University of Missouri
Summer 2026

Democracy in Theory and Practice in Oxford
GN HON 3232H

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Meeting Times: Arranged
Summer 2026

Location:
Rothermere American Institute
University of Oxford

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Gn Hon 3232H (Proposed):

What follows is a mock version of the 'Democracy in Theory and Practice' course that illustrates the day-to-day rigor of the course and the types of experiential and place-based learning at the heart of the course.

As with GN HON 3231H, 'The Glorious Revolution in Oxford', this course will be taught by a team of University of Oxford faculty. The specific content of the course will vary according to the expertise of the faculty teaching it. Assignments, course policies, and general course structure will remain the same – and mirror GN HON 3231H – to provide consistency of student experience across the RAI Kinder Summer School.

Course Description

This course provides an entry point into the study of liberal democracy and political institutions from comparative and area-specific perspectives. It explores how timeless democratic themes of freedom, justice, accountability, and governance for the common good have shaped the development of political institutions and governments in the United Kingdom, Europe, and wider world. Special attention will also be paid to some of the most important thinkers and prominent ideas that underpin modern liberal democracies.

As well as taking a deep dive into the world-wide significance of democratic theory and practice, this course uses the United Kingdom and Oxford as a laboratory of place-based learning. This 4-credit hour course combines three credit hours of classroom learning with an additional 1-credit hour of experiential engagement through a suite of intellectually complementary fieldtrips and excursions to places of interest in Oxford and its surrounds.

Honors Statement

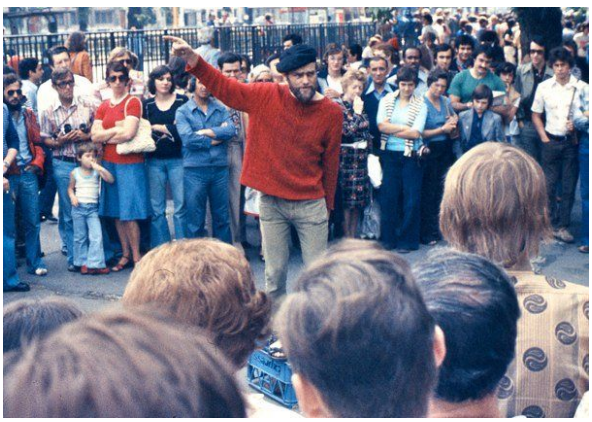
This collaboratively taught course is delivered through a unique partnership between the Kinder Institute at the University of Missouri and the Rothermere American Institute at the University of Oxford. Students will be exposed to authentically Oxford style instruction, immersed in the culture and accommodations of Corpus Christi College, and challenged to adapt to the expectations of a new learning environment. The course pushes students to leverage the opportunities of place-based learning, to extend their knowledge of democratic theory, liberal democracies, and political development more generally, and to wrestle with different national contexts.

Course Goals

1. To use area-specific and comparative perspectives to deepen understandings of the ideas, institutions, and policies that have structured liberal democracies.
2. To use national and supranational case studies to evaluate political, institutional, and civic responses to the destabilization of liberal democratic norms.

Learning Objectives

1. To extend critical literacies for assessing, analyzing, and interpreting the significance of democratic theory, institutions, and participation.
2. To grasp the social, cultural, economic, and political structures that have legitimated and sustained liberal democracies.
3. To demonstrate close-reading skills and a capacity to critically engage with journalistic writing, and a multidisciplinary selection of scholarly articles and books.
4. To show a facility for participating in respectful and engaged intellectual discussions.
5. To build conceptual frameworks about the history, development, and theory of liberal democracy.



Speakers' Corner, Hyde Park, 1974

Assessment

Assignment	Weight
Participation and Attendance	20%
Weekly Essay x4	25%
Case Study Project	20%
Summative Tutorial	25%
Reflection Papers 2x	10%

I. Participation and Attendance (20%)

Attendance and participation are essential components of a study abroad experience. Getting the most out of the experiences requires making the most of your time in class as well as actively engaging with your Oxford lecturers, each other, and the intellectual stakes of the material. As such, participation and attendance make up a substantial proportion of your final grade (20%).

Attendance: Any genuinely extraordinary circumstance that prevents your attendance in class will be accommodated. In all other cases, however, there is a strict expectation for students to be present at all class sessions. Beyond impacting your grade, failing to meet this requirement may result in dismissal from the program or other disciplinary actions. If an extraordinary circumstance does prevent your attendance in class, please email the Instructor/s of Record immediately.

