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**Course title: Brexit, EU and Global World: Current Challenges in European Politics and Societies.**

**Policies and Politics to transform our societies**

**Language of Instruction:** English

**Professor:** Andrea Noferini

**Professor's Contact and Office Hours:** Office hours be confirmed – Office 20.100

**Course Contact Hours:** 30 hours

**Recommended Credit:** 2/4/6 ECTS credits

**Weeks:** 4

**Course Prerequisites:** None

**Language Requirements:** None

**Course Description:**

The Covid-19 crisis will probably bring about irreversible structural changes for our communities and economic systems. The explosion of the COVID-19 in March 2020 - and its abrupt diffusion all across the globe - have powerfully demonstrated the urgent need for improving global governance mechanisms and coordination among governments. The opportunity is now upon policy-makers and stakeholders to make the aftermath of the pandemic a reformation and transformative moment for a new kind of public policies and politics.

The course aims at providing a critical overview on the current challenges that national democracies will have to face in the next years. Social inequalities, global pandemic, gender equality, migrations, climate change and sustainability, the rise of nationalism(s) and populism(s) are some of these tremendous challenges. How can national governments (and cities) provide adequate answers and effective policies to citizens? How will Covid-19 crisis impact on already existing strategies and global Agenda (Agenda 2030 and the Sustainable Development Goals, Habitat III and the New Urban Agenda)? How does globalization affect public policies and what can governments do?

By applying a plural and interdisciplinary approach, the course combines analytical tools and categories stemming from political science, international relations, economics, European Integration studies, public policies and development economics. The course focusses on the analysis and the understanding of how political and societal actors do play a role in the definition and implementation of effective and legitimated public policies. By providing critical tools for understanding complex phenomena (such as the European integration process, the implementation of the 2030 Agenda, the challenges of global governance, etc...) the course aims at preparing students as informed citizens and lifelong learners who care and act for the future of the planet and humanity.

**Keywords:** Global governance, globalization, 2030 Agenda, Europe, Spain, society, governments, institutions, Covid-19



**Learning Objectives:**

At the end of the course, the student:

- ✓ will have acquired survey knowledge of the main aspects of policy making and politics in Europe and Spain
- ✓ will have received an introduction to the basic elements of the European Union, the Spanish political system, Spanish public attitude and public policies
- ✓ will be familiar with the key issues that national states and contemporary society will face in the next years
- ✓ will have improved their knowledge regarding the multidimensional impact of the COVID-19 crisis on citizens' well-being
- ✓ will have improved their knowledge regarding the 2030 Agenda and the implementation of the Sustainable Development Goals (SDGs)

**Course Workload**

The format of the course will be based around weekly formats. Each week will present a coherent set topic with prescribed readings. Lecture format will be integrated with slides, active use of Internet web pages, student presentations, work groups, special activities, seminars, and round tables. Since the relevance of our topics on mass media, video and press releases, all these materials will be widely used

The workload of the course rests on the assigned readings that students are expected to complete prior to coming to class and to contribute to discussion during seminars. That is, during lectures, I will pose questions to encourage students' participation and developing critical thinking. Students are expected to actively participate along the course with exercise, in-group activities, oral presentations and debates. Finally, they will have to make a home midterm exam and also home final exam.

**Methods of Instruction:**

By applying innovative, transformative and active learning methodologies (blended learning, flipped classroom, role play and open debates) the course can be considered as student-centered and student-empowering.

The course aims at encompassing a number of different teaching approaches all of which shift the focus from the teacher delivering course content to the student actively engaged with the course content. The main goal consists in allowing students to purposefully interact with course content while in online sessions as well as interact with each other in structured learning activities.

Some examples of active learning formats that will be employed in the course will include:

- Focused writing assignments to check understanding of course content (5-Minute Paper)
- Creating an individual summary about a topic, discussing it with a partner, then sharing the pair's discussion with the whole class (Think-Pair-Share)
- Small group exercises where students apply course content to a real-world situation and work toward a solution (Case-based Learning)
- Virtual platform such as Moodle
- Twitter and other social media that can contribute to keep the students' attention and interest alive also outside the classroom
- Flipped classroom methodologies in which students get the input they would traditionally receive from the lecture or lesson in the form of videos or set texts that they study before class.



- Self-blend – Students choose to augment their traditional learning with online course work.

