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and External Cross-Border
Communication of the EU**

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Communication and Information Studies Curricula – Instrument for the Internal and External Cross-Border Communication of the EU

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Abstract: *EU Communication and Information Studies represent an opportunity for curricula development within the European universities. At the same time, this new field stands for an important challenge to make human resources able to settle and use the tools for the internal and external cross-border communication of the EU and be involved in the constructive neighbourhood relations. There are interdisciplinary and multidisciplinary approaches that prove the need for a more flexible and integrative approach of European issues. Any of the fields identified by our evaluation comprise courses that are fundamental for the field of EU studies, in order to strengthen the specific competences and skills of the students who are willing to understand such complexity and to work within the competitive European system.*

Keywords: *EU Communication and Information Studies, internal and external cross-border communication of EU, multidisciplinary/interdisciplinary framework, European public*

There are numberless studies showing that Europe has problems in building an area of shared values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights. These values are not always a steady joint understanding of memory² in building a common civic space³, a public space⁴ or a common cultural space⁵, which is the foundation of moulding the European identity. There are still many obstacles in the effective development of a public European space as a ground of common identity. It is enough to mention that never the problem of public European space was a priority for the political and economic elites in the process of European construction⁶. Paradoxically, there has been a common European memory only from the time of the historic conflicts between the EU Member States. Preserving the historical and national memory leads to the enhanced endurance of the nation-state. The

¹ Professor at University of Oradea, Dean of the Faculty of History, International Relations, Political Science and Communication Sciences.

² Ioan Horga, "National Memory and European Integration", in *Natione, autodeterminazione, Integrazione*, eds F. Leoncini, S. Şipoş (Venezia, 2012 (in print)).

³ Renaud de La Brosse, "Espace médiatique européen et « communauté de destines »: complémentarités ou oppositions entre échelles continentales, nationales, régionales et locales ?", in: *Ideias de Europa: que fronteiras?*, ed. M. M. Tavares Ribeiro (Coimbra: Quarteto, 2004).

⁴ Ioan Horga, "The National Media Impact on European Security", in *International and European Security versus the Explosion of Global Media*, eds M. M. Tavares Ribeiro, R. de la Brosse, I. Horga (Bruxelles: IISA, 2004).

⁵ Mercedes Samaniego Boneu, "Las fronteras socio-culturales de la Unión Europea", in *Ideias de Europa: Que fronteiras*, ed. M. M. Tavares Ribeiro (Coimbra: Quarteto, 2004).

⁶ Craig Calhoun, "The Democratic Integration of Europe", in *Europe without Borders. Remapping Territory, Citizenship and Identity in Transnational Age*, ed. M. Berezin, M. Schain (Baltimore and London: John Hopkins University Press, 2003).

continuous hegemony of the nation-state, even in the presence of the European integration process, underlines the fact that nowadays and for a long period of time, the problems of the internal borders of the EU have to be envisaged only from a *trans-national* perspective and only timidly as a *post-national* attribute.

Suppressing state borders and enhancing the limits of the community borders have direct effects. First and foremost, suppressing the physical barriers without suppressing the mental circles that have served to the creation of distorted images about “the other” as defence mechanisms will maintain or create new borders within the European memory. Secondly, it is impossible to ensure a material development by giving up the potential of mutual cooperation⁷. Heading towards this direction Enrique Banus noticed that “in real cultural life frontiers often have been not so relevant. But we have to speak not only about mental frontiers, but also about the significance of the real frontier in the mental world; this collective inner world also belongs to culture”⁸. If we combine a real need, the need to belong to a community, with the historically consolidated collective identity, which has for long times been represented by the States, the frontiers – a political reality – can become a cultural reality, can distinguish, can be significant as defining elements of “otherness”: the “other” is the one living on the other side of the frontier – not to speak about the problem when the “other” is living within the community, the so-called issue of the “minorities”, people belonging to the same political community, but unified by a different cultural code. Indeed a society in which different cultures coexist in a relevant manner can create insecurity to people needing a clear adscription to an identity⁹.