Participation: Your participation in this course will be assessed holistically by the Instructors of Record based on an evaluation against the following general benchmarks:

A = Always contributes, in an engaged and substantive fashion. Shows curiosity in the material by asking and answering questions as well as listening and responding to other students' remarks in a manner that exemplifies academic interest, respect, and generosity. Shows enthusiasm for learning through the quality of their interactions with readings, peers, and activities during discussion.

B = Contributes most times with questions or direct engagement with course material, but not always as substantively. Acknowledges peers' comments or questions but tends to focus only on their own ideas. May occasionally disengage when not actively contributing.

C = Often does not contribute or engages minimally with peers and course materials. May participate well but very infrequently. May engage with the class in a way that does little to demonstrate active listening.

D = Rarely participates, never fully or responsively. Demonstrates little meaningful engagement with course materials. May exemplify hostility or overzealous argument when engaging with peers or instructors.

F = Never participates. Demonstrates little to no meaningful engagement with course materials.

Please note: participation is not evaluated purely on the frequency of your contributions. Quality of contribution is much more significant than quantity.

- The best kind of participation requires preparing well for class and listening carefully.
- It means engaging respectfully and empathetically with your instructors and your peers.
- It means when not speaking that we listen attentively—using respectful body language and/or taking notes.
- And it means supporting a community that looks out for one another as we address topics, themes, and language that may often be challenging or uncomfortable.

Speaking frequently is not a prerequisite for making a positive impact. But failing to attend class, routinely arriving late, conducting side conversations, or spending class time engaged with your phone or laptop instead of our discussion, for example, can detract from everyone's experience. Although we expect speaking in class to come with a certain amount of nervousness, if you find you are experiencing insurmountable obstacles that are hindering your participation in class, please reach out. We can discuss strategies for you to be successful throughout this course.

II. Weekly Essays (25%)

The weekly tutorial essay is a hallmark of learning in the Oxford system. To replicate this, you will submit a 1,000-word essay at the end of each week of class (four essays in total). These essays will construct an argument in response to a prompt distributed at the beginning of each week of class, and in the process will holistically place the week's lectures, assigned readings, and any further research or reading of your own into conversation.

Weekly Essays will be assessed on a complete/incomplete basis. A "complete" essay will: Be submitted on time and at the appropriate length (late submissions **do not** receive credit); Demonstrate familiarity with assigned readings; Wrestle with what kinds of "evidence" you might bring to support your interpretation of a text or idea (what would you say to convince a sympathetic but skeptical friend that you are making a sound argument).

Due dates and length of Weekly Essays

Week 1: Sunday, July 13 (1,000 words)
Week 2: Sunday, July 20 (1,000 words)
Week 3: Sunday, July 27 (1,000 words)
Week 4: Tuesday, July 29 (500 words)

Students who develop a track record of consistently excellent Weekly Essays may, at the instructors' discretion, be awarded extra credit. Grading for this task is as follows: 4 passable essays = 100%; 3 essays = 85%; 2 essays = 75%; 1 essay = 50%;
zero essays = 0%.

III. Comparative Government Project (20%)

This assignment tasks you with zeroing in—in a sustained manner—on democratic governance across two national systems. Students will write a 1,000- word comparative analysis that examines the similarities and differences in institutional design, civil society, political participation, and democratic resilience. Further details on this assignment, including a list of potential cases will be distributed separately. Due Thursday Week 3

IV. Summative Tutorial (25%)

The final session of the course (Thursday, Week 4) will take the form of an Oxford tutorial/oral exam. The tutorial offers an opportunity to showcase knowledge, demonstrate skills and insight, and connect various parts of the course together in a relaxed small group discussion with the Instructors of Record. In this setting, you will have the chance to talk in-depth about your weekly essays, identify and engage with key themes and topics from the course, and develop your ideas in conversation with your professor and tutorial partners.

Each tutorial will be 30 mins and conducted in groups of ~3 students, selected by lottery. You will be assessed on your capacity to engage in respectful and generative discussion, your ability to demonstrate familiarity with assigned materials, and your aptitude for critical and original thinking. Preparation and punctuality matters. But rather than focus on reciting the "right" answers, know that we genuinely want to use these tutorials to explore your thinking, your ideas, and your insights—our desire is to take seriously what you bring to the table after having digested the materials and lectures from the course.

All summative tutorials will be held on Thursday of Week 4. Details of your assigned times and dates announced separately.

V. Reflection Papers (10%)

Students will submit TWO 300-500-word reflection papers during the Summer School. There are two categories of reflection to choose from: Option A focuses on fieldtrips; Option B draws on Elizabeth Foster Gentry's 1953 "Letters from Oxford" booklet. Each reflection paper is weighted equally. If you submit more than two reflections, your best two will count. You can choose to complete any combination of reflection Options you wish (i.e. two Option A or B responses, or one of each).

