

MPRA

Munich Personal RePEc Archive

European and/or EU Interdisciplinary Studies—a new Curriculum

Buda, Mariana

University of Oradea

2012

Online at <https://mpra.ub.uni-muenchen.de/63037/>

MPRA Paper No. 63037, posted 24 Mar 2015 14:33 UTC

European and/or EU Interdisciplinary Studies—a new Curriculum

Mariana BUDA, University of Oradea

Key words: *European Studies, interdisciplinarity, new Curriculum, dynamics of specializations, European Job Market*

Abstract: *Nowadays, the interdisciplinarity is one the most important aspect of the curricula in every field of study. More interdisciplinary is a curriculum, more adapted is to the actual requirements of European Job Market.*

Could the EU Interdisciplinary Studies field be the orientation for a Core Curriculum in European Studies? Are the classical and traditional domains, like Law, History, Political Studies or Economical Studies old for an orientation in European Studies? Are those traditional European Studies non actual any more or non-relevant for an interdisciplinary approach? Regarding from the perspective of the Jean Monnet Project proposed in 2009 and 2010, we can see the same evolution and we can observe that the tendency even for the Jean Monnet Action is to finance more and more interdisciplinary programmes.

As for the traditional fields, this part will also take into consideration the internal drivers that could have an influence in the evolution of the curricula, like the dynamics of specializations or programme studies, the application of ICT, or the role of the national and transnational mobility. Secondly, we will make an incursion of the external drivers that could stress the evolution of the curricula: the European Agenda, the tendency of the European Job Market or the influence of the Jean Monnet Action.

Examining and highlighting the interdisciplinarity in the field of European Studies, we can observe that this is the tendency for the future concerning the curricula and this tendency will bring the topic more in the light.

The European Field of EU Interdisciplinary Studies takes a special place among European Studies. Interdisciplinarity itself is a term widely used in current knowledge, being for decades one of the fundamental theoretical and practical problems for the advancement of science. In its most general and abstract conception, interdisciplinarity in the area of science consists in a certain report of unity, of bilateral (mutual) relations and actions, of interdependence of various areas of knowledge called “scientific disciplines”.

European Studies, taught nowadays in most European universities at bachelor, master or doctoral levels, focus on analysing national and transnational changes as a whole, on the European continent. Taking into consideration the fact that defining this field of study is closely linked to events taking place in contemporary times, the European Studies curricula undergoes constant evolution. Therefore, we can describe European Studies as both multidisciplinary and interdisciplinary studies, at the same time. The application of European Studies is characterized by inner variety; the major fields are: law, economy, politics, international relations, history, sociology and business management. But there are differences in the European Studies structure, content and approach of teaching and learning, depending on national traditions and faculties or departments where these programmes take place.

In other words, following a deductive logic, if European studies were born from the overlapping of the aforementioned areas, it is understood that the area of European Studies is

characterised and dominated by interdisciplinarity. This is why we believe that interdisciplinarity is a curriculum in vogue, which has earned its right to be treated as such and as standalone within our study.

According to the quantitative analysis¹ on European Studies courses taught in universities from twelve European countries covered by our research, the EU Interdisciplinary Studies hold the fifth place, with a number of 758 courses representing 7.63% of all researched courses. Above the average of the twelve evaluated countries ranges: Belgium (15.47%), Germany (10.98%), France (8.65%) and Italy (7.76%). Under the average of the twelve countries we have identified the following countries: United Kingdom (7.54%), Spain (6.23%), Portugal (6%), Poland (5.89%), Romania (5.41%), Lithuania (4.41%), Slovakia (1.66%) and Denmark (0.96%).

Having analysed the titles of courses and specializations where the European Studies are taught, we noticed that EU Interdisciplinary Studies can be grouped into four sub-domains: *European Social Studies*, *European Education Studies*, *European Ethnology* and *Other Studies on Europe*.