Memory is an obstacle against the mental disappearance of physical borders of states, or against the boundaries of the national space in the case of peoples with historical minorities abroad. Although memory is called as an argument of integration to a Europe of diversity, the persistence of mental borders provide the memory with “a quasi metaphysical dimension”¹⁰. In general, the memory of different groups is the point at which differences and criteria for inclusion are most clearly articulated¹¹. In national communities, where the memory has the role to legitimate sovereignty¹², the memory represents the core of the unity of collective imagery and confers the borders the role of excluding the non-members¹³. If borders are the physical expression of the social boundaries existing around the community¹⁴, memory is the mental expression of geographical frontiers. This geographic perspective of the frontiers cannot be automatically turned into a social reality, because “border communities, although officially national community members, are also socially integrated with the

⁷ Samaniego Boneu, 90.

⁸ Enrique Banus, “The cultural relevance of the borders”, *Eurolimes 2, From Smaller to Greater Europe: Border Identity Testimonies*, eds Mircea Brie and Gabor Kozma (Oradea: Oradea University Press, 2006): 201.

⁹ Banus, 201-202.

¹⁰ Ioan Horga, “The role of the Media in Changing the Meaning of Borders”, *Eurolimes 3, Media, Intercultural Dialogue and the New Frontiers of Europe*, eds Fabienne Maron, Renaud de la Brosse, Luminița Șoproni (Oradea: Oradea University Press, 2007).

¹¹ Fiona Gill, “Public and private: national identities in a Scottish Borders community”, *Nation and Nationalism. Journal of Association for Study of Ethnicity and Nationalism* 11, 1 (2005): 86.

¹² Malcom Anderson, *Frontiers, Territory and State Formation in the Modern World*, (Cambridge: Polity Press, 2004), 189.

¹³ Ernest Gellner, *Nations and Nationalism*, (Oxford: Blackwell, 1994), 4.

¹⁴ Frederik Barth, *Ethnic Groups and Boundaries: the Social Organisation of Culture*, (London: George Allain & Unwin, 1970).

other, resulting in their being viewed with some suspicion”¹⁵. The literature referring to the communities at the borders¹⁶ of the national community and historical memory demonstrates how ambiguous is the situation of the members of a community or identity when defining them as belonging to a people and to another national community at the same time.

Border communities have a double role to play in national memory, according to R. Shields¹⁷. On the one hand, the inhabitants of minority communities are heroes because they live there. Border communities mark the limits of identity¹⁸ and they defend traditions. At the same time they assert the myths and traditions about the unity of the people as well as the myths about the natural unity of the territory¹⁹. On the other hand, border communities can represent “the other” in national memory²⁰. According to T.M. Wilson and H. Donnan, “border people are comfortable with the notion that they are culturally tied to many other people in neighbouring states”²¹. Cultural diversity involves plurality of ideas, images, values and expressions. They are all possible through a variety of expressions and the presence of a great number of parallel local, regional, ethnic, national or other types of cultures²². Moreover, given the context, certain authors speak of “identity revenge” and the “feeling of returning to historical, national and cultural identity”, particularly in an area such as Central and Eastern Europe and at a historical time when national features and identity are compelled to be redefined by being more open to the new geopolitical, historical, or cultural configurations²³. The national identity and stateness issue might deeply influence the evolution of post-communist countries²⁴.

¹⁵ Gill, 84.

¹⁶ Anthony P. Cohen, *Symbolising Boundaries: Identity and Diversity in British Cultures*, (Manchester: Manchester University Press, 1986); *Borders, Nations and States: Frontiers of Sovereignty in the New Europe*, eds Liam O’Dowd & Thomas M. Wilson (Aldershot: Avebury, 1996); Anssi Paasi, *Territories, Boundaries and Consciousness: the Changing Geographies of the Finnish-Russian Border*, (Chichester: John Wiley&Son, 1996); Thomas M. Wilson & Hastings Donnan, *Border Identities: Nation and State at International Frontiers*, (Cambridge: Cambridge University Press, 1998); Hastings Donnan & Thomas M. Wilson, *Borders: Frontiers of Identity, Nation and State*, (New York: Berg Publishers, 1999).

