank questions (1 points per question = 10 points)
- Three short written answer questions -- each answer being around 300 words in length (10 points each = 30 points).
- You will have our normal class time of 75 minutes to complete each midterm exam.

Final Exam Format

With the exception of the extended essay, the final exam will only be on the material covered from after the second exam.

- 20 multiple-choice questions (2 points per question = 40 points).
- 10 true/false questions (2 points per question = 20 points).
- 10 fill-in-the-blank questions (1 points per question = 10 points).
- Two short written answers -- each answer being around 300 words in length (10 points each = 20 points)
- One extended essay answer of around 800 words (30 points). This essay question will give you a chance to thoughtfully reflect upon and integrate themes and topics discussed throughout the semester. The exact question will be provided in the study guide so you can prepare for it ahead of the exam.

You will have 2 hours & 50 minutes to complete the final exam

Exam Policies

All exams will be taken in our classroom.

All exams are closed notes/books. However I will permit you to bring a **single 5 x 8 note card** with whatever information you think might be useful written on it.

Exam questions will come from both assigned readings and lectures; in other words, just about anything we discuss or read is fair game for testing.

Failure to take any exam will result in an automatic "F" for the overall grade.

Refer to "Exam Guidelines" on "Modules" tab on the left for further details on each exam. These will be available a few weeks prior to each exam.

British Politics Current Affairs Homework Assignments

In addition to developing an understanding of Britain's political history, institutions, and the political behavior of its citizens, this course is designed to encourage you to **stay informed about current political developments in Britain.** It is a particularly dynamic—and fascinating—time to follow British politics.

To support this goal, you will complete **four current affairs homework assignments** over the course of the semester. These assignments will give you the opportunity to engage directly with news stories shaping British politics and to think critically about why these developments matter.

Keeping up with current events is valuable in its own right, but it is especially important for political scientists. News stories often serve as the starting point for asking research questions, identifying patterns, and developing original analysis—skills that this course aims to strengthen.

Due dates for the current affairs assignments are listed in the course schedule below. Detailed instructions and expectations will be provided with each assignment.

In-Class Assignments

Most in-class activities are short and designed to help you practice applying course ideas rather than testing you. You **do not need to do any special preparation** beyond keeping up with the assigned readings.

In-class assignments may be given **on any class day.** For that reason, it's important to come to class having **completed the readings**, taken **good notes,** and ready to

participate. Being familiar with the material will make these activities easier, more engaging, and more useful for exams and other assignments.

If you haven't completed the readings or are not present, you may find it difficult—or impossible—to fully participate in these activities.

Grading Procedure

Your final grade will be weighted as follows:

- First exam: 20%
- Second exam: 25%
- Final exam: 30%
- Assignments (Current affairs assignments & in-class assignment): 25%

These are the only criteria for which a grade can earned for our class.

There is no extra credit offered.

Grading Scale

Your overall course grade earned corresponds to the following grade boundaries:

A, 90%+

B+, 87-89.9%

B, 80-86.9%

C+, 77-79.9%

C, 70-76.9%

D, 60-69.9%

F, 59% and below.

You will be able to access your grades in Canvas. Please make sure that grades entered here are correct. While every effort is made to ensure grades are correct, from time-to-time errors can occur (incorrectly add/subtract, miss points, and even fail to understand what a student wrote).

A time limit of **1 week** is imposed requests to review a grade after the grade has posted for a completed piece or work. This is sufficient time to identify any errors. After that prior grades will not be reviewed. This is to bring the course grade to completion and to minimize "end of semester" opportunism.

I sometimes get requests to "bump" overall grades up. Only when grades fall **exactly** on the borderline of letter grades (89.9%, 86.9%, 79.9%, 76.9%, 69.9%) will a grade be eligible for the next letter grade. This is not automatic and I'll take the overall performance of a student throughout the semester into account when deciding whether to round up.

If you have any questions about grades please don't hesitate to touch base with me directly.

Grade grievance policies are outlined under the UCF Golden Rule.

Policies for Course Grade

Make-up Exams

A make-up exam may be given for the following reasons:

- Students representing the university in an authorized event or activity (for example, student-athletes); documentation will be required
- Attending a professional conference; documentation will be required.
- Attending a job interview; documentation will be required.
- Personal illness or emergency (you can inform me of this using discreet language without going into specifics); documentation will be required.
- Unforeseen childcare or transportation issues.
- Serious illness or death within the *immediate* family.

Vacations, and other non-emergency reasons for being out of town for missing an exam are **not** eligible reasons for a make-up exam being granted.

Generally, notification should be given to me at least 24 hours before the exam, or as soon as possible if it is not possible to communicate that to me. As noted above, original and verifiable documentation will be requested and required to be eligible for a make-up an exam.