In addition –and if the health condition will allow us - we will make some selected field studies during the course aimed at visiting the most relevant international and national organization here in Barcelona such as the Parliament of Catalonia and the representation of the institutions of the European Union in Barcelona.

### Method of Assessment

Class Participation: 25 percent

Presentations: 25 percent

Midterm Exam: 25 percent

Final Exam: 25 percent

*Class Participation (25%):* Students involvement throughout the course will be closely monitored by the instructor and includes various aspects. Students will be asked to PARTICIPATE AT THE INDIVIDUAL LEVEL and to participate in group activities or exercises.

*Mid-Term and Final Exams (25%+25%):* The mid-term and final exams are designed to establish and communicate to you the progress you are making towards meeting the course learning objectives. They are comprised of questions and exercises that test your abilities in three important areas of competency: the amount of information you master; the accuracy of the information you present; and the significance you ascribe to the facts and ideas you have integrated across your study in this course. The mid-term examination will be used to allow you to divide your study time into two separate halves. The written mid-term examination will cover the first module of the course whilst the final examination will only cover material presented and discussed in the second half of the course.

*Power Point Presentation (25%):* At the beginning of the course, students will be grouped. According to instructor's guidelines, each group will be responsible for a specific issue related to development cooperation and international aid. A final formal presentation (Power Point Presentation) will be due in class. The evaluation of this exercise will take into account both the structure and relevance of information provided in the PowerPoint presentation as well as the clarity in the oral explanation and apt time management.

*According to the composition and the background of the enrolled students, the method of assessment could be modified.*

### Absence Policy

Attending class is mandatory and will be monitored daily by professors. The impact of absences on the final grade is as follows:

Absences	Penalization
Up to two (2) absences	No penalization.
Three (3) absences	1 point subtracted from final grade (on a 10 point scale)
Four (4) absences	2 points subtracted from final grade (on a 10 point scale)



	10 point scale)
Five (5) absences or more	The student receives an INCOMPLETE for the course

The BISS attendance policy does not distinguish between justified or unjustified absences. The student is deemed responsible to manage his/her absences.

Emergency situations (hospitalization, family emergency, etc.) will be analyzed on a case by case basis by the Academic Director of the UPF Summer School.

### **Classroom Norms:**

- No food or drink is permitted.
- There will be a ten-minute break during the class.
- Students must come to class fully prepared.

### **Course Contents:**

*\*according to students' interests and backgrounds we will select some of the bibliographical materials presented here. The workload and mandatory readings will be defined at the beginning of the course together with the class.*

## **WEEK 1**

### **THE MAIN CHALLENGES FOR CONTEMPORARY SOCIETIES TODAY**

#### **Session 1 - Globalization and its impact on states**

- Scholte, A., 2007, Defining Globalization, C L M. E C O N O M Í A, 10 NEW TENDENCIES OF GLOBALIZATION available at <http://www.clmeconomia.jccm.es/pdfclm/scholte.pdf>
- Democracy vs. Epistocracy, Washington Post, september 2016 available here [https://www.washingtonpost.com/news/volokh-conspiracy/wp/2016/09/03/democracy-vs-epistocracy/?noredirect=on&utm\\_term=.2f018e6953d4](https://www.washingtonpost.com/news/volokh-conspiracy/wp/2016/09/03/democracy-vs-epistocracy/?noredirect=on&utm_term=.2f018e6953d4)
- The Real Winners and Losers of Globalization. Globalization has radically changed global income dynamics. So who has won and who has lost?, By Branko Milanovic, October 25, 2012, available here: <https://www.theglobalist.com/the-real-winners-and-losers-of-globalization/>
- Buchanan, Allen, and Robert O. Keohane. "The legitimacy of global governance institutions." Ethics & international affairs 20.4 (2006): 405-437 (only the Introduction)

#### **Session 2 –The 2030 Agenda and the 17 Sustainable Development Goals**

- Getting Governments Organized to Deliver on the Sustainable Development Goals High Level Political Forum United Nations - New York, 18 July 2017 Summary Report and Next Steps available here <https://www.oecd.org/gov/SDGs-Summary-Report-WEB.pdf>
- Specific materials will be taken from here: <https://sustainabledevelopment.un.org/sdgs>