¹⁷ Rob Shields, *Places on the Margin: Alternative Geographies of Modernity*, (London: Routledge, 1992).

¹⁸ Gabor Kozma, “The use of cross-border co-operation and border location in place marketing”, *Eurolimes 2, From Smaller to Greater Europe: Border Identity Testimonies*, eds Mircea Brie and Gabor Kozma (Oradea: Oradea University Press, 2006); Luminița Șoproni, “Cross-border Identity in Building a Regional Brand: The Northern Transylvania Region”, *Eurolimes 2, From Smaller to Greater Europe: Border Identity Testimonies*, eds Mircea Brie and Gabor Kozma (Oradea: Oradea University Press, 2006).

¹⁹ Anderson, 2004.

²⁰ Gill, 84.

²¹ Wilson & Donnan, 4.

²² Ioan Horga & Mircea Brie, “Europe: A Cultural Border, or a Geocultural Archipelago”, *Eurolimes 9, The Cultural Frontiers of Europe*, eds Alina Stoica, Didier Francfort, Károly Teperics (Oradea/Bruxelles: Oradea University Press/ Bruylant, 2010).

²³ Doina Florea & Călin Florea, “Archetipul cultural și conceptual de tradiție”, *The Proceedings of the European Integration - Between Tradition and Modernity Congress 2nd Edition*. (Tg. Mureș: Editura Universității “Petru Maior, 2007): 645-646; Horga & Brie, 155.

²⁴ Dragoș Dragoman, «National Identity and Europeanization in post-communist Romania. The meaning of citizenship in Sibiu: European Capital of Culture 2007», *Communist and Post-Communist Studies* 41, 1 (2008).

The identity of each nation cannot be considered as contradictory, multiple and subject to steady updates. Thus, the evolution of lifestyle, economy, science, as well as the staggering development of means of communication, the protest against institutions and structures (Church, army, and university) involve deep changes and deteriorations. As a matter of fact, the maintenance of “heritages” cannot be an end in itself. Although memory is the foundation of culture, we cannot speak of a productivity of oblivion: according to Yves Hersant, new generations “cannot play their music from a sheet of the past”²⁵. Despite possible initiatives, certain economic and social elements interfere with national cultural policy and rather contribute to stating national values to the disadvantage of an intercultural platform. An example in point is the establishment of a European Cultural Institute. However, it largely depends on harmonisation of national policies. In other words, such a project can only be strengthened by settling a common basis.

We can therefore say that the whole harmonisation process faces several difficulties. Current challenges of the European cultural project have their origins in antagonisms that will only be overcome in favour of human meetings and exchanges that are indispensable to a joint project. According to Pamela Sticht, “it is certain that all confrontation with foreign norms leads to questioning one’s own values – without being necessary to break the differences characteristic of human cultural richness”²⁶. Communication and information of the EU political-institutional structure as a whole is the main means to harmonise different interpretations of the European values in building an identity of the European solidarity, in assuming joint responsibilities by political and civil stakeholders. In order to reach this objective, the academics have to shape up into a young generation able to think and act out based on logic and the passion of Europe’s founding fathers to build a new European model.

1. Curricula of EU Communication and Information Studies – where is it?

Under the Erasmus Thematic Network project entitled *SENTnet* in 2008-2010, we have done a research on the European Studies curriculum. For our survey we gathered information on courses about European Studies from 12 European countries: Lithuania, Poland, Portugal, Slovakia, Spain, Italy, Romania, Great Britain, Belgium, Germany, France and Denmark. Moreover, for most countries, the data was collected by specialists from these particular countries, i.e. we made use of the human contacts that we have. The reviewed courses belong to the academic year 2008/2009, summing up almost 10,000 courses on European Studies on the three programme levels. But the number and content of questions on European Studies evolution did not keep up with the rapid expansion of Europe. EU Studies is a very rich field where the dynamics of this interaction can be seen²⁷.

²⁵ Maria Manuela Tavares Ribeiro, “Europe of Cultural Unity and Diversity”, *Eurotimes* 9, *The Cultural Frontiers of Europe*, eds Alina Stoica, Didier Francfort, Károly Teperics, (Oradea/Bruxelles: Oradea University Press/Bruylant, 2010): 22.