Make-up exams cannot be given prior to the date and time of the regularly scheduled exam.

Late Submission Policy of Current Affairs Assignments

- Current affairs homework assignments are always due at ***midnight.***
- Work submitted ***after the midnight deadline up to 9.00am the following day*** is considered late, but will fall in the automatic grace period for submission of work and still receive full credit.
- Work submitted ***after 9.00am the following day after a deadline up to midnight*** is considered late but can still be submitted but will only receive half credit.

- *No late work will be accepted for credit after this.*

In-Class Assignments

As noted above, in-class assignments are completed during class time and are therefore **not eligible for make-ups,** as we review and discuss answers together during class.

If you have a **legitimate, documented reason** for missing class (consistent with the criteria for excused absences listed above) **and** you notify me **at least 24 hours before the start of class**, you will be excused from the in-class assignment.

Please note that in-class assignments are designed to reinforce key course concepts and prepare you for exams. Missing these activities may place you at a disadvantage on future assessments, even if the absence is excused.

Even with an after hours submission policy, some students occasionally still want longer to complete an assignment. **Such extensions will not be granted unless they genuinely are unexpected or extenuating circumstances beyond the control of the students**. Basically, it is an extremely high bar!

Here are some *unacceptable* excuses for late-work, and it is by no means an exhaustive list:

- *"My computer is broken...."*
- *"My computer was stolen...."*
- *"My computer magically deleted my homework from the hard drive. I do not understand it myself...."*
- *"The internet is broken...."*
- *"Canvas was down, for me specifically..."*

- *"I could not find the assignment...."*
- *"I was on holiday..."*
- *"It was my birthday so I thought you would give me an extension..."*
- *"I didn't understand the assignment..."*
- *“I misread the deadline and thought it was next week....”*
- *““I didn’t think the assignment would take that long...."*
- *“I started it on time, but then other assignments took priority....”*
- *“I thought I submitted it, but apparently I only thought about submitting it....”*
- *“I didn’t check Canvas that day....”*
- *“I thought the deadline was flexible.”*

The above are all **actual excuses** I have received! Many, as you can see, are computer-related, which are the “dog ate my homework” excuses of the technology age and will not fly! It's your responsibility to plan ahead and avoid procrastination.

Incomplete Grades

Grades of **“Incomplete” (I)** are awarded only in **rare and exceptional circumstances.** To be eligible, a student must have completed **the vast majority of the coursework** and must experience **documented emergency** circumstances that prevent completion of remaining assignments during the final weeks of the semester.

Please note that degrees **cannot be certified** while an incomplete appears on a degree audit. Any “I” grade that is not resolved by the **institutional deadline** will automatically convert to an **“F.”** Until resolved, an incomplete grade is considered **unsatisfactory** for program-of-study purposes.

Incomplete grades are **not counted as completed courses** and may affect **financial aid eligibility.** Students receiving financial assistance are strongly encouraged to consult with the **Financial Aid Office** to determine how an incomplete grade may impact their aid.

Artificial Intelligence (AI) Use Policy

Students may use generative AI tools (such as ChatGPT) for learning and study purposes, including the creation of study guides, outlines, practice questions, summaries of course readings, and exam review materials. When used in this way, AI should support your understanding of course concepts rather than replace your own engagement with the material.

However, AI tools may not be used to complete graded assignments. When you submit work for this course, it is expected that the ideas, analysis, and writing are your own. All assignments are designed to assess your individual reasoning, critical thinking, and communication skills. For this reason, **the use of generative artificial intelligence (AI) tools to produce, revise, or substantially shape assignment content is not permitted in this course.** Work that is produced by, heavily influenced by, or derived from generative AI will be treated as a violation of academic integrity, in accordance with the policies outlined above.

Students who violate this policy may face serious consequences, including a zero on the assignment, failure of the course, and/or referral to the Office of Student Conduct. Before using AI, you should consider whether any short-term benefit is worth the potential academic and disciplinary consequences.

More importantly, college coursework is intended to help you develop strong skills in writing, analysis, and critical thinking—skills that are essential for success both professionally and as an informed citizen. Writing is not simply about producing an answer; it is a process through which you learn to think clearly, evaluate evidence, and communicate ideas effectively. When that work is delegated to a machine, those learning opportunities are lost.

Disability Access & Accommodations

The University of Central Florida is committed to providing equal access to all students with disabilities (ADHD, learning disabilities, Autism, chronic medical conditions, physical disabilities, etc.). To receive consideration for reasonable disability-related course accommodations, disabled students must contact Student Accessibility Services (SAS) and complete the steps required for SAS to review accommodation requests. More information can be found on the UCF Student Accessibility Services website under the Start Here tab or by contacting SAS directly (Ferrell Commons 185; sas@ucf.edu; Phone - 407-823-2371).

