



DESCRIPTION OF AMENDMENTS AND MODIFICATIONS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Table 2A Description of the new course

1. COURSE DESCRIPTION – GENERAL INFORMATION			
1.1. Course teacher	Dr. Mario Munta, Assistant Professor	1.6. Year of the study	5th
1.2. Name of the course	EU socio-economic governance and the green transition	1.7. ECTS credits	7
1.3. Associate teachers	/	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 L + 30 S
1.4. Study programme (undergraduate, graduate, integrated)	Graduate	1.9. Expected enrolment in the course	20
1.5. Status of the course	Elective course	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	R1 – online communication, online guest lectures, repository of course materials
2. COURSE DESCRIPTION			
2.1. Course objectives	<p>From the early beginnings of the European project, the tensions between the economic and social dimension of the European Union have already been high. The story of creating an Economic and Monetary Union (EMU) on the one hand, and Social Europe on the other, reads almost like a thriller. It is a story of asymmetric power dynamics, economic sub-ordination, inter-institutional conflicts, and diverging ideational and intellectual influences.</p> <p>This course surveys the past, the present and the future of EU social and economic policy to find out how the EU's economic and social policies took shape and where they are heading in light of the EU's efforts to tackle climate change. EU's efforts in the green transition are concentrated on actions to ensure green growth, social justice and environmental sustainability. The course explores the roots of economic and social policymaking in the EU as well as their defining moments and controversies, analyzes what currently constitutes the EMU and the social dimension of the EU, and reflects on possible future trajectories with regards to green growth and the eco-social transition. We will analyse how the green transition agenda has impacted the role and responses of different EU's institutions, dominant narratives and ideas in EU social and economic policy and the ways in which new social and economic policies integrate climate change objectives and vice-versa.</p> <p>The course is structured in three parts. The first part zooms into the origins, institutional architecture, and controversies of EU economic and monetary policy. In the second part, we focus on the social dimension to see what Social Europe is made of and how it may look like in the future. The third part brings together the economic and social arm under the umbrella of a common challenge – climate change. We will explore how EU's long-term growth strategy to become climate neutral by 2050, the so-called European Green Deal, has turned upside down the EU's governance of social and economic policies, and the EU institutions alike. The course finishes by discussing how the recent crises (COVID-19 pandemic, energy crisis, inflation, transatlantic US-EU relations, Russia's aggression on Ukraine) have influenced the ability of the EU to push for a green</p>		



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	economy and a socially just transition.
2.2. Enrolment requirements and/or entry competences required for the course	<p>No formal enrolment requirements apply. However, students are expected to showcase strong interest for EU public policy, economic policy, social policy and empirical research on Europe.</p> <p>Prior knowledge of basic concepts in public policy, EU policymaking and EU institutions is essential. Previous attendance of EU politics and EU policy courses at the Faculty of Political Sciences (University of Zagreb) or at any other higher education institution is strongly encouraged.</p> <p>The course is taught in English and all course materials will be in English. Thus, students are expected to be ready to read, speak and write in English proficiently (C1/C2 level)</p>
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>1. 01. Political science MAs have acquired an advanced level of knowledge and understanding of problems concerning local, national and international politics and public policies and have perfected their political science education by focusing on one of the branches of political science.</p> <p>1. 07. Political science MAs are able to apply the knowledge acquired in public policy issues in order to understand how sectoral policies and development policies in general are formed, implemented and developed. They are also capable of performing standard public policy analyses for decision-makers.</p> <p>1. 08. Political science MAs can critically apply their advanced knowledge of European policies to understand the determinants and dynamics of European integration and of the organization of EU institutions, and for understanding the common European policies drafting and implementation process.</p> <p>1. 09. Political science MAs are capable of integrating their knowledge and forming judgments on actors, processes and institutions of local, national and international politics as well as public policies prepared at those levels. Looking into the above processes, institutions and policies, they can reach conclusions and take stances on the characteristics of politics at global, national and local levels.</p> <p>1. 10. Political science MAs are capable of communicating their stances, ideas and solutions to the interested public. They have been trained to correlate such positions, ideas and solutions to the fundamental arguments on which they are based using advanced political analysis and policy analysis and can thus engage in systematic political argumentation and presentation thereof to the public.</p> <p>1. 11. Political science MAs are capable of independently taking stances on political issues and of linking these with arguments and evidence on which such arguments are made in a structured manner. This will enable them to engage in systematic political argumentation and to present their arguments in a manner that suits both the audience and the context at stake.</p>