In the *European Social Studies* sub-domain, we grouped the courses into the following types (4): *European Social Work*, *Social Structures in Europe*, *European Sociology*, and *European Demography*.

In the *Studies on European Education* sub-domain we grouped the courses into the following types (4): *Education Systems in Europe*, *Europe as a Topic in Schools*, *Sport in Europe*, and *Vocational Education in Europe*.

In the *European Ethnology* sub-domain we grouped the courses into the following types (2): *Studies on European Ethnology*, *European Multilingualism*.

In the *Other Studies on Europe* sub-domain we grouped the following types (2): *European Regional Studies*, *European Studies of Religion*.

The curricular database of these subfields has been the support needed to seize the development of curricula in EU Interdisciplinary Studies through internal and external drivers contributing to its development – dynamics of specializations where it is taught, the role of mobility in various ways for crossing the disciplinary (transdisciplinary) and national (transnational) borders, the role of NTC in developing the EU Interdisciplinary Studies.

It is the same curricular database that has helped us follow the EU Interdisciplinary Studies curricula development depending on external stimuli (drivers): evolution of curricula according to the European agenda and its level of knowledge, the impact of Jean Monnet Programme/ Action in developing the European Studies curricula in the field

1. The role of internal drivers in the development of EU Interdisciplinary Studies

However, the field of EU Interdisciplinary Studies is different than others. By its very own nature it is an interdisciplinary field. Thus, we cannot run our research within *the EU Interdisciplinary Studies as Interdisciplinary Framework*. On the same note, we can say that

¹See the annex

we also cannot analyze *EU Interdisciplinary Studies as Disciplinary Framework*, precisely because the Interdisciplinarity is not another discipline that can be found in educational curricula, like law, economics, history or other classic disciplines. Therefore, we have to examine the *EU Interdisciplinary Studies* only as *Multidisciplinary Framework*, which gives us the best view of this academic area.

In terms of **EU Interdisciplinary Studies**, the curriculum is well developed, especially at BA and MA levels and less developed at the PhD level. In most cases, there is a higher frequency of the **EU Interdisciplinary Studies** courses at the BA level; nevertheless, we have noted a growing tendency to increase the number of PhD courses within this area, which demonstrates both the understanding of the need for an interdisciplinary approach, and the evolution recorded by various disciplines.

1.1. At the BA level, the curriculum includes various courses, thus suggesting the national perception of interdisciplinarity. In consequence, we will make interdisciplinary comparisons rather than non-interdisciplinary. For example, following our research of the EU Interdisciplinary Studies case, we cannot say that this discipline is present in all countries or in most countries, like other European Studies such as *EULaw* or *Community Law* courses from the EU Legal Studies domain.

We can point out that the *European Education Studies* sub-domain contains the fewest European Studies courses, which are very diverse: *Child education in Spain and Europe*², *Education and Higher Education in the EU*³, *History and Concepts about Educational Institutions from Belgium and Europe*⁴, *Education and Insertion in Europe*⁵, *Education in Europe*⁶, *Immersion Teaching in Europe*, *Scientific work on Central and Eastern Europe*⁷, etc. Most courses of this sub-domain are initiated in Germany (21), followed by Spain (2), then Belgium and France, each with one course. The other countries that we reviewed do not list any such courses.

According to our study, the *European Social Studies* sub-domain is well represented in each country. This is somehow normal, considering that *European Social Work*, *Social Structures in Europe*, *European Sociology* and *European Demography* are all important issues for every country. Our analysis shows that Germany put great emphasis on the European Social Studies, followed by Belgium, France and Romania. We can say, therefore, that in the founder countries of the EU there is a growing interest for European Social Studies; we have failed to observe a similar interest in newer EU members.