### Session 3 – Understanding the new scenario in the aftermath of COVID-19 crisis

- EuropeNow News, A Special Series on COVID-19, by the Council for European Studies (CES) at Columbia University, available here <https://www.europenowjournal.org/about/>
- The economic impact of COVID – 19. Calculating an Exit Strategy, May 2020, Project Syndicate available here <https://www.project-syndicate.org/videos/calculating-an-exit-strategy>
- COVID-19 and the End of Individualism by DIANE COYLE available here <https://www.project-syndicate.org/commentary/covid19-economic-interdependence-waning-individualism-by-diane-coyle-2020-05>
- The Coronavirus Is Killing Globalization as We Know It BY PHILIPPE LEGRAIN available here available here <https://foreignpolicy.com/2020/03/12/coronavirus-killing-globalization-nationalism-protectionism-trump/>
- Council on Foreign Relations, April 2020, Comparing Six Health-Care Systems in a Pandemic available here <https://www.cfr.org/background/comparing-six-health-care-systems-pandemic>
- World Health Organization, April 2020, Strengthening the Health Systems Response to COVID-19 available here [http://www.euro.who.int/\\_data/assets/pdf\\_file/0007/436354/strengthening-health-systems-response-COVID-19-technical-guidance-1.pdf](http://www.euro.who.int/_data/assets/pdf_file/0007/436354/strengthening-health-systems-response-COVID-19-technical-guidance-1.pdf)

### Session 4 – Inequality for All (movie session)

- Rodrik, D. 2011, The Globalization Paradox: Democracy and the Future of the World Economy, (only the Introduction and Chapter 1), NY: W. W. Norton
- UC Berkeley professor and noted economic policy expert Robert Reich, helps us understand how the extreme inequality we are now facing has roots in economic and policy changes that began over 30 years ago. (see the trailer: <https://www.youtube.com/watch?v=YCbAyk8aRxI>)
- **WEBINAR** at IBEI A Dialogue on COVID-19 and Inequality available here [https://www.ibei.org/es/a-dialogue-on-covid-19-and-inequality\\_183869](https://www.ibei.org/es/a-dialogue-on-covid-19-and-inequality_183869)

## WEEK 2

### POLITICS, POLICIES AND SOCIETIES IN EUROPE. UNDERSTANDING THE EUROPEAN UNION

### Session 5 – The process of European integration. From six to 28...and now 27!

- Hix, S. and B. Hoyland (2011) 'Foreign Policies', in The Political System of the EU, pp. 264- 292.
- Barnes, I. and Barnes, P., 2007, Enlargement, in M. Cini, European Union Politics, Oxford, Uni Press.
- Ulrich Sedelmeier (2011) "Europeanization in new member and candidate states" Living Reviews in European Governance 6, 1. (ONLY pg- 1-16)

### Session 6 – BREXIT explained: Democracy, Nationalism(s) and Populism(s)

- Gidron, Noam, and Bart Bonikowski. "Varieties of populism: Literature review and research agenda." (2013).
- Brubaker, Rogers. "Why populism?" Theory and Society 46.5 (2017): 357-385.
- Foreign Affairs, 2019, Why Nationalism Works And Why It Isn't Going Away, available here <https://www.foreignaffairs.com/articles/world/2019-02-12/why-nationalism-works>



- Dictatorships Are Making the Coronavirus Outbreak Worse <https://www.wired.com/story/opinion-dictatorships-are-making-the-coronavirus-outbreak-worse/>
- ALL YOU NEED TO KNOW ABOUT BREXIT <https://www.bbc.com/news/uk-politics-32810887>

### Session 7 – The new Urban Agenda and cities’ action in front of economic, social and health challenges

- OECD, 2019, A Territorial Approach to the Sustainable Development Goals available here [https://www.oecd-ilibrary.org/urban-rural-and-regional-development/a-territorial-approach-to-the-sustainable-development-goals\\_b453ded2-en](https://www.oecd-ilibrary.org/urban-rural-and-regional-development/a-territorial-approach-to-the-sustainable-development-goals_b453ded2-en)
- Caprotti, F., Cowley, R., Datta, A., Broto, V. C., Gao, E., Georgeson, L., ... & Joss, S. (2017). The New Urban Agenda: key opportunities and challenges for policy and practice. *Urban research & practice*, 10(3), 367-378.
- The New Urban Agenda, HABITAT III, United Nations available here <http://habitat3.org/the-new-urban-agenda/>
- Rescue, recover, reform, A framework for new local economic practice in the era of Covid-19, available here <https://cles.org.uk/wp-content/uploads/2020/04/Rescue-recover-reform-FINAL.pdf>