Approved accommodations are shared with course instructors via the SAS Course Accessibility Letter. Implementing certain accommodations may require discussion about specific considerations of the course design, course learning objectives, and the individual academic and course challenges experienced by the student. While students with disabilities or chronic health needs are also encouraged to discuss any course concerns with professors in addition to contacting SAS, professors are not required to facilitate disability-related adjustments to the course unless the professor has received a Course Accessibility Letter from SAS that outlines approved accommodations.

Academic Integrity

Students should familiarize themselves with UCF's Code of Conduct at Student Conduct and Integrity Office. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

1. Academic misconduct is defined as any submitted work or behavior that obstructs the instructor of record's ability to accurately assess the student's understanding or completion of course materials or degree requirements (e.g., assignment, quiz, and/or exam). Examples of academic misconduct include but are not limited to: plagiarism, unauthorized assistance to complete an academic exercise; unauthorized communication with others during an examination, course assessment, or project; falsifying or misrepresenting academic work; providing misleading information to create a personal advantage to complete course/degree requirements; or multiple submission(s) of academic work without permission of the instructor of record.
2. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.
3. Commercial Use of Academic Material. Selling of course material to another person and/or uploading course material to a third-party vendor without authorization or without the express permission of the University and the instructor of record. Course materials include but are not limited to class notes, the instructor of record's slide deck, tests, quizzes, labs, instruction sheets, homework, study guides, and handouts.
4. Soliciting assistance with academic coursework and/or degree requirements. The solicitation of assistance with an assignment, lab, quiz, test, paper, etc., without

authorization of the instructor of record or designee is prohibited. This includes but is not limited to asking for answers to a quiz, trading answers, or offering to pay another to complete an assignment. It is considered Academic Misconduct to solicit assistance with academic coursework and/or degree requirements, even if the solicitation did not yield actual assistance (for example, if there was no response to the solicitation).

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct and Academic Integrity, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designated on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Title IX

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at Let's Be Clear and UCF Cares.

For more information on access and community engagement, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – ONAC – Office of Nondiscrimination & Accommodations Compliance & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – Student Accessibility Services & sas@ucf.edu
- Access and Community Engagement (including the Ginsberg Center for Inclusion and Community Engagement, Military and Veteran Student Success, and HSI Initiatives)
- UCF Compliance and Ethics Office – Compliance, Ethics, and Risk Office & complianceandethics@ucf.edu
- The Ombuds Office is a safe place to discuss concerns.

Deployed Active-Duty Military Students

Students who are deployed active-duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make arrangements.

Campus Safety

At UCF's Public Safety and Police, safety is the top priority. Emergencies on campus are rare, but if one should arise, it's important to be familiar with some basic safety and security concepts.

- In an emergency, always dial 911.
- Every UCF Classroom has an Emergency Procedure Guide posted on a wall near the door, which will show you how to respond to a variety of situations. This guide can also be found online here.
- In the event of an active threat, remember **AVOID, DENY, DEFEND**. Choose the best course of action and act immediately. Watch the video here to learn more.

    - **AVOID**. Pay attention to your surroundings and have an exit plan. Get as much distance and as many barriers between you and the threat as quickly as possible.
    - **DENY**. When avoiding is difficult or impossible, deny the threat access to you and your space. Lockdown by creating barriers, turning the lights off and remaining quiet and out of sight. Make sure your phone is silenced, but do not turn it off.
    - **DEFEND**. When you are unable to put distance between yourself and the threat, be prepared to protect yourself. Commit to your actions, be aggressive and do not fight fairly. Do whatever it takes to survive.
- For emergencies on campus, UCF will utilize the UCF Alert system. All UCF students, faculty, and staff are automatically enrolled to receive these email and text alerts, however, it's a good idea to frequently ensure your contact information is up to date.

Reporting an Incident or Issue

If you believe you have experienced discrimination by any faculty or staff member, contact the Office of Nondiscrimination & Accommodations Compliance via the ONAC website or at 407-823-1336. You can also choose to report using the UCF Integrity Line either anonymously or as yourself at 1-855-877-6049 or by using the online form. UCF cares about you and takes every report seriously. For more information see the Reporting an Incident or Issue Webpage.

Financial Aid Accountability

All instructors are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete this activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

Disclaimer

I reserve the right to revise, add to, or modify any part of this syllabus as necessary. Students will receive advance notice of any changes.

Class Schedule

The course schedule shows the topic and assigned reading for each day.