Option A: Fieldtrip Reflections

To complete a field trip reflection paper, choose one of the four major Summer School field trips. In your reflection, address the following:

a) Describe a key insight or takeaway from the experience and explain why it was meaningful to you. Be sure to support your reflection with specific evidence of what you learned during the trip.
b) Explain how the field trip deepened, expanded, or complemented your understanding, knowledge, or appreciation of the Glorious Revolution or its historical legacies.

Length: 300-500 words is appropriate (longer reflections are welcome but not necessary).

Fieldtrip reflections are due 48-hours after the fieldtrip in question, by 11:59 PM on Sunday evenings.

Option B: Reflecting with Elizabeth Foster Gentry's "Letters from Oxford" (1953)

The Summer School provides you with one small but unique resource: a booklet featuring a curated selection of letters written in 1953 by a nineteen-year-old Elizabeth Foster Gentry as she traveled from the United States to attend an Oxford Summer School program. Copies of these letters exist in manuscript form at The State Historical Society of Missouri (SHSMO). They are not digitized, published, or available elsewhere. The booklet is designed to help inspire your own thoughts and reflections while undertaking a comparable program of study in Oxford today, over seventy years later.

To complete a "Letters from Oxford" reflection paper, choose one of the four sections in the booklet to focus on—each addresses a different collection of themes and broadly corresponds to each week of our four-week program. In your reflection, explore the following:

a) What aspect/s of Gentry's letters are most striking to you? What similarities and differences are there between her experiences and your experiences? Do Gentry's reflections resonate with challenges you have faced or discoveries you are making in Oxford today?
b) Explain how Gentry's reflections deepen, expand, or complement how you have understood your own experiences in Oxford this summer.
c) In addressing the above, you may choose to make use of any or all the optional prompts scattered throughout the booklet.

   Length: 300-500 words is appropriate (longer reflections are welcome but not necessary).

"Letters from Oxford" reflections are also due Sunday evenings by 11:59 PM. If you choose to complete a reflection based on Section I, this is due on the Sunday of Week 1, and so on, for subsequent weeks.

Options A and B are graded against the same rubric, as follows:

A-range: Shows deep understanding by drawing strong, original, and insightful connections between program experiences and course material. Claims are supported by specific and relevant examples. Comments are clear and well-organized. Reflections in this grade range consider how place-based learning intersects with intellectual engagement in the classroom as well as how your individual experiences shape the full scope of the learning that takes place on a Study Abroad program.

B-range: Shows a very good understanding of how course material relates to specific Oxford experiences, with some level of insight and personal engagement. Claims may be supported by relevant examples, but not as insightfully or consistently as an A-range reflection. Ideas are expressed clearly, though not always with accuracy, precision, or flair. B-range reflections may seek to address the impact of place-based learning without finding ways to explore this with depth or originality.

C-range: Shows a basic or superficial understanding of the materials or experiences in question. The level of insight may be limited and the connection to course material unclear. Little evidence is used, or evidence used may not clearly support the claims being asserted.

D-range: Shows minimal engagement or insight. May fail to meet one or more of the task's basic requirements.

Indicative Classroom Schedule and Readings

This class will meet Monday to Thursday for 1.5 to 2 hours. Fridays will be devoted to experiential field trips and excursions. The following schedule is an outline of how the course *might* be organized thematically, in ways that utilize the expertise of Oxford faculty in political theory, comparative politics, and political development.

There would also be scope —depending upon the specialisms of the teaching team —to adopt a hybrid, thematic-chronological approach that incorporates individual case study sessions.

Week 1: Ideas of Liberal Democracy

Monday: Course Overview and Introduction

This introductory class will outline the course and the assessments, and explain the key themes of the course, and scholarly discussions in the field.

No reading required for this class session

Tuesday: Classical Theories of the State

No understanding of Western history is complete without familiarity with the ideas which have fundamentally shaped social and political life. Built around such constantly reinterpreted concepts as justice, liberty, authority and community — all of which are constantly reinterpreted and contested — theories of the state have ranged far beyond the institutions of government to consider the position and power of the church, the individual, and the interests and conflicts of the social classes.

Inspired by a timeless conviction of the value of political life, Aristotle's *Politics* and Plato's *The* Republic provide a detailed account of the first European state form, the city republic of ancient Greece. This session explores these texts and their changing reception in liberal democracies.