### MID TERM EXAM

#### **WEEK 3** **POLITICS, POLICIES AND SOCIETIES IN EUROPE.** **SPAIN AND THE REST OF MEMBER STATES**

### Session 8 – Basics Facts of the Spanish Political System and Spanish Society (1)

- Gunther, Richard, José Ramón Montero and Joan Botella, *Democracy in Modern Spain*. New Haven: Yale University Press, 2004, pp. 237-279.
- The Europeanisation of Spain (1986-2006) Sonia Piedrafita, Federico Steinberg, José I. Torreblanca 5/11/2007 Working Paper 39/2007 available here [http://www.realinstitutoelcano.org/wps/portal/rielcano\\_en/contenido?WCM\\_GLOBAL\\_CONTEXT=/elcano/elcano\\_in/zonas\\_in/dt+39-2007](http://www.realinstitutoelcano.org/wps/portal/rielcano_en/contenido?WCM_GLOBAL_CONTEXT=/elcano/elcano_in/zonas_in/dt+39-2007)
- LAND AND FREEDOM by Ken Loach (1994) (**MOVIE SESSION**)
- Spain. What Everyone Needs to Know (Oxford University Press, 2013), by William Chislett
- The Spanish Civil War: A Very Short Introduction by Helen Graham (2005) (only Chapter 1 - The origins of Spain’s civil war - PG. 23-36)

### Session 9– Party Politics Nowadays: the end of the two-party system and the emergence of new political actors (from social movements to Unidas Podemos)

- Antoni Segura i Mas, The End of the Two-Party System in Spain?, *IeMed YearBook 2016*, University of Barcelona available here [http://www.iemed.org/observatori/arees-danalisi/arxiu-adjunts/anuari/med.2016/IEMed\\_MedYearBook2016\\_Spains%20Party%20System%20Crisis\\_Antoni\\_Segura.pdf](http://www.iemed.org/observatori/arees-danalisi/arxiu-adjunts/anuari/med.2016/IEMed_MedYearBook2016_Spains%20Party%20System%20Crisis_Antoni_Segura.pdf)
- Lijphart, Arend, *Patterns of Democracy. Government Forms and Performance in Thirty-Six Countries*. New Haven: Yale University Press, 1999, pp. 1- 9,



available here [https://e-  
edu.nbu.bg/pluginfile.php/830138/mod\\_resource/content/1/Lijphart%2C%20  
A.%20Patterns%20of%20Democracy%20-  
%20Government%20Forms%20and%20Performance%20in%20Thirty-  
Six%20Countries%20%282012%29.pdf](https://e-<br/>edu.nbu.bg/pluginfile.php/830138/mod_resource/content/1/Lijphart%2C%20<br/>A.%20Patterns%20of%20Democracy%20-<br/>%20Government%20Forms%20and%20Performance%20in%20Thirty-<br/>Six%20Countries%20%282012%29.pdf)

- How Much Does A (European) Head Of State Cost?, Scottish Journal of Arts, Social Sciences and Scientific Studies - ISSN 2047-1278  
<http://scottishjournal.co.uk> available here [https://remco.es/wp-content/uploads/2016/03/SJASS\\_Vol.13\\_No.2-123-144.pdf](https://remco.es/wp-content/uploads/2016/03/SJASS_Vol.13_No.2-123-144.pdf)
- Colomer, J.M., 1998. 'The Spanish State of Autonomies: non-institutional federalism', West European Politics, 1998 21(4): 40-52.

### **Session 10 - Spain, Catalonia and Barcelona today. Multilevel governance and the territorial impact of public policies: co-production, participation and digitalization (smart cities)**

- Assar, S., Boughzala, I., & Boydens, I. (Eds.). (2010). Practical studies in e-Government: Best practices from around the world. Springer Science & Business Media.
- Blanco, I. (2009). Does a 'Barcelona model' really exist? Periods, territories and actors in the process of urban transformation. Local Government Studies, 35(3), 355-369.
- The 2030 AGENDA: transform Catalonia, improve the World available here [http://cads.gencat.cat/web/.content/Documents/Agenda\\_2030/The-2030-Agenda\\_transform-Catalonia-improve-the-World.pdf](http://cads.gencat.cat/web/.content/Documents/Agenda_2030/The-2030-Agenda_transform-Catalonia-improve-the-World.pdf)
- the New Urban Agenda in Barcelona y Catalonia available here <http://agendaurbanacatalunya.cat/wuf10/>