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	<p>1. 12. Political science MAs are capable of designing and conducting independent research and are prepared to continue their education in the form of life-long learning, either formally through postgraduate programmes or independently through various forms of additional training.</p>
<p>2.4. Expected learning outcomes at the level of the course (3-10 learning outcomes)</p>	<p>At the end of the course, students should:</p> <ol style="list-style-type: none"> 1. be able to understand how EU policymaking works 2. have a clear understanding of the evolution of the Economic and Monetary Union and of the social dimension in the EU 3. demonstrate an in-depth knowledge of the governance dynamics and contemporary issues in EU social and economic policy 4. understand how the green transition affects the economic and social development of the EU 5. be able to compare how different crisis periods influence EU social and economic policies 6. be able to synthesize, analyze and evaluate primary and secondary sources 7. to reason analytically and logically within the discipline 8. be able to write in an analytical and critical way 9. to communicate effectively orally 10. to communicate effectively in writing to both scientific and non-scientific audience
<p>2.5. Course content (syllabus)</p>	<p>The course syllabus is divided into three thematic blocks:</p> <p>Session 0. Course introduction and overview</p> <p><i>BLOCK 1. The past, present and future of the Economic and Monetary Union</i></p> <p>Session 1. Building an incomplete economic and monetary union Session 2. The post-Eurocrisis economic policy architecture Session 3. Fixing the EMU any time soon or simply failing forward?</p> <p><i>BLOCK 2. The past, present and future of Social Europe</i></p> <p>Session 4. The logic of attaching a social dimension to the EU Session 5. Reading week (term paper topics) Session 6. What is Social Europe today? Session 7. The future of EU social and labour market policy</p> <p><i>BLOCK 3. Economic and social policy in the EU after the European Green Deal</i></p>



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	<p>Session 8. The European Green Deal: Europe's new growth paradigm? Session 9. Next Generation EU: Europe's response to socio-economic consequences of Covid-19 Session 10. Circular economy, green industry and green finance in the EU Session 11. The EU just transition agenda and socio-ecological policies Session 12. From the welfare state to the eco-social state in the EU Session 13. Energy crisis, inflation, and the war in Ukraine: Challenges and opportunities for sustainable development in the EU Session 14. Final exam (in-seminar op-ed and multiple-choice exam)</p>		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input checked="" type="checkbox"/> individual consultations, MA thesis supervision	2.7. Comments:
2.8. Student responsibilities	<p>Course requirements</p> <p>Students are expected to attend all sessions, but have the right to miss three lectures and three seminars during the semester. Missing any additional classes without justification may result in failing the course. If you anticipate a scheduling conflict between the class and any other inevitable obligations, please consult the instructor well in advance. Medical emergencies are an acceptable excuse if appropriate documentation is provided.</p> <p>If you have a disability and may require some type of instructional and/or examination accommodations, please contact the instructor early in the semester so that he can provide or facilitate provision of accommodations you may need.</p> <p>Students must prepare the required readings prior to each seminar (15-20 pp.) and participate actively in class discussions. All students are required to make a 15-minute class presentation, submit an essay (research paper) of 3500 words total, present the research paper in class, complete a multiple-choice exam and write a short in-seminar op-ed as part of the final exam.</p>		



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	Teaching methods	
	The course consists of interactive lectures (morning session) and seminars (afternoon session). For the lectures, students are expected to read the assigned readings and engage in class discussions. Guiding questions for more structured reading will be provided a week before each session. Seminars will narrow down the focus on specific issues and practical aspects of EU social and economic policies. They will also feature students' presentations, groupwork, individual research, debates and a workshop on op-ed writing.	
	Course assessments and grading	
	A: PARTICIPATION (30%)	
	Presentation:	15%
	In-class participation:	15%
	B: PAPER (40%)	
	Term Paper:	30%
	Paper presentation:	10%
	C: FINAL EXAM (30 %)	
In-seminar op-ed	15%	
Multiple-Choice Exam	15%	
In-class participation. Engagement will be assessed on the basis of the quality and relevance of seminar interventions and		



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contributions to class discussion. In preparation to the weekly reading, the instructor will provide guiding questions for the core readings. Students are encouraged to prepare written memos for the assigned seminar readings that are discussed in the afternoon sessions to foster higher quality of participation.

Presentations. All students must produce a 15-minute seminar presentation. Presentation topics will be allocated during the first session. Presenters are required to make use of and refer to the readings and resources listed under “Presentation” in the course outline. The main aim of the presentation is to get a more practical understanding of the topic in a specific session and to critically assess the specified readings. Presentations are intended to help you learn how we discuss academic texts and research findings. A presentation should conclude with clearly identifying points for further discussion in the class. Students will receive individual feedback.