Readings:

- Jill Frank, The Political Theory of Classical Greece', in John S. Dryzek, Bonnie Honig, and Anne Phillips (eds), *The Oxford Handbook of Political Theory* (2008).
- Barbara Goff, Miriam Leonard, 'Introduction: The Legacy of Greek Political Thought', *Classical Receptions Journal*, Volume 8, Issue 1, January 2016.
- Selections from Aristotle, *Politics* and Plato, *The Republic*. T. J. Saunders (ed.), trans. T. A. Sinclair (London, 1992)

Wednesday: Social Contract Theory and Constitutionalism

The seventeenth and eighteenth centuries witnessed the emergence of Enlightenment political theory in Europe. Written amid civil war, Thomas Hobbes's *Leviathan* is a remarkable attempt to construct a science of politics, while John Locke's *Two Treatise of Government* emphasized that

individuals are entitled to specific privileges and claims. Jean-Jacques Rousseau's *Social Contract*, by contrast, provided a vision of what men might achieve through politics.
Through an examination of these three thinkers together — their similarities and differences — this session explores the development of ideas about legitimate political government, and theories of natural law, and natural rights.

Readings:

- Claire Arcenas, *America's Philosopher: John Locke in American Intellectual Life* (Chicago, 2022), chapters 1 and 6.
- Sophie Smith, 'Democracy and the Body Politic from Aristotle to Hobbes', *Political Theory*, *46*(2), 2016.
- Selections from Hobbes, *Leviathan*; Locke, *Two Treatise on Government*; Rousseau, *The Social Contract.*

Thursday: Ideas of Liberty and Freedom

Between 1850 and 1950, several political philosophers sought to probe the vulnerabilities and tensions inherent within liberal democracy. Writing in the second half of the nineteenth century, John Stuart Mill championed individual liberty, and the importance of dissent to democratic societies. Nearly a century later, Hannah Arendt interrogated the conditions of political agency, and developed a conception of participatory democracy that contrasted with more elitist forms of politics. Isaiah Berlin, meanwhile, from his academic post in Oxford, developed the influential theoretical distinction between positive and negative liberty.

Together these thinkers helped provide theoretical foundations for many modern conceptions of political life. This class session explores the contributions of these thinkers, and their contemporary relevance.

Readings:

- Alan Ryan, 'Bureaucracy, Democracy, Liberty: Some Unanswered Questions in Mill's Politics', *The Making of Modern Liberalism* (Princeton, NJ, 2012).
- David L. Marshall, 'The Polis and its Analogues in the Thought of Hannah Arendt,' *Modern Intellectual History*, 7 (1), 2010.
- Selections from John Stuart Mill, *On Liberty*; Hannah Arendt, *The Human Condition;* Isaiah Berlin, *Two Concepts of Liberty.*

Week 2: Comparative Political Institutions

Monday: Constitutions in Liberal Democracies

The UK constitution is often considered distinctive or exceptional due to its uncodified form, though the *Magna Carta* is celebrated across the world as a symbol of constitutionalism and limited government. This session focuses on the UK constitutional system and its distribution of authority across national and supranational institutions, while situating it within a broader comparative framework that includes North American and European cases.

Readings:

- Vernon Bogdanor et al, 'Should Britain have a Written Constitution"? *Political Quarterly* 78/4.
- Zachary Elkins, Tom Ginsburg, and James Melton. *The Endurance of National Constitutions.* (Cambridge, 2009), chapter 1 and 2.

- Jose Cheibub, Zachary Elkins, and Tom Ginsburg. "Beyond Presidentialism and Parliamentarism." *British Journal of Political Science*, 2013.

Tuesday: Executives in Liberal Democracies

Democratic regimes vary in how they implement the separation of powers, particularly in how the executive is selected and how it interacts with other branches. Over three classes, students will explore how power is allocated in parliamentary, presidential, and semi-presidential systems, with special attention to the UK.

Though the UK uses a parliamentary system, many scholars have claimed prime ministers have adopted presidential characteristics in the last half century — centralizing power, personalizing election campaigns, and bypassing parliament to communicate directly to voters through the media. This class sessions uses this discussion as a window to compare and contrast different executive branches.

Readings:

- Keith Dowding, 'The Prime Ministerialisation of the British Prime Minister', *Parliamentary Affairs*, 66/3 (2013).
- David Samuels, 'Separation of Powers', in Carles Boix, and Susan C. Stokes (eds), *The Oxford Handbook of Comparative Politics* (Oxford, 2009).
- Juan Linz, 'Presidential or Parliamentary Democracy: Does it Make a Difference?', in Juan J. Linz and Arturo Valenzuela (eds.), *The Failure of Presidential Democracy* (Baltimore, 1994).