²⁶ Pamela Sticht, *Culture européenne ou Europe des cultures ? Les enjeux actuels de la politique culturelle en Europe*, (Paris : L’Harmattan, 2000), 118.

²⁷ Brian C. Schmidt, “On the history and historiography of International Relations”, in *Handbook of international relations*, eds W. Carlsnaes, Th. Risse & B. A., Simmons (London: Sage, 2002); Wolfgang Wessels, “Cleavages, controversies and convergence in European Union Studies”, in *Palgrave advances in European Union Studies*, eds M. Cini & A. K. Bourne (Basingstoke: Palgrave Mcmillan, 2006).

One of the nine fields we analysed in our research has been *EU Communication and Information Studies*²⁸. In point of number of courses, it is the smallest field with barely 182 courses, which represents only 0.2% out of the total number of courses on European Studies we have approached during our research. There is an unbalance between the countries we have focused on: over 3% of the courses – Slovakia, Spain and the United Kingdom; between 1-2% courses are in Belgium, Germany, France, Romania, Poland, and Portugal; below 1% are in Italy, Lithuania, and Denmark. We identified the following types of courses Within the *EU Communication and Information Studies: European Media Systems and Other Forms of EU Communication and Information Studies*.

The curricular database of the two subtypes of courses has been the support needed to seize the development of curriculum in *EU Communication and Information Studies* through internal stimuli contributing to its development – dynamics of specializations where it is taught, the role of mobility in various ways for crossing the disciplinary (trans-disciplinary) and national (transnational) borders, the role of NTC in developing the *EU Communication and Information Studies* curricula. It is the same curricular database that has helped us follow the *EU Communication and Information Studies* curriculum development depending on external stimuli: evolution of curriculum according to the European agenda and its level of knowledge, the impact of the Jean Monnet Action/Programme in developing the European Studies curricula in the field. For the *EU Communication and Information Studies*, the analysis is made from both the multidisciplinary perspective (the participation of programme curricula within European Studies), and from the interdisciplinary perspective (participation of the programme curricula within other studies).

1.1. The perspective of the EU Communication and Information Studies as Multidisciplinary framework (within the European Studies Programmes)

Within the European studies programmes, the multidisciplinary approach of the *EU Communication and Information Studies* represents a process of adaptation of curricula to the need of a more integrative approach of European issues. The distinct approach of **EU Communication and Information Studies** came into our attention due to its increasing importance and presence within the EU Studies curricula. There are several factors that induced the emergence and development of these approaches. First, the communication structures and technologies must be adapted to the EU's need for legitimacy. Second, communication and information are instruments to strengthen the European dialogue in the sense of enhancing both intercultural dialogue and European identity. To this end, the *EU Communication and Information Studies* field represents one of the most challenging new visions within the EU studies. Our investigation has collected some data that emphasize this new approach. We will only focus on *European Media Curricula* in this paper in order to respond to the topic of the conference. At the **BA level**, the *European Media Systems* represents a group of courses that are trying to relate the EU messages to the European and national media forms of communication.

There is no integrative approach for the study of the media at this level, only with few multidisciplinary (but notable) exceptions. There are countries where we often find

²⁸ According to Action Jean Monnet, the nine operational fields are the following: *EU Political and Administrative Studies, EU Legal Studies, EU Historical Studies, EU Economic Studies, EU International Relations and Diplomacy Studies, EU Intercultural Dialogue Studies, EU Communication and Information Studies, EU and Comparative Regionalism Studies, EU Interdisciplinary Studies*.