Short in-seminar op-ed. It is intended to improve and develop your writing and drafting skills. It is not designed in the way of a classical exam. You will be provided with a short list of alternative questions. What matters is your ability to express your opinion on a topic covered in the course in a well-argued, structured, concise, and accessible way. The op-ed should be approximately 600 words long and an open-book principle is applied while writing. You will obtain individual feedback on this paper.

Essay/Seminar paper: You are required to complete a final paper in this course. Students need to discuss their choice of research questions with the instructor to confirm choice and outline of this essay. Your work will be judged on the basis of the quality of your presentation of the relevant theoretical literature, as well as on the critical understanding and the intellectual creativity which you demonstrate in using this. Empirical research is strongly encouraged. Each paper should be approximately 3500 words long including references and annexes. All papers should be typed (word-processed as WORD or PDF file) and double-spaced. Essays must be properly referenced, with a standard form of citation used. You must also include a bibliography of all works consulted (i.e. Chicago style). All written contributions need to be original, i.e. produced exclusively by the student who submits the work. References to all other sources must be clearly indicated following accepted academic standards. Any text reproduction which is not clearly identified will have to be considered as plagiarism and, consequently, the submitted work will be acknowledged with no more than 0% of the mark.

Paper presentation. The final paper will have to be turned into a 15-minute presentation and presented to peers. The purpose of this exercise is to simulate the environment of a conference. Students will learn how to distinguish between important content from less important, how to make some tough choices on the structure of the presentation vis-à-vis the structure of the paper and how to stick to the time. On the other hand, the audience will have the task to push the presenter with hard questions to mimic real life circumstances.



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	<p>Multiple-choice exam. At the end of the course, student will write a multiple-choice exam on the basis of the mandatory class readings.</p> <p>Grading scale: 0 – 55 % = fail (1)</p> <p style="padding-left: 40px;">56 – 69 % = sufficient/pass (2)</p> <p style="padding-left: 40px;">70 – 79 % = good (3)</p> <p style="padding-left: 40px;">80 – 89 % = very good (4)</p> <p style="padding-left: 40px;">90 – 100 % = excellent (5)</p> <p>Other information</p> <p>Assessment criteria for the term paper, presentations and op-ed writing will be available to students online as part of the class resources on MS Teams.</p> <p>Grading. All of the work that you do in this course will be graded on a numerical scale. Only at the end of the course will you be assigned a numerical grade in accordance with the grading policy and standards of the University of Zagreb.</p> <p>Office hours. The course instructor will be available for office hours on site after each session. Students are encouraged to closely coordinate their work in this class with the instructor and communicate any outstanding issues, concerns, or suggestions to optimize the teaching and learning experience.</p> <p>Feedback and monitoring. The instructor will organize a mid-term compulsory feedback session for students in which each student will be invited individually to reflect on their performance in the class so far, their expectations for the rest of the course and possible feedback they might have to improve the learning experience.</p> <p>Deadlines</p>
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The topic and abstract for the final paper need to be agreed with the instructor by a specified date (tbd). The final paper must be submitted by a specified date (tbd). Late submissions will be penalized and result in grade reductions (one numerical grade per day of delay). Students need to send their draft in-seminar presentations for inspection to the instructor at least two days before presenting to receive final suggestions for amendments and a final green light.

Academic honesty

The Rulebook of disciplinary procedures by the Faculty of Political Sciences must be observed at all times. You may not offer or accept assistance during exams, nor may you consult any sources during closed-book exams. In papers, you may not use anyone else's work without properly citing that work, nor may you attempt, in any way, to pass off someone else's work as your own. All written work that you submit must be original; you may not submit work that you have prepared for another course. All work that is submitted for grading in this class will be scanned for plagiarism through the PlagScan software. The use of ChatGPT in the preparation and writing of seminar papers is not accepted unless explicitly allowed by the instructor for specific, reasonable and justifiable purposes.

Resources

Some of the **key EU studies journals** for reference are:

Journal of European Public Policy, Journal of Common Market Studies, European Politics and Society, Journal of European Integration, Journal of European Social Policy, Journal of economic policy reform, Comparative European Politics, European Political Science Review, European Union Politics, European Law Review, Common Market Law Review.