Wednesday: Legislatures in Liberal Democracies

Legislatures perform a crucial role in democratic governance through lawmaking, representation, oversight, and deliberation. There are, nonetheless significant structural and behavioural differences between different democratic legislatures. By comparing parliamentary vs. presidential, bicameral vs. unicameral, and majoritarian vs. proportional systems, students will critically analyze how institutional design shapes legislative outcomes.to critically assess structural factors that affect legislative behaviour and outcomes.

Readings:

- GW. Cox, 'The Organization of Democratic Legislatures' in Weingast, B.R. and Wittman, D.A. (eds) *The Oxford Handbook of Political Economy* (Oxford, 2006).
- Meg Russell, and Daniel Gover, *Legislation at Westminster: Parliamentary Actors and Influence in the Making of British Law* (Oxford, 2019), Chapter 1 and 2.
- Meg Russell and Philip Cowley, 'The Policy Power of the Westminster Parliament: The "Parliamentary State" and the Empirical Evidence', *Governance*, 29/1 (2016).

Thursday: Judiciaries in Liberal Democracies

The role and powers of judiciaries vary across liberal democracies. There is a general commitment by governments in most political regimes that courts enforce legislative statutes. Judicial oversight in the form of judicial review—the ability to review, and overturn legislative statutes —is less uniformly accepted as a principle, however.

This class explores differing forms of judicial oversight in various liberal democracies, and the evolution of judicial power during the course of the twenty-first century. It also questions the extent to which the blurring of the line between the judicial and the political is novel.

Readings:

- Matthew Williams, *Judges and the Language of Law: Why Governments Across the World have Increasingly Lost in Court* (2022), Chapters 4-6.
- Christopher Foster, 'The Encroachment of the Law on Politics', *Parliamentary Affairs* (2000).
- John Ferejohn, Frances Rosenbluth, and Charles R. Shipan, ' Comparative Judicial Politics', in Carles Boix, and Susan C. Stokes (eds), *The Oxford Handbook of Comparative Politics* (Oxford, 2009).

Week 3: Participation and Representation in Liberal Democracies

Monday: Protest Politics and Social Movements

Democratization in the broadest academic sense refers to the process by which polities (or aspects of polities) become more democratic. Political scientists traditionally used this term to explore the transition from an authoritarian to a democratic regime type. Much recent scholarship, however, has characterized democratization not as a singular event, but an ongoing, reversible, and multidirectional process.

In this session, students will explore the role of grassroots and elite actors in shaping political participation. The focus will be on mass politics and political action beyond the electoral arena.

Readings:

- Wyn Grant, 'Pressure Politics: From 'Insider' Politics to Direct Action?', *Parliamentary Affairs* (2001).
- Doug McAdam, Sidney Tarrow, and Charles Tilly 'Comparative Perspectives on Contentious Politics' in Lichbach and Zuckerman eds. *Comparative Politics: Rationality, Culture and Structure.* (Cambridge, 2010).
- Hank Johnston, *What is a Social Movement?* (Cambridge, 2014), Intro and Chapter 1.

Tuesday: Political Parties and Political Campaigns

Organized political parties are found in all contemporary democracies, and in many countries the growth of parties preceded democratization. Parties typically mobilize the mass electorates and in compete for public office, and often subsequently participate in directly in governance Much scholarship on parties also explores parties as tools of political communication during election campaigns. This session focuses on two areas: the evolving relationship between voters and parties, and the ideological and social forces that shape these dynamics in liberal democracies.

Readings:

- Kenneth Greene, 'Campaign Effects and the Elusive Swing Voter in Modern Machine Politics.' *Comparative Political Studies*, 2020.
- Susan Scarrow, Paul Webb, and Thomas Poguntke, *Organizing Political Parties: Representation, Participation, and Power* (Oxford, 2017). Introduction, Chapter 5, conclusion.

- Catherine De Vries, and Sara B. Hobolt, *Political Entrepreneurs: The Rise of Challenger Parties in Europe* (Princeton, NJ, 2020), Chapter 5 and 7.

Wednesday: Politics and the Media

Since the onset of the modern mass media age, print and broadcast media has been the principle means of political communication. The media landscape, though, has transformed dramatically during the twenty-first century. Media structures, content, and delivery have changed in ways that have had a dramatic impact on political communication.

This class session explores the impact of different forms of media on democratic politics; interrogating the agenda-setting powers of media, and the relationship between media and the state.

Readings:

- David A.L. Levy and Rasmus Kleis Nielsen, *The Changing Business of Journalism and Its Implications for Democracy* (Oxford, 2010), Chapter 1 and Chapter 3.
- James P Curran and Jean Seaton, *Power Without Responsibility: Press, Broadcasting and the Internet in Britain* (Oxford, 2025), Part V — The Politics of the Media.
- Roderick P. Hart, and Rebecca LaVally, 'Not a Fourth Estate but a Second Legislature', in Kate Kenski, and Kathleen Hall Jamieson (eds), *The Oxford Handbook of Political Communication* (Oxford, 2017).