The BA curriculum of European Ethnology, another sub-domain of EU Interdisciplinary Studies, lists only a few courses. In Germany we found several courses of European Ethnology: *Times, Spaces, Cultures - Introduction to European Ethnology*, *Current Questions of European*

² Universidad Pontificia Comillas,

³ Universidad de Granada

⁴ Université Libre de Bruxelles

⁵ Université Louis Pasteur Strasbourg 1

⁶ Goethe-Universität Frankfurt am Main

⁷ Christian-Albrechts-Universität zu Kiel

*Ethnology*⁸, *Introduction into European Ethnology*⁹, and in Romania - *European Ethnology*¹⁰. There are no such courses in the other countries that we have studied. However, we found that all universities hold courses about European multilingualism. This proves, on the one hand, the interest of each EU Member State to develop such important area, and on the other hand, the development of students' skills and competences to master foreign languages.

Regarding *Other studies on Europe* sub-domain, most courses are in the field of Euro Regional Studies or Studies of European Regions. This is the result of the fact that we included here all the courses from Geography specializations, such as: *Geography of Europe tour*¹¹ in Spain, *Territorial Studies- Europe*¹² in Slovakia, *Geography of European Union*¹³ in Romania, or *Regional Geography: Europe*¹⁴, *Urban Europe*¹⁵ in Germany. Within this sub-domain there are also several course religion, with its various forms: *Communication and Ecumenism in a Christian Europe*¹⁶, *Religious relations of contemporary Europe*¹⁷, *Deaconry in European and Ecumenical Context*¹⁸, *Churches and Denominations in Europe*¹⁹. All these courses are relatively balanced in all the countries that we have reviewed. Taking into consideration that this sub-domain is very wide and that the EU Interdisciplinary Studies include the largest range of courses, we will point out some of the one we found most interesting, which we considered necessary to be integrated as European Studies as they refer to Europe through their very interdisciplinary nature: *States, European Union and Marine*²⁰, *Food quality in the European Union*²¹, *Design of Eurocodes*²², *Famous European Fairy Tales*²³, *S'ouvrir à l'Europe*²⁴.

1.2. MA level. Just as with the EU Interdisciplinary Studies curriculum at the BA level, we find a wide variety of courses also at the MA level. The courses are different from one country to another, the only similarities, however, are found in the subdomain of Social Studies, with similar courses (*Relations Sociales en Europe*²⁵, *European Society*²⁶, *Social Inequality in Europe*²⁷, *Problems of Social Change in Europe*²⁸, *Sociologie de la Politique Européenne*²⁹, *The European Social Model*³⁰ *The European Social Dimension*³¹, *European Social Policy*³², etc.) or

⁸Katholische Universität Ingolstadt-Eichstätt, Germany

⁹Albert-Ludwigs-Universität Freiburg

¹⁰Universitatea din Bucuresti

¹¹Universidad Nacional de Educación a Distancia(España)