these courses belonging to the curriculum, such as: Germany and the United Kingdom. In Germany, for example, there are specific courses such as: *The media Europe - European Public and the Search for Identity and Democratic media discourse in Europe*²⁹; *Focusing European integration by media analysis and European Media Systems*³⁰; *EU integration as reflected in the Press*³¹; *Journalism and European Public Spheres*; *European Media: Structures, Actors, Offers; Public and Identities in Europe*; *Journalism and Europe*³²; *EU Journalism*³³; *Media Systems in Democracies: Europe and America*³⁴. In the United Kingdom, we find *European Media Culture*³⁵; *European Media and the EU: news and documentary*³⁶; *Media in Europe*³⁷; *The European Media*³⁸. These courses are listed in different teaching programmes, addressed to EU Studies, Communication and Journalism. Therefore, it seems plausible to associate these courses within an interdisciplinary and trans-disciplinary framework of other study programmes. If in Germany and the United Kingdom these courses develop in several universities as part of a curriculum in EU Studies or Communication and Journalism, in other countries, the courses on *European Media* appear as *Advertising in the EU*³⁹; *Communication policies in the EU*⁴⁰; *Information and Communication in the European Union*⁴¹; *Communication policies in the European Union*⁴² in Spain, *European communication* in France; *Contemporary media systems in Europe*⁴³; *European information*⁴⁴ in Poland, or *Mass-Media and the challenges of EU* in Romania. These courses are represented to a smaller degree in BA curriculum in the following countries: Slovakia, Belgium, Portugal, Denmark, Italy, and Lithuania.

We have also noticed courses addressed to intra-communitarian communication, communicating cultures in Europe, language policy in Europe or European identity sources. Within the perspective of this subfield, there are no clear standards to set the specific courses that are responding directly to strengthening this new field of EU studies. If at the Bachelor level programme there may be a common curriculum at a European level, at the Master level programme such common curriculum is almost impossible, taking into consideration the variety of opportunities and challenges that these studies require⁴⁵.

²⁹ Universität Augsburg (Journalism).

³⁰ Freie Universität Berlin.

³¹ Technische Universität Chemnitz.

³² Universität Hamburg.

³³ Business and Information Technology School Iserlohn/specializarea Business Journalism.

³⁴ Universität Mannheim.

³⁵ University of Birmingham/ BA in Culture, Society and Communication (Europe).

³⁶ University of East Anglia/BA in Film Studies And Art History.

³⁷ London Metropolitan University/BA in French Studies.

³⁸ London South Bank University/ BA BIT with Media Studies Combined Degree/European Policy Studies.

³⁹ University of Alicante.

⁴⁰ European University of Miguel de Cervantes/ specialisation *Journalism*.

⁴¹ University Complutense de Madrid, specialisation *Journalism*.

⁴² University Politecnica de Valencia, specialisation *Direction and management of companies*.

⁴³ Kazimierz Wielki University in Bydgoszcz.

⁴⁴ University of Warsaw.

⁴⁵ Kapka Andreytcheva, "Teaching European Studies in Bulgaria: the TEMPUS contribution", in *European Studies Today*, eds D. Grigorescu & N. Păun (Cluj-Napoca: EFES, 1998); A. Wisniewska, "European Studies in Poland", in *European Studies Today*, eds D. Grigorescu & N. Păun (Cluj-Napoca: EFES, 1998).

The MA level comes with more specialized courses within the same multi, inter and trans-disciplinary approach. The best representation of these courses can be found in France and the United Kingdom. In France for instance, the Université de Strasbourg provides the following courses: *Communication et médias en Europe* (MA Etudes européennes interdisciplinaires); *Sciences et médias en Europe* (MA Communication Scientifique); *Europe et audiovisuel* (MA Politique et Gestion de la Culture), the Université de Bourgogne – Dijon provides the following courses: *Médias européens (Presse, Radio, Télévision)* (MA Euromédias), *Le paysage médiatique européen La Grande-Bretagne, l'Europe et la Presse; Les groupes médias européens* (MA Langues et marchés des médias européens), the Université du Sud Toulon Var gives the course on *Médias communautaires* (MA E-Rédactionnel). In the United Kingdom, the number of courses on MA level is much more consistent than on the continent. It is also much better individualized as compared to the field of European communication: *European Media in Transition*⁴⁶; *The Media, Politics and Policy in Western Europe*⁴⁷; *Regulating the European Media: Theory and Practice* and *Communicating Europe: Public Opinion and the Media*⁴⁸; *European Media and the EU: news and documentary*⁴⁹.