Thursday: Political Violence (Lecture)

The sociologist Max Weber famously characterized the modern state as maintaining a monopoly on the legitimate use of violence. Yet, in liberal democracies, the state's violence monopoly is not always absolute. Many states have, at times, tolerated or even empowered non-state actors to use violence in manners that reflect systemic or institutional political preferences.

This lecture explores how political violence is occasionally endogenous to democratic systems, and how this challenges conventional understandings of democratic regimes' legitimacy and authority.

No required reading for this class session.

Week 4: Contemporary Democracy

Monday: Challenges to Democratic Ideas and Practices?

In the wake of the Cold War, liberal capitalist democracy appeared to be in the ascendancy. The 1980s and 1990s witnessed widespread democratic expansion, and there was a strong elite and popular belief in the superiority of democratic regimes. Democracy for a short period, in other words appeared to have become the model regime.
This class examines more recent challenges to that consensus. Rather than focusing exclusively on autocracies, we will investigate hybrid regimes and the phenomenon of democratic backsliding.

Readings:

- Thomas Friedman, 'Opinion: Foreign Affairs Big Mac I, *New York Times*, December 8 1996.

- Stephan Haggard, and Robert R Kaufman, *Backsliding: Democratic Regress in the Contemporary World* (Cambridge: Cambridge University Press, 2021).
- David Kaye, 'Democracy in the Digital Age', in Giovanni De Gregorio, Oreste Pollicino, and Peggy Valcke (eds), *The Oxford Handbook of Digital Constitutionalism* (Oxford, 2024).

Tuesday: 2024 and "The Year of Democracy"? (Lecture)

2024 was hailed by many commentators as the "Year of Democracy," with elections held in countries accounting for half the world's population. This lecture examines what these elections —and their outcomes — reveal about the health of democracy worldwide. Topics include voter participation, civil liberties, media freedom, and the resilience of democratic institutions.

No required reading for this class session.

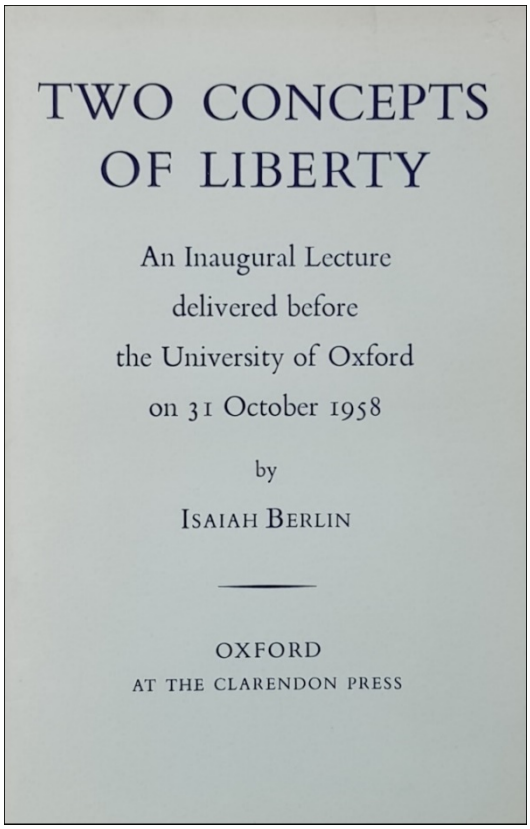
Wednesday: Wrap Up, Conclusions, and Tutorial Preparation

This final class offers students the opportunity to consolidate their learning through guided, Socratic discussion. The course's overarching themes will be reviewed, and guidance will be provided on how to on how to approach their final tutorials and assignments

No reading required for this class session

Thursday: Assessment Tutorials

No reading required for this class session


TWO CONCEPTS
OF LIBERTY

An Inaugural Lecture
delivered before
the University of Oxford
on 31 October 1958