¹²Univerzita Mateja Bela v Banskej Bystrici, Slovakia

¹³Universitatea Babeş-Bolyai din Cluj-Napoca

¹⁴Otto-Friedrichs-Universität Bamberg

¹⁵Technische Universität Chemnitz

¹⁶Universitatea „Ovidius” din Constanta

¹⁷Uniwersytet w Białymstoku

¹⁸Fachhochschule der Diakonie Bielefeld

¹⁹Technische Universität Darmstadt

²⁰Universidad de Cadiz

²¹Uniwersytet Rzeszowski

²²Vilniaus Gedimino technikos universitetas

²³Justus-Liebig-Universität Gießen

²⁴Université Lille 1

²⁵ Université Panthéon Assas

²⁶Universität Duisburg-Essen,

²⁷Hochschule Landshut

²⁸Politechnika Krakowska

²⁹College d'Europe Bruges

³⁰Katholieke Universiteit Leuven

³¹University of Sussex

in the subdomain of the Regional Studies (*European Spatial Planning*³³, *Aménagement du territoire et cohésion territoriale (niveaux national, régional, européen)*³⁴, *Géographie de l'Europe*³⁵, *Geography and European Studies*³⁶, etc.), usually with courses that belong to Geography. The other courses from this European domain are extremely varied; some examples: *Eurocompetence*³⁷ *How Europe Narrates Itself*³⁸, *Questions européennes*³⁹, *Women and Europe*⁴⁰, *Researching Europe*⁴¹, *Lobbying in EU*⁴². We can notice here that, within this field of European Studies, course titles are sometimes abstract or very wide or less comprehensive without leaving us the option to guess what the course encloses exactly. We consider this useful because it lies just on the authenticity of interdisciplinary courses and seminars.

More courses are listed at the MA programmes than at the BA programmes, in each country and for each area of study, as the Master's students rich deeper level of studies, but for the EU Interdisciplinary Studies subdomain we cannot say the same thing. Our analysis has made it clear that there is a smaller number of courses from EU Interdisciplinary Studies field at the MA level than at the BA level. Thus, the countries where the number of courses from EU Interdisciplinary Studies subdomain is higher at the MA level than at the BA are: Denmark (100%)⁴³, Slovakia (80%), Poland (65.11%), France (53.08%), Romania (51.61 %) and Belgium (48.07%). It seems that these countries are emphasizing more on interdisciplinarity, because there are several courses of study at this level, where knowledge is deeper. Countries where the number of courses in the field of EU Studies Interdisciplinary is higher at the BA level than at the MA level are: UK (80.51%), Portugal (65.21%), Germany (56.68%), Spain (45.65%) and Italy (42.42%). Only in Lithuania we find a 50% - 50% rate, meaning that the MA and BA level courses share the same weight. The abovementioned data show that EU Interdisciplinary Studies is still a new field, which gradually comes to strength and is currently developed at the BA level, i.e. at the first stage of higher education.

We can also notice that at the MA level, the courses of EU Interdisciplinary Studies are not more specialized courses, each offering the same information that had been previously given at the BA level. This is quite normal given the fact that the interdisciplinary studies are relatively young, specialists are still lacking and the related issues are often borderline with other domain, classical and traditional.

1.3. Doctoral studies. EU Interdisciplinary Studies curriculum at PhD level is less developed in the countries that we have studied. There are countries such as Portugal, Denmark, Lithuania, Poland and Slovakia with no course PhD level in the field of EU Interdisciplinary Studies. Other countries have just a few courses at this level. As we mentioned in the beginning

³²Ekonomická univerzita v Bratislave

³³Technische Universität Dortmund

³⁴Université Paul Cézanne - Aix-Marseille 3

³⁵ Université Libre de Bruxelles, Académie universitaire Wallonie-Bruxelles

³⁶ Cardiff University

³⁷Georg-August-Universität Göttingen

³⁸Hochschule Heilbronn

³⁹Université Paris-Dauphine, Université Paul Cézanne - Aix-Marseille 3

⁴⁰London Metropolitan University

⁴¹University of Portsmouth

⁴²Univerzita Mateja Bela v Banskej Bystrici

⁴³The percentages were calculated from the total courses of EU Interdisciplinary Studies courses, for each country

of our study, there is a possibility that not all universities have displayed their PhD course on the Internet; this is a drawback for our analysis because the collected data together with the database supporting our findings come entirely from the respective official university websites in the twelve surveyed countries. As a percentage of the total EU Interdisciplinary Studies courses, the doctoral studies add up 9.03%. Certainly, this phenomenon is explained by the fact that the field is new and interdisciplinary PhDs are still a rarity in Europe.

The most frequent courses within this level are those from subdomains such as Sociology or Anthropology (*Socio-educational problems emerging in Europe: Comparative Analysis*⁴⁴, *Anthropology of South-East Europe*⁴⁵, *Studies in European & International Cultures & Societies*⁴⁶, etc.). To illustrate this assertion, here are a few examples: *Love in Europe*⁴⁷, *Le Latin à l'heure de l'Europe*⁴⁸, *Les vinseuropéens et les vinsétrangers*⁴⁹, etc. To conclude, we can say that variety is the key word that characterizes all courses at the three degree levels, BA, MA and PhD.