Some **useful data resources** that might be of benefit for students during the course and in the process of writing their term paper are:

- Eurostat (country level statistics on various issues);



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	<ul style="list-style-type: none"> • Eurobarometer surveys (EU citizens' attitudes on various issues); • the European Social Survey (EU citizens' attitudes towards various social issues). 									
2.9. Monitoring student work	Class attendance	2	NO	Research	YES	NO	Oral exam	YES	NO	
	Experimental work	YES	NO	Report	0.5	NO	(other)	YES	NO	
	Essay	2	NO	Seminar work	1	NO	(other)	YES	NO	
	Preliminary exam	YES	NO	Practical work	0.5	NO	(other)	YES	NO	
	Project	YES	NO	Written exam	1	NO	ECTS (total)	7		
2.10. Required literature (available in the library and/or via other media)	Title							Number of copies in the library	Availability via other media	
	Scientific and professional articles for seminars. 13-18 articles. 240 pp.							0	YES	
	Helen Wallace, Mark A. Pollack, Christilla Roederer-Rynning, and Alasdair R. Young (2020) Policy-Making in the European Union. Eighth Edition. Oxford: Oxford University Press. Parts. 60 pp.							1	YES	
	Cini, M., Pérez-Solórzano Borrágán, N. (eds) European Union Politics, 7th Edition. Oxford: Oxford University Press. Part. 60 pp.							1	YES	
	Howarth, D. & Verdun, A. (2021) Economic and Monetary Union at Twenty: A Stocktaking of a Tumultuous Second Decade. Abingdon/New York: Routledge. Parts. 10 pp.							0	YES	
	Crespy, A. (2022) The European Social Question: Tackling Key Controversies. Newcastle upon Tyne: Agenda Publishing. Parts. 40 pp.							0	YES	
	Coman, R., Crespy, A. & Schmidt, V. (2020) (eds) Governance and Politics in the Post-crisis European Union. Cambridge: Cambridge University Press. Parts. 40 pp.							0	YES	
	Chrisinger, D. (2017) Public Policy Writing That Matters. Baltimore: John Hopkins University Press. 60 pp.							0	YES	
2.11. Optional literature (name the title)	<p>Anderson, K.M. (2015) Social Policy in the European Union. Basingstoke: Palgrave MacMillan.</p> <p>Anghel, V. & Jones, E. (2022) Is Europe really forged through crisis? Pandemic EU and the Russia – Ukraine war. Journal of European Public Policy: Online First.</p> <p>Baldwin, R. & Wyplosz, C. (eds) (2019) The Economics of European Integration. 6th edition. London: McGraw-Hill Education.</p> <p>Buchan, D. (2021) Energy Policy. In: Wallace, H., Pollack, M.A., Roederer-Rynning, C. & Young, A.R. (eds) Policy-Making in the European Union, 8th Edition. Oxford: Oxford University Press.</p>									



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- Buti, M. & Fabbrini, S. (2022) Next generation EU and the future of economic governance: towards a paradigm change or just a big one-off? *Journal of European Public Policy*: Online First.
- Copeland, P. & Daly, M. (2018) The European Semester and EU Social Policy. *Journal of Common Market Studies*, 56(5): 1001-1018.
- Copeland, P. (2021) *Governance and the European Social Dimension: Politics, Power and the Social Deficit in a Post-2010 EU*. Abingdon/New York: Routledge.
- Crespy, A. & Munta, M. (forthcoming) Lost in transition? Social justice and the politics of the EU green transition. *Transfer*, Special Issue.
- De la Porte, C. & Heins, E. (2015) A new era of European integration? Governance of labour market and social policy since the sovereign debt crisis. *Comparative European Politics*, 13(1): 8-28.
- De la Porte, C. & Heins, E. (eds) (2016) *The Sovereign Debt Crisis, the EU and Welfare State Reform*. Basingstoke: Palgrave.
- De la Porte, C. & Jensen, M.D. (2021) The Next Generation EU: An analysis of the dimensions of conflict behind the deal. *Social Policy & Administration*, 55(2): 388-402.
- De la Porte, C. (2021) The future of EU social and labour market policy: Between a European social union and an EU regulatory welfare state? In: Darro, C., Heins, E. & Scott, D. (eds) *European Futures. Challenges and crossroads for the European Union of 2050*. Abingdon/New York: Routledge.
- Guillén, A.M., León, M. & Pavolini, E. (2022) Are 'carrots' better than 'sticks'? New EU conditionality and social investment policies in the aftermath of the COVID-19 pandemic in Italy and Spain. *Comparative European Politics*, 20(2022): 220-237.
- Hodson, D. (2004) Macroeconomic co-ordination in the euro area: the scope and limits of the open method. *Journal of European Public Policy*, 11(2004): 231-248.
- Hodson, D. (2011) *Governing the Euro Area in Good Times & Bad*. Oxford: Oxford University Press.
- Howarth, D. & Quaglia, L. (2021) Failing forward in Economic and Monetary Union: explaining weak Eurozone financial support mechanisms. *Journal of European Public Policy*, 28(10): 1555-1572.
- Howarth, D. & Verdun, A. (2021) *Economic and Monetary Union at Twenty: A Stocktaking of a Tumultuous Second Decade*. Abingdon/New York: Routledge.
- Jessoula, M. & Madama, I. (2020) *Fighting Poverty and Social Exclusion in the EU: A Chance in Europe 2020*. Abingdon/New York: Routledge.
- Kenealy, D., Hadfield, A., Corbett, R. & Peterson, J. (2022). *The European Union: How does it work? Sixth Edition*. Oxford: Oxford University Press, Chapter 7 (Internal Policies of the EU).
- Leipold, S. (2021) Transforming ecological modernization 'from within' or perpetuating it? The circular economy as EU environmental policy narrative. *Environmental Politics*, 30(6): 1045-1067.
- Quaglia, L. & Verdun, A. (2022) Explaining the response of the ECB to the COVID-19 related economic crisis: inter-crisis and intra-crisis learning. *Journal of European Public Policy*: Online First.
- Quaglia, L. & Verdun, A. (2023) *Weaponisation of finance: the role of European central banks and financial sanctions against Russia*. *West European Politics*, OnlineFirst.
- Sabato, S. & Fronteddu, B. (2020) *A socially just transition through the European Green Deal? OSE Working Paper*. Brussels:



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	<p>European Trade Union Institute.</p> <p>Sacchi, S. (2015) Conditionality by other means: EU involvement in Italy's structural reforms in the Sovereign Debt Crisis. <i>Comparative European Politics</i>, 13(1): 77-92.</p> <p>Schunz (2022) The 'European Green Deal' – a paradigm shift? Transformations in the European Union's sustainability meta-discourse, <i>Political Research Exchange</i>, 4:1, 2085121, DOI: 10.1080/2474736X.2022.2085121.</p> <p>Smeets, S. & Beach, D. (2022) New institutional leadership goes viral: EU crisis reforms and the coming about of the covid recovery fund. <i>European Journal of Political Research</i>, Early View.</p> <p>Smith, C.F. (2019) <i>Writing Public Policy. A Practical Guide to Communicating in the Policy Making Process</i>. Oxford: Oxford University Press.</p> <p>Steurer, R. (2020) Is the EU still committed to developing more sustainably? In: Jordan, A. & Gravey, V. (eds) <i>Environmental Policy in the EU. Actors, Institutions and Processes</i>, 4th edition. Abingdon/New York: Routledge, pp. 279-298.</p> <p>Theodoropolou, S., Akguc, M. & Wall, J. (2022) Balancing objectives? Just transition in national recovery and resilience plans. Working Paper 2022.11. Brussels: European Trade Union Institute.</p> <p>Van Middelaar, L. (2020) <i>Alarums & Excursion. Improvising Politics on the European Stage</i>, Chapter 1. Newcastle upon Tyne: Agenda Publishing.</p> <p>Van Middelaar, L. (2021) <i>Pandemonium: Saving Europe</i>, Chapter 3. Newcastle upon Tyne: Agenda Publishing.</p> <p>Vesan, P. and Corti, F. (forthcoming) From austerity-conditionality to a social inclusive post pandemic recovery: Social Europe after Next Generation EU. <i>Social Policy & Administration</i>.</p> <p>Vesan, P., Corti, F. & Sabato, S. (2021) The European Commission's entrepreneurship and the social dimension of the European Semester: from the European Pillar of Social Rights to the Covid-19 pandemic. <i>Comparative European Politics</i>, 19(2021): 277-295.</p> <p>Von Homeyer, I., Oberthür, S., Dupont, C. (2022) Implementing the European Green Deal during the Evolving Energy Crisis. <i>Journal of Common Market Studies</i>, 60(Annual Review): 125-136.</p> <p>Zeitlin, J. & Vanhercke, B. (2018) Socializing the European Semester: EU social and economic policy co-ordination in crisis and beyond. In: Zeitlin, J. & Verdun, A. (eds) <i>EU Socio-Economic Governance since the Crisis: The European Semester in Theory and Practice</i>. Abingdon/New York: Routledge, pp. 13-38.</p> <p>Zeitlin, J., & Verdun, A. (eds) (2018) <i>EU Socio-Economic Governance since the Crisis: The European Semester in Theory and Practice</i>. Abingdon/New York: Routledge.</p>
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