by

ISAIAH BERLIN

OXFORD
AT THE CLARENDON PRESS

Course Schedule

Date	Topic	Place/Activity
WEEK 1	Oxford and Ideas of Democracy	Oxford has been a crucible for the shaping of democratic ideas for centuries. The university has produced political theorists, and political leaders, and been the site of important intellectual discussions. During this field trip, students will explore the roots and evolutions of liberal democratic thought by visiting key locations around the University and the city This excursion will encourage students to reflect on important landmarks in thinking about civil liberties, liberal democracy, and dissent. They will also think carefully about the influence of individuals including Adam Smith, John Locke, Isaiah Berlin, Benazir Bhutto on ideas of liberalism, intellectual freedom, and political debate.
WEEK 2	Parliament Visit	The Palace of Westminster has been the permanent meeting place of the Houses of Lords and Commons for more than 500 years. The scope of Parliament's legislative powers and authority, however, has evolved considerably over the centuries, and recent past. So too has its relationship with Scotland, Wales, Ireland, and European states. In this excursion, the students will tour the UK parliament, and think about the forces that change and reshape institutions of representative democracy. *NB: Because Parliament is likely to be in session during the four-week program,, it is likely that this excursion may take place on a Saturday (when tours are available).*
WEEK 3	London and the Contested Roads to Universal Suffrage	Between the 1832 and 1928, a series of parliamentary legislative acts were passed that enfranchised new groups of voters. This was a gradual and contested process that witnessed vigorous, and sometimes violent, campaigns for suffrage that occurred across Britain and involved tens of thousands of people throughout the nineteenth century. During this field trip, students will visit important connected to these battles over suffrage by travelling to

		locations such as Westminster, Kennington Common, Speaker's Corner, Whitehall, the British Library, and the Women's Library.
WEEK 4	Visit Bristol	Bristol offers a rich and multifaceted context for exploring democratic culture and civic identity. From nineteenth-century reform movements to the provocative street art of Banksy, grassroots community projects, and the 2020 toppling of the Edward Colston statue, the city has long served as an incubator for distinctive forms of civic and political engagement. Through guided tours and visits to key museums, students will critically examine how histories of slavery, empire, and resistance intersect with contemporary debates about who shapes and defines the city's public identity. Bristol thus provides a compelling case study in how democratic values are contested, performed, and reimagined in the twenty-first century.

Radcliffe Camera viewed from the street. Andrew Bailey.

Course Policies

A Note on Themes and Language

At times, this course will address themes and subject matter that are graphic and upsetting. There will be instances when historical language is quoted in historical documents–or images displayed–which are contemporarily offensive. These images and excerpts are not a reflection of the instructor's personal beliefs or opinions; they are representative of pasts and viewpoints we are grappling to understand. We will strive, in our own words and discussions, to avoid perpetuating offensive terms, images, and ideals from the past in our present.

Submission Procedures for Written Work

All written work is to be submitted through Canvas, and should be uploaded as .doc, .docx, or .pdf attachments. It is your responsibility to ensure copies of your work are saved.

Late Work

Only coursework completed and submitted on time is eligible to receive full credit.

- For A-F graded assignments, late work is penalized at a rate of 5% per calendar day and work submitted more than 72-hours past the deadline receives 0%.

- For tasks graded complete/incomplete, work cannot be submitted for credit once the deadline is past.

Work submitted after its deadline will not be accepted for full credit in the absence of extenuating circumstances. Genuine emergencies and extenuating circumstances will be accommodated. If you experience circumstances beyond your control that impact the timely completion of your work, be in touch with me as soon as possible.

Grading Scale

Grading will be conducted on a standard percentage scale, not formally "curved." Students are responsible for submitting work that demonstrates the depth and quality of their engagement and that reflects their mastery of the skills assessed. While we want all students to do well, please note that standards of excellence in this course are set at a level that exceeds average performance.

A 94-100

A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

AI use in this course

This course does not pretend that AI tools do not exist. Rather, we aim to utilize the opportunities of AI in a productive, ethical, and transparent manner. Some assignments *may* ask you engage with AI in specific ways and to reflect on and analyze the results. But as a developing technology, AI poses risks as well as opportunities. The following guidelines are designed to help us make the best use of the tools available to us:

- AI tools may aid your research process and assist with editing and refining your prose (such as applications like Grammerly or spellcheck). However, AI cannot be substituted for original work. Neither ideas nor writing produced by AI can be attributed to yourself.
- Use of AI tools must be acknowledged. The best means for doing so can vary from one assignment to another (keep an eye out for instructions!) but failing to acknowledge AI assistance may violate the University's policies on academic misconduct.
- Do not trust AI tools to produce accurate results. You are responsible for any errors AI makes if they are included in your work.
- When using AI, be aware that any personal information you put into it is at risk. Please take care to guard your privacy.
- AI technology is constantly changing and evolving: avail yourself of the most up to date techniques for using AI ethically and to its fullest. And always feel free to chat with me for guidance.

For specific guidance on citation practices from the *Chicago Manual of Style* see: https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html.