1.4. The role of mobility in various ways for crossing the disciplinary (transdisciplinarity) and national (transnational) borders.

In what regards the way in which the learning curricula help transcending not only the physical borders (transnational crossing), but also the disciplinary borders (transdisciplinarity), we are safe to say that the field of EU Interdisciplinarity Studies show a high degree of flexibility. There are at least two reasons for our statement: first, the interdisciplinarity in itself represents an interaction between sciences, fact that increases the flexibility. For instance, the geopolitics combines the geographical perspective with the political perspective in order to create an overview of certain strategies. A second reason would be the fact that interdisciplinarity provides such a degree of flexibility as found appropriate by the professor of a certain discipline. Following the same example, that of geopolitics, we can state that the professor is the one who decides the nuance that (s)he wants to give to the taught discipline: a vision more oriented towards politics, or more oriented towards the geographical perspective.

At the BA level, the EU Interdisciplinary Studies curriculum exceeds the national borders, most courses referring to the European area, or comparing the European space with the national one. In countries like Romania, Slovakia and Spain, we can find courses with a strong national influence, just as in Germany where there are courses that focus on Eastern Europe, rather than the whole Europe or Germany. Also, Germany is the only country where there are courses that explain what Erasmus experience means and its importance in the life of each

⁴⁴Universidad de Granada

⁴⁵UniversidadAutonoma de Barcelona

⁴⁶ Heriot Watt University, Edinburgh,

⁴⁷ Ludwig-Maximilians-UniversitätMünchen

⁴⁸ Université de Liège

⁴⁹ Université Montesquieu Bordeaux IV

student: *Studying in European Foreign Countries ERASMUS/SOKRATES*⁵⁰, *The Meaning of First Professional Training and Life Long Learning in the European Labour Markets*⁵¹.

The MA level retained the same characteristics as the BA level in terms of transdisciplinarity and transnationality curricula of European Studies from EU Interdisciplinary Studies subdomain. In fact, both BA and MA levels from this subdomain are very similar, both in terms of courses and approaches to mobility. Thus, we can characterize the MA curricula of EU Interdisciplinary Studies as being very flexible and participating in the process of Europeanization curriculum by providing transnational and transdisciplinary characters. The most interesting examples that drew our attention are: *European Strategies for Lifelong Learning*⁵², *Studies of European Union*⁵³, *Europe in the age of globalization*⁵⁴.

Considering the small number of courses that we found at the PhD level, we cannot deliver a reasonable sense on ensuring transdisciplinarity and transnationality in the EU Interdisciplinary Studies curricula at the doctoral level. We can say based on our data that Europeanization is a strong component and that too little emphasis is placed on the national factor. Some examples: *Eurocultura: Transformations in Europe and its social impacts*⁵⁵, *La recherche européenne et les financements postdoctoraux*⁵⁶, *La dimension cognitive du transfert par européanisation, Analyser le mécanisme de transfert par européanisation : l'approche comparative*⁵⁷.

1.5. Using NITC in the development of the European Studies curricula in the abovementioned field

EU Interdisciplinary Studies have very little application of ICT in curriculum development in all programmes. Exactly because it is a young and developing area, EU Interdisciplinary Studies should fully benefit from all advantages and benefits of modern information; nevertheless, it seems that teachers remain at the classical approach to subjects that are part of this subdomain of European Studies.

There are still some areas that required adaptation of EU Interdisciplinary Studies to new media and communication technology (NITC). They are found mainly at the MA level. Here are some examples that have noted: *Techniques de collecte et traitement des informations en Europe*⁵⁸, *European Virtual Seminar*⁵⁹, but also at the BA level: *European Virtual Seminar on Sustainable Development (eLearning)*⁶⁰.