### **Session 11 - Field trip to the Parliament of Catalonia (depending on the COVID 19 restrictions)**

- <https://www.parlament.cat/document/cataleg/48179.pdf>
- <https://www.parlament.cat/document/intrade/212972>

## **WEEK 4**

### **NATIONAL POLICIES FOR GLOBAL CHALLENGES: HUMAN DEVELOPMENT, THE RISE OF POULISMS AND NATIONALISMS**

### **Session 12 - Spanish regional autonomy and the Catalan question. Will really Catalonia secede from Spain?**

- London School of Economics, 2017, Four graphs about Catalonia and citizens' attitudes towards the EU, available here <http://blogs.lse.ac.uk/eurocrisispress/2017/11/17/four-graphs-about-catalonia-and-citizens-attitudes-towards-the-eu/>
- A Parliament for everyone A practical guide to the Parliament of Catalonia, available here <https://www.parlament.cat/document/intrade/212972>
- BBC, 2018, Catalonia's bid for independence from Spain explained available here <https://www.bbc.com/news/world-europe-29478415>

### **Session 13 – Gender inequality in the context of the Sustainable Development Goals. SDG n. 5 Gender equality and women's empowerment**



- Kabeer, Naila. "Gender Equality and Women's Empowerment: A Critical Analysis of the Third Millennium Development Goal." *Gender and Development*, vol. 13, no. 1, 2005, pp. 13–24. JSTOR, [www.jstor.org/stable/20053132](http://www.jstor.org/stable/20053132). Accessed 26 Feb. 2021
- <https://www.unwomen.org/en/news/in-focus/women-and-the-sdgs/sdg-5-gender-equality>
- Gender Equality and Women's Empowerment MDG-F Thematic Study: Key Findings and Achievements, available here [http://www.unesco.org/culture/pdf/gender/Gender\\_Thematic\\_Study\\_5-pager\\_Final\\_Link.pdf](http://www.unesco.org/culture/pdf/gender/Gender_Thematic_Study_5-pager_Final_Link.pdf)

## ORAL PRESENTATIONS – Session 14, 15

### FINAL EXAM

**Required Readings:** The professor will assemble a course pack/or indicate mandatory textbooks. The majorities of readings will be however available through the Moodle class (only those available in open access)

### Recommended bibliography:

Students are encouraged to consult the following sources on their own.

Rodrik, D. 2011, *The Globalization Paradox: Democracy and the Future of the World Economy*, (only the Introduction and Chapter 1), NY: W. W. Norton

Stiglitz, J. 2012, *The price of inequality*, Taurus, Madrid (only the Introduction)

Stiglitz, J. 2006, *Making Globalization Work*, Taurus, (Chapter 1: Another World is Possible)

Krugman, P. 2004 *Internationalism modern criticizes Barcelona*, Pocket Library (Chapter 1: Competitiveness: a dangerous obsession, Chapter 7: What students should learn about international trade)

European Commission, 2011, *Trade, Growth and World Affairs: Trade Policy as a Core Component of the EU's 2020 Strategy*, DG Trade, Brussels

Rodrik, D., 2010, Diagnostic before Prescription, in *Journal of Economic Perspective*, Volume 24, N. 3, pg.33-44 Development, Working Paper 177, September.

Jeffrey Sachs, 2005, *The End of Poverty: Economic Possibilities for Our Time*, New York: The Penguin Press (Introduction)

Paul Collier, 2007, *The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It*, Oxford University Press, (Introduction)

William Easterly, 2006, *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*, New York: The Penguin Press (Introduction)

Esther Barbé, 2010, (Ed.) *The European Union beyond its borders Towards the Transformation of the Mediterranean and Eastern Europe?*, Madrid: Tecnos, pp. 109-131.





Enlargement in the evolution of the EU - Speech by EU Commissioner Rehn (20 January 2006: London) available at [http://www.eu-un.europa.eu/articles/fr/article\\_5597\\_fr.htm](http://www.eu-un.europa.eu/articles/fr/article_5597_fr.htm)

Krugman, Paul – International Economics: Theory and Policy, Addison-Wesley, 2009

Keohane and Nye (2000), What's New? What's Not? Foreign Policy Vol. 118 (1).