Out of the countries with medium representation of these courses, we have to mention Romania, Poland, and Slovakia. In Romania for example, the University of Oradea has a Jean Monnet Module in *Media and Intercultural Dialogue* (MA Regional Development and Institutional Communication in the EU); the West University of Timisoara provides the following courses: *The Concept of Quality in the European Journalism Principles of the European Audio-Visual* (MA in European Journalism and Communication in Multiethnic Regions). In Poland, the Silesian University in Katowice provides a course on *European Media and Intercommunication*. There is a low number of courses on *European Media*, or they do not exist at all in countries such as: Germany, Belgium, Spain, Portugal, Denmark, Italy, and Lithuania.

Sometimes, European media is taught on the MA level as part of general courses on European Communication. In France for instance, there are courses such as *Communication européenne*⁵⁰; *La Communication des institutions européennes*⁵¹; *Communication et Union européenne*⁵²; *Stratégies de communication et événements culturels européens*; *Les cadres de la communication politique et publique en Europe : institutions et médias*; *Pratiques de la communication politique et publique dans l'Union européenne*⁵³; *Communication dans l'espace européen*⁵⁴; *Communication et espace politique européen*; *Communication européenne*⁵⁵. In Romania, we can find the following courses at the West University of Timișoara: *Communicating Europe* (MA in European Journalism and Communication in Multiethnic Regions); *Interculturality in the European Context: Institutions, Projects* (MA in Intercultural Communication); at the University of Oradea there is a course on *Communication Policies and Strategies in the EU* (MA in

⁴⁶ University of Sussex/ MA in Contemporary European Studies.

⁴⁷ University of Manchester/ MA European Languages and Cultures.

⁴⁸ University of Exeter/ MA European Media Studies/European Union Politics.

⁴⁹ University of East Anglia/ MA Media, Culture and Society/Media and Cultural Politics.

⁵⁰ Université Blaise Pascal - Clermont-Ferrand/ MA International Business.

⁵¹ Université Lille 2 Droit et Santé/ Institut d'Etudes Politiques Lille.

⁵² Université de Paris 1 Panthéon-Sorbonne/ MA Communication politique et sociale.

⁵³ Université Paris-Est Créteil Val de Marne/ MA Communication politique et publique.

⁵⁴ Université Jean Monnet - Saint Etienne/ MA Médiations et construction des identités collectives - information et communication.

⁵⁵ Université de Strasbourg/ MA Politiques Européennes et Affaires Publique

Regional Development and Institutional Communication in the EU), and “Spiru Haret” University in Bucharest provides courses on *European Intercultural Communication* (MA Mass-media and Communication); in Spain, the University of Navarra provides courses on *Communication Strategies in the EU* (MA Corporate and Political Communication); in Poland, the Athenaeum School in Gdansk provides the course on *Information Systems in EU*, while in the United Kingdom, there is a course on *Communicating Europe*⁵⁶.

1.2. The EU Communication and Information Studies as Interdisciplinary Framework (within other study programmes)

As the *EU Communication and Information Studies* is emerging as a distinct field within the university curricula, there are several factors that will be considered in the relation with these new programmes and other study programmes that are not necessarily addressing EU studies (Law, Economics, Political Science, Administration, History, Sociology, Communication/Journalism, Geography, Languages, Arts, etc.). This situation emphasises the importance of the *EU Communication and Information Studies* within university training, because the courses are flexible and they can be associated with many perspectives within the social sciences. The *EU Communication and Information Studies* curriculum is adapted and responds to the most challenging current needs of the EU. Within the different programmes that might benefit from these courses we can single out public communication and journalism, in their quest to adapt the courses to the needs and particularities of the European communication environment.