ACADEMIC POLICIES

All University policies and processes will be followed. For more, visit the relevant University website http://registrar.missouri.edu/policies-procedures.
Unsure about something? Ask us!

Accommodations

We never wish or intend to penalize students who experience circumstances beyond their control that impact the quality or timely completion of their work. If you encounter medical problems (including mental health issues) at any point that impact your participation in class discussion or the completion of your assignments, please contact me or the The University of Missouri Disability Center without delay to establish an accommodation plan. Documented disabilities include *hearing, vision, mobility, learning and attention, psychological health and physical health*. Students' accommodations are implemented with the input of students to maximize the learning experiences. And the MU Disability Center keeps information about a student's disability confidential. *For Study Abroad we strongly recommend setting up accommodation plans with the Disability Center before the start of the program.*

Mental Health Advisory

As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and reduce your ability to participate in daily activities. The University of Missouri is committed to supporting student well-being through an integrated network of care, with a wide range of services to help students succeed. The MU Counseling Center offers professional mental health care, and can help you find the best approach to treatment based on your needs. Call to make an appointment at 573-882-6601. Any student in crisis may call or go to the MU Counseling Center between 8:00–5:00 M-F. After hours phone support is available at 573-882-6601.

Visit https://wellbeing.missouri.edu to take an online mental health screening, find out about workshops and resources that can help you thrive, or learn how to support a friend. Download Sanvello, a phone app that teaches skills and strategies to help you maintain good mental health. Log in with your Mizzou e-mail to unlock all the tools available through Sanvello at no cost to you.

For emergency and non-emergency protocols in the event of experiences any form of misadventure while studying abroad please refer to up-to-date information from MU Study Abroad and myStudyAbroad. If in doubt, consult the MU Program Leader, Dr. Coleman. If you require urgent medical assistance in the United Kingdom, call 0-0-0.

Plagiarism Guidelines

You should familiarize yourself with the university's policy on plagiarism. Plagiarism is a serious academic offense and will be dealt with accordingly. For further clarification and information, please see the university's policy on plagiarism. You must write your papers specifically for this class; you should not borrow material from another class; and you should not use another person's words or ideas without attribution, whether those words or ideas come from conversations, the internet, or printed materials. If you are in doubt about whether you are committing plagiarism, feel free to ask the course instructor; but a good rule of thumb is that if you are in doubt, then cite a source. Students are strongly advised to keep all rough and draft work related to a particular assignment until the assignment has been marked and returned.

Classroom Misconduct

Classroom misconduct includes forgery of class attendance; obstruction or disruption of teaching, including late arrival or early departure; repeated failure to turn off or mute cellular telephones leading to disruption of teaching; emailing/texting, watching videos, listening to music, playing games, or surfing the Internet on phones, tablets, or laptop computers, unless instructed to do so; physical abuse or safety threats; theft; property damage; disruptive, lewd, or obscene conduct; repeated failure to attend class when attendance is required; and repeated failure to participate or respond in class when class participation is required. Students are asked to arrive for class on time and to avoid early departures.

Audio and Video Recording of Class

University of Missouri System Executive Order No. 38 lays out principles regarding the sanctity of classroom discussions at the university. The policy is described fully in Section 200.015 of the Collected Rules and Regulations. In this class, students may not make audio or video recordings of course activity, except students permitted to record as an accommodation under Section 240.040 of the Collected Rules. All other students who record and/or distribute audio or video recordings of class activity are subject to discipline in accordance with 9 provisions of Section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

Those students who are permitted to record are not permitted to redistribute audio or video recordings of statements or comments from the course to individuals who are not students in the course without the express permission of the faculty member and of any students who are recorded. Students found to have violated this policy are subject to discipline in accordance with provisions of Section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

Intellectual Pluralism

The University community welcomes intellectual diversity and respects student rights. Students who have questions or concerns regarding the atmosphere in this class

(including respect for diverse opinions) may contact your Faculty Chair or the Associate Dean for Undergraduate Studies; the Director of the Office of Students Rights and Responsibilities (http://osrr.missouri.edu/); or the MU Equity Office (http://equity.missouri.edu/), or by email at equity@missouri.edu. All students will have the opportunity to submit an anonymous evaluation of the instructor(s) at the end of the course

Basic Needs Security Statement

If you have difficulty affording groceries or accessing sufficient food to eat every day, or you lack a safe and stable place to live and believe this may affect your performance in the course contact the Dean of Students for support. Furthermore, please notify me if you are comfortable doing so. This will enable me to provide any resources I may possess.

Bertha Newcombe oil painting of Emily Davis and Elizabeth Garrett presenting a suffrage petition to John Stuart Mill in Westminster Hall, The London Archives: City of London