Rodrik, D., 2010, Diagnostic before Prescription, in Journal of Economic 10 Perspective, Volume 24, N. 3, pg.33-44 Development, Working Paper 177, September.

Hausmann, Ricardo, Dani Rodrik, and Andres Velasco. 2008. "Growth Diagnostics." Chap. 15 in The Washington Consensus Reconsidered: Towards a New Global Governance, ed. J. Stiglitz and N. Serra. New York: Oxford University Press.

Chislett, William, 2016, A New Course for Spain: Beyond the Crisis, Real Instituto Elcano:  
<http://www.realinstitutoelcano.org/wps/wcm/connect/4042b2804bb4115fa0a5ba6e9c1af357/Chislett-New-course-for-Spain-beyond-crisis.pdf?MOD=AJPERES&CACHEID=4042b2804bb4115fa0a5ba6e9c1af357>

PRESTON, Paul, 1987, The Triumph of Democracy in Spain, pp. 1-52.

NORTH, D., 1990, 'An Introduction to Institutions and Institutional Change', in Institutions and Institutional Change and Economic Performance, pp. 3-10.

PRZEWORSKI, A., Michael ALVAREZ, José Antonio CHEIBUB and Fernando LIMONGI, 1996, "What Makes Democracies Endure?" Journal of Democracy, 7 (1): 39-55.

Bache, I and R. Jones, 2000, 'Has EU Regional Policy Empowered the Regions? A Study of Spain and the UK. Regional and Federal Studies 10 (3): 1-20.

PRESTON, Paul., 1987, The Triumph of Democracy in Spain, pp. 53-121.

MARAVALL, José María and Julián SANTAMARIA, 1986, "Political Change in Spain and the Prospects for Democracy." In: O'Donnell, Schmitter and Whitehead, Transitions form Authoritarian Rule, pp. 71-108.

LINZ, J., 1996, 'The Virtues of Parliamentarism` in The Global Resurgence of Democracy, pp. 154-161.

HEYWOOD, P., 1995, 'Central Government, Monarchy, Core Executive and Parliament`, en The Government and Politics of Spain, Macmillan Press, pp. 83-102.

LJPHART, A., 1999, Patterns of democracy: government forms and performance in thirty-six countries, Yale University Press, pp. 185-199.

GALLAGHER, M., M. LAVER and P. MAIR. 2006, 'Party politics and party systems in Europe`, in Representative Government in Modern Europe, pp. 187-227.

MÚJICA, A.; SÁNCHEZ-CUENCA, I. 2006, "Consensus and Parliamentary Opposition: The Case of Spain". Government and Opposition 41 (1): 86-108.

GUNTHER, R., J.R. MONTERO, and J.I. WERT, 2000, 'The Media and Politics in Spain: From Dictatorship to Democracy`, in R. Gunther y A. Mughan (eds.),

Democracy and the Media: A Comparative Perspective. Cambridge University Press, pp. 28-84.

LJPHART, A. 1990, The Political consequences of electoral laws, American Political Science Review 84 (2): 481-496.

MONTERO, JR., and Mariano TORCAL, 1990, "Voters and Citizens in a New Democracy. Some Trend Data on Political Attitudes in Spain," International Journal of Public Opinion Research, 2 (2): 116-40.

COLOMER, JM., 2001, Political Institutions. Democracy and Social Choice. Oxford: Oxford University Press, chapter 1, pp. 1-17.

#### Useful Links

- European Commission, [www.ec.europa.eu](http://www.ec.europa.eu)
- World Bank, [www.worldbank.org](http://www.worldbank.org)
- European Parliament/Committee on Regional Development (REGI)  
[http://www.europarl.europa.eu/meetdocs/2004\\_2009/organes/regi/regi\\_meetinglist.htm](http://www.europarl.europa.eu/meetdocs/2004_2009/organes/regi/regi_meetinglist.htm)
- Committee of the Regions, <http://www.cor.europa.eu>
- European Economic and Social Committee (ECO Section),  
[http://www.eesc.europa.eu/sections/eco/index\\_en.asp](http://www.eesc.europa.eu/sections/eco/index_en.asp) Dani Rodrik blog,  
<http://rodrik.typepad.com/>

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