



Boston University Study Abroad London

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CAS EC 364: British Economic Performance: A comparative perspective

Course Description

Why did UK economic performance lag other major European countries after 1950, especially in manufacturing? Have UK governments been any good at running nationalized industries in the post war period and what can we learn from this? Did Margaret Thatcher transform the UK economy after 1980? How did economic reform in the UK compare with German reform after reunification? Britain thought it was a good idea to join the EU but recently voted to leave – what’s changed?

This course provides an analysis of UK economic performance and reform with a focus on aspects of privatization, competition, economic reform including deregulation of the labour market, trade performance and policy, the UK relationship with the European Union (EU) and Brexit. The economic analysis includes comparisons, where appropriate, with other major EU economies and the USA. The course examines the roles of the market and government in determining policy outcomes.

On completion of the course, you should be able to integrate analytical and descriptive material to aid your understanding of the nature and causes of some key contemporary economic issues in the UK and Europe. In addition, you will be familiar with the microeconomic policies used within the UK and have some knowledge of relevant source material.

Learning Outcomes

This course will address the following BU Hub learning outcomes:

1. Global Citizenship and Intercultural Literacy (one unit)

Students will learn through comparative analysis an understanding of global diversity. Students will compare economic development and performance in the UK to the EU and USA since 1950 in terms of emerging industrial structures, deindustrialization, deregulation, real living standards, trade and trade policy. Theories of and perspectives on these issues are explored in the light of the experiences of different social groups and socio-economic-political systems throughout the course. This outcome will be assessed in the group presentation, essay, and final exam which all require students to address and evaluate key contemporary global issues such as trade and trade policy, regional trade agreements, protectionism, immigration, and UK withdrawal from the EU (Brexit).

2. Social inquiry II (one unit)

Students will apply principles, methods and evidence-based analysis to deepen understanding and to address some key contemporary policy questions in economics. Students examine UK government policy responses to the challenges of relative economic decline, de-industrialization, and economic cooperation throughout the course. These include competition, ownership, market failure, international trade, regional trade agreements, and protectionism. Students will understand the nature of data and evidence employed in the subject and will demonstrate a capacity to differentiate competing claims. This includes reflecting on and critically evaluating how economists formulate hypotheses, gather empirical evidence of multiple sorts, and analyse and interpret this evidence to evaluate economic performance and the impact of economic reform. For example, students will evaluate the economic impact of the UK privatisation programme including identifying key performance indicators including productivity, relative prices, and service quality, and interpreting and evaluating evidence from a variety of sources. This outcome will be assessed in the group presentation, essay, and final exam where students seek to understand, analyse, and undertake reasoned argument.

Students will also understand and critically evaluate the connections among the economic, social, and political factors that shape the creation and adoption of public policy. For example, students will address and evaluate key contemporary policy questions on issues such as re-nationalization, de-industrialization, labour market reform, and Brexit that draw on perspectives from different disciplines. These policies and strategies impact on product market competition, worker bargaining power, income inequality, the wellbeing of individuals, regions, societal structure, and the relative importance of the welfare state. Consideration of these issues will enable students to make deeper connections between economic, social and political factors. This outcome will be assessed in the group presentation, essay, and final exam where students explore and seek to reach a judgement on major contemporary policy questions.

This course will also address additional course objectives. Students on completion of this course will be able to:

1. apply and use economic theory to analyse the impact of various economic changes, including those that arise from government policy actions relating to economic performance.
2. understand and critically evaluate the relatively weak economic performance in the UK over the period 1945-79, compared to the post 1980 period of economic reform.
3. compare economic performance in the UK to key EU countries and USA since 1950.
4. develop their skills of working effectively in groups through the development of team-working, planning, conflict resolution, communication, self-management, time-management, and self-presentation skills.
5. be competent communicators of key contemporary UK policy issues in economics through written and oral expositions.
6. undertake independent and scholarly research, including to investigate and use knowledge to provide analysis and evaluation of specific economic policy issues and problems and to present their

findings in a short report format similar to reports produced by professional economists in government, central banks, or research institutes.

Grading

The following Boston University table explains the grading system that is used by most faculty members on Boston University's Study Abroad London Programmes.

<u>Grade</u>	<u>Honour Points</u>	<u>Usual %</u>
A	4.0	93-100
A-	3.7	89-92
B+	3.3	85-88
B	3.0	81-84
B-	2.7	77-80
C+	2.3	73-76
C	2.0	69-72
C-	1.7	65-68
D	1.0	60-64
F	0.0	Unmarked

Grading Criteria

'**Incomplete**' or I grades are not permitted because of the obvious difficulty in making up missed work once the student has left the country. All work must be completed on time. We also do not allow '**Audits**' (AU), '**Withdrawals**' (W), or '**Pass/Fail**' (P) grades.

The grades reflect the quality of the work. Lecturers and students should use the following criteria for an understanding of what each grade means.