2. The evolution of the EU Communication and Information Studies curriculum according to the European Agenda

There is a very interesting relation between the EU agenda and the development of the *EU Communication and Information Studies* curriculum. Within this perspective, the academic institutions play their classical role to conduct further investigations addressed to the need of understanding the future developments of the society. The courses of European Studies in general may provide specialised knowledge in a concept able to systematically solve problems, formulate hypotheses and put them to text, to examine conflicting points of view and to argue their opinion, to bring in new perspectives and solutions⁵⁷. Within the *EU Communication and Information Studies* there is also a great influence from the EU Agenda, especially in the past years when the European Commission launched the European Communication Policy and Plan D – for Democracy, Dialogue and Debate in the EU, in 2005. This new approach of communication within the EU came as a need for a better understanding of the Union and its role, after the failure of the Constitutional Treaty. The new communication agenda needs to be seen either as complementary to the already existing one, or as proposed initiatives and programmes, like those in the field of education, youth, culture and promotion of active European citizenship. The initiatives of the strategy set out a long-term plan to reinvigorate European democracy and to help the emergence of the European public sphere, where citizens are provided with the information and the tools to actively participate in the decision making process and gain ownership of the European project. The curricular development is taking into consideration

⁵⁶ University of Leeds, Institute of Communications Studies/MA Communication Studies.

⁵⁷ Andrei Marga, “Values of the University”, in *UNESCO Forum on Higher Education in the Europe Region: Access, Values, Quality and Competitiveness*, eds J. Sadlak, K. Hufner, R. Pricopie, L. Grunberg (Bucharest: UNESCO-CEPES, 2009).

these influences because of the imperative need to change the perception and management of communication and information within the EU.

2.1. *The EU Communication and Information Studies curricula and the adjustment to the changes in the European labour market*

The flexible interdisciplinary and trans-disciplinary character of the *Communication and Information Studies* curriculum might respond to the most recent requirements within the European Personnel and Selection Office referring to their selection procedures, in addition to specific professional skills and knowledge, as they are looking for the following core competencies: analysis and problem solving; communication; delivering quality and results; learning and development; prioritizing and organizing; resilience and working with others. In the new system, the admission test stage will feature competence-based testing (rather than knowledge-based testing). Admission testing involves computer-based tests (CBT) of cognitive ability (verbal, numerical and abstract reasoning) and situational judgment, plus professional skills depending on the profile sought. As these new requirements only have been in force since 2010, our study of the 2008/2009 academic year cannot offer relevant data. We can foresee that the flexibility of the *EU Communication and Information Studies* can develop the specific skills and competences required within the EU institutional structures.

2.2. *The impact of the Jean Monnet Action in the development of the EU Communication and Information Studies curricula*

The studies referring to the impact of the Jean Monnet Action on the European/EU studies curricula have showed that this action has a major impact on traditional fields (Law, Economics and EU Interdisciplinary Studies). Unfortunately, the *EU Communication and Information Studies* has not made a distinct presence in this direction, even if, since 2007, the Jean Monnet Action has included them amongst the priorities of each call. Our findings show that until 2009, only twelve teaching structures belonging to the field of *EU Communication and Information Studies* were financed (modules, permanent courses, chairs and centres) with the support of the Jean Monnet Action within the twelve countries surveyed during our evaluation. If we relate the number of teaching structures to the number of courses identified within the *EU Communication and Information Studies* during our investigation for the 2008/2009 academic year we notice that for a structural unit funded by Action Jean Monnet, there are only two courses, which is extremely low, considering that no projects have been initiated in the field. This overall approach leads us to the following conclusion: there is a need for deeper investigation on the *EU Communication and Information Studies* and there is a great interest to support the specific projects of the EU. Within the overall process of EU studies curriculum adjustment, the new approaches can be developed and funded in order to cover the need for knowledge and the professional training of the European students.

As we have seen in this brief analysis, the *EU Communication and Information Studies* represents an opportunity for curriculum development within the European universities. There are interdisciplinary and multidisciplinary approaches that show the need for a more flexible and integrative approach of the European issues. Any of the fields identified by our assessment comprises courses that are fundamental for any other EU studies, in order to strengthen the specific competences and abilities of the students who are willing to understand such complexity and to work within the competitive European system.

Still, we consider that, according to our data, the BA and MA levels require new curricula. We did not foresee spectacular developments within the doctoral studies, in the

sense of a development of specific doctoral schools. According to our observations of the EU Agenda's influence on the curricular development, there is a clear indication that the *EU Communication and Information Studies* is one of the most adaptable fields to the internal dynamics of EU.

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