Readings should be completed prior to the class. The page numbers associated with readings are from the ***online version.***

In-class assignments may be given on any day. There may be more than one in-class assignment on any given day.

Week 1

Monday, January 12th: Course Introduction; What is "British" About British Politics?

A brief assignment will be given in class that will be used to document student engagement in the course during the first week of class for financial aid purposes.

Wednesday, January 14th: What is "British" About British Politics?

Reading: Exploring British Politics, ch.1 (all)

Week 2

Monday, January 19th: No class in observance of the Martin Luther King, Jr. Holiday

Wednesday, January 21st: Historical Context of British Politics - From War to the Welfare State

Reading: Exploring British Politics, ch.3 (up to p.108)

Week 3

Monday, January 26th: Historical Context of British Politics - From Thatcherism to "Brexit" and a Crisis of Confidence in British Politics

Reading: Exploring British Politics, ch.3 (pp. 108-122)

Wednesday, January 28th: Life in Contemporary Britain - the Social & Economic Context

Reading: Exploring British Politics, ch.4 (pp. 71-89)

Sunday, February 1st: First Current Affairs Assignment due (midnight).

Week 4

Monday, February 2nd: Life in Contemporary Britain - the Social & Economic Context, Part II

Reading: Exploring British Politics, ch.4 (pp. 89-98)

Wednesday, February 4th Mass Media & Communication in the UK

Reading: Exploring British Politics, ch.5

Week 5

Monday, February 9th: Mass Media & Communication in the UK

Reading: Exploring British Politics, ch.5

Wednesday, February 11th: First Exam

Refer to the first exam study guidelines (on the Modules tab) for details on format, topics and study tips.

Week 6

Monday, February 16th: The British Constitution - Sources and Principles

Reading: Exploring British Politics, ch.6 (up to pp. 131-147)

Wednesday, February 18th: The British Constitution - Challenges to the "Traditional" Constitution; Time for a Codified Constitution?

Reading: Exploring British Politics, ch.6 (pp. 147-163)

Week 7

Monday, February 23rd: Parliament & the Legislative Process

Reading: Exploring British Politics, ch.8

Wednesday, February 25th: Parliament & the Legislative Process

Reading: Exploring British Politics, ch.8

Sunday, March 1st: Second Current Events Assignment due (midnight).

Week 8

Monday, March 2nd: The Cabinet, Prime Minister and the Core Executive

Reading: Exploring British Politics, ch.7

Wednesday, March 11th: No Class - I will be attending a conference. So get caught up on your readings.

Week 9

Monday, March 9th: The British Monarchy

Reading: "The Monarchy" from Bill Jones, The Basics of British Politics

Wednesday, March 11th: Devolution & Nationalism

Reading: Exploring British Politics, ch.12 (pp.341-364)

Spring Break

Week 10

Monday, March 23rd: Devolution & Nationalism

Reading: Exploring British Politics, ch.12 (pp. 364-386)

Wednesday, March 25th: Second Exam

Refer to the second exam study guidelines (on the Modules tab) for details on format, topics and study tips.

The exam is closed book and will be taken in our classroom.

Week 11

Monday, March 30th: Political Parties - The Evolution of the UK Party System

Reading: Exploring British Politics, ch.14 & ch.16 (but you only need to read pp.502-520 of ch.16)

Wednesday, April 1st: Political Parties - The UK Party System Since 1997, a Two-Party or Multi-Party System?

Reading: Exploring British Politics, ch.15

Sunday, April 5th: Third Current Events Assignment due (midnight).

Week 12

Monday, April 6th: Political Parties: Leaders and Party Members; Election Campaigns in the UK

Reading: Exploring British Politics, ch.17

Wednesday, April 8th: No Class - I will be attending a conference. Get caught up on reading or read ahead!

Week 13

Monday, April 13th: Voter Turnout; Electoral Systems

Reading: Exploring British Politics, ch.17

Wednesday April 15th: Beyond First-Past-the Post - Alternative Electoral Systems; Voting Behaviour in UK Elections

Reading: Exploring British Politics, ch.18

Week 14

Monday, April 20th: Voting Behaviour in UK Election

Reading: Exploring British Politics, ch.18

Wednesday, April 22nd: Participation Beyond Elections

Reading: Exploring British Politics, ch.19

Sunday, April 26th: Fourth Current Events Assignment due (midnight).

Week 15

Monday, April 27th Future Developments; Where is British Politics Heading?

Reading: Exploring British Politics, ch.20

Final Exam: Monday, May 4th (1.00pm-3.50pm).

Refer to the final exam study guidelines (on the Modules tab) for details on format, topics and study tips and essay questions.

Note the start time of 1.00pm -- rather than our usual class start time!