A This exceptional grade is assigned only to work that has persistently outstanding quality in both substance and presentation. The student must demonstrate a sustained capacity for independent thought and extensive study, producing rigorous and convincing analyses in well-ordered prose.

A- Awarded to work that is clearly focused and analytical, and based on wide reading. The student must cover all the principal points of a question and systematically develop a persuasive overall thesis, allowing for one or two venial omissions or inapt expressions.

B+, B, B- This range of grades indicates that the student has shown some evidence of original thought and intellectual initiative. The student has cited sources beyond the class materials, and shown a degree of originality in perception and/or approach to the subject. The work will show thoughtful management of material, and a good grasp of the issues. The differences between a B+, a straight B and a B- may reflect poor presentation of the material, or mistakes in punctuation, spelling and grammar.

C+, C, C- Work in this grade range is satisfactory, but uninspiring. If the work is simply a recitation of the class materials or discussions, and shows no sign of genuine intellectual engagement with the issues, it cannot deserve a higher grade. Should an essay fail to provide a clear answer to the question as set, or argue a position coherently, the grade will fall within this range.

Quality of presentation can lift such work into the upper levels of this grade range. Work of this quality which is poorly presented, and riddled with errors in grammar, spelling and punctuation, will fall into the lower end of the range. To earn a C grade, the work must demonstrate that the student is familiar with the primary course material, be written well enough to be readily understood, be relevant to the assignment, and, of course, be the student's own work except where properly cited.

D A marginal pass can be given where some but not all the elements of the course have been completed satisfactorily.

F The failing grade indicates the work is seriously flawed in one or more ways:

- Obvious lack of familiarity with the material
- So poorly written as to defy understanding
- So brief and insubstantial that it fails to properly address the subject
- Material presented is not relevant to the assignment
- Demonstrates evidence of plagiarism (see following section in Academic Conduct Code)

Please refer to the Academic Handbook for detailed grading criteria and policies on plagiarism. This can be accessed via Blackboard Learn: <http://learn.bu.edu>

** Final Grades are subject to deductions by the Academic Affairs Office due to unauthorised absences.*

Attendance Policies

Classes

All Boston University London Programme students are expected to attend every class session, seminar, and field trip to fulfil the required course contact hours and receive course credit. Any student that has been absent from two class sessions (whether authorised or unauthorised) will need to meet with the Directors to discuss their continued participation on the programme.

Authorised Absence:

The Authorised Absence Approval Request Form is available through the Academic Affairs section of the BU London Personal Page: <https://fm.bu-london.co.uk/fmi/webd/>

Please note: Submitting an Authorised Absence Approval Request Form does not guarantee an authorised absence

Students who expect in advance to be absent from any class should notify a member of Academic Affairs and complete an Authorised Absence Approval Request Form ten working days in advance of the class date.

Students may apply for an authorised absence only under the following circumstances:

Illness (first day of sickness): If a student is too ill to attend class, the student must notify Academic Affairs as soon as possible by submitting an Authorised Absence Approval Request Form in advance of the class. If it is the student's first absence of the semester (from any class) a doctor's note is not required.

Illness (multiple days): If a student is missing more than one class day due to illness, the student must complete an Authorised Absence Approval Request Form and a sick note from a local doctor excusing their absence from class. Once well enough, the student will need to meet with Academic Affairs. Important placement event that clashes with a class (verified by internship supervisor).

Special circumstances which have been approved by the Directors (see note below).

The Directors will only in the most extreme cases allow students to leave the programme early or for a significant break.

Unauthorised Absence:

Any student to miss a class due to an unauthorised absence will receive a **4% grade penalty** to their final grade for the course whose class was missed.

This grade penalty will be applied by the Academic Affairs office to the final grade at the end of the course. As stated above, any student that has missed two classes will need to meet with Academic

Affairs to discuss their participation on the programme as excessive absences may result in a 'Fail' in the class and therefore expulsion from the programme.

Religious Holidays

Boston University's Office of the University Registrar states:

'The University, in scheduling classes on religious holidays and observances, intends that students observing those traditions be given ample opportunity to make up work. Faculty members who wish to observe religious holidays will arrange for another faculty member to meet their classes or for cancelled classes to be rescheduled.'

Special Accommodations

Each student will need to contact the Disability & Access Services to request accommodations for the semester they are abroad. Students are advised by BU-DAS not to expect the same accommodations as they receive on campus.

BU London can only uphold special accommodations if we have received the appropriate documentation from the BU-DAS. We cannot accept letters from other universities/centres.

All disabilities need to be known to the DAS in Boston if they are to be used as a reason for requiring a change in conditions, i.e. reduced internship hours or special accommodations for the internship schedule.

Lateness

Students arriving more than 15 minutes after the posted class start time will be marked as late. Any student with irregular class attendance (more than two late arrivals to class) will be required to meet with the Academic Affairs and if the lateness continues, may have their final grade penalised.