⁵⁰Technische Universität Berlin

⁵¹Freie Universität Berlin

⁵²*Ibidem*

⁵³Lietuvos karo akademija

⁵⁴Universidade de Lisboa

⁵⁵Universidad de Deusto

⁵⁶ Université de Provence - Aix-Marseille 1

⁵⁷ Université Pierre-Mendès-Grenoble

⁵⁸*Ibidem*

⁵⁹Universiteit Antwerpen

⁶⁰Leuphana Universität Lüneburg

Considering these examples in the European curricula in the field of European curriculum landscape of EU Interdisciplinary Studies, we can state that there are unused possibilities of wide utilization of NITC in developing this curriculum, especially in its interdisciplinary form.

2. The development of the EU Interdisciplinary Studies curriculum depending on external drivers

2.1. The development of the EU Interdisciplinary Studies curriculum depending on the European agenda

It is difficult to follow the development of the EU Interdisciplinary Studies curriculum according to the European agenda. This difficulty is caused by several factors. First, it should be noted that our research was based on collecting the course titles of EU Interdisciplinary Studies from the curricula of universities from twelve countries, which gave us no opportunity to see the content of each course individually, to see to what extent it is adapted to the political agenda and European understanding. On the other hand, EU Interdisciplinary Studies courses are extremely varied and they are not necessarily influenced by political, economic or social changes held at the European level, addressing issues quite generally, without insisting on a particular aspect of the European Studies. That is why we cannot say that the EU Interdisciplinary Studies curriculum has had a spectacular development according to the European agenda. It should also be noted that the database we have consists of courses for the academic year 2008/2009, which means that the latest events which could be included in the curricular database is May 2008 at the earliest. For example, there is no course available on the Lisbon Treaty, which entered into force only on the 1st December 2009, although it was signed by all member countries in 2007. It is possible that some information on this event could be contained within other subfields of EU Studies.

We can find, however, some events from the European agenda contained in the EU Interdisciplinary Studies curriculum, and they mainly refer to the recent EU integration. It is a normal phenomenon, because the most recent integration event took place in 2007; this is reflected in the curricula for the 2008/2009 academic year. The previous integration event was the largest ever in the number of countries integrated in the European Union. At EU Interdisciplinary Studies curriculum level, these phenomena are seen especially in sub-social studies, regional studies, as well as multilingualism. It should be noted that there is no difference in terms of curriculum development of the BA or MA at this stage. At both levels, the curricula are similar, both in terms of courses and topics addressed. At the PhD level we have too little information to be able to formulate an opinion.

Social studies curricula show a concern for the social impact after the EU enlargement. Therefore, most courses address this issue. Some examples that deserve to be mentioned are:

*Environnement social européen*⁶¹, *European Welfare Systems*⁶², *Europe(s) sociale(s)*⁶³, *Sociologie des acteurs de l'espace public européen (MA)*⁶⁴, *Sociologie des politiques culturelles en Europe (MA)*⁶⁵, *Anthropologie des sociétés européennes (MA)*⁶⁶, *La dimension cognitive du transfère par européanisation (PhD)*⁶⁷, *Shaping Europe (MA)*⁶⁸, *Social Transformations in Europe*⁶⁹, *Social, Collective Identities and Social Problems in Europe (MA)*, *Intercultural Education and Communication in International Comparison - With Special Regard to Middle and East European Transformation States (Magister Diploma)*⁷⁰, *Problems of Social Change in Europe (MA)*⁷¹, etc.

Regarding regional studies focusing on changes at European level following the EU enlargement, we can mention: *Harmonisations européennes*⁷², *Aménagement du Territoire dans l'Espace Européen*⁷³, *Aménagement du territoire et cohésion territoriale (niveaux national, régional, européen) (MA)*⁷⁴, *Développement territorial en Europe (MA)*⁷⁵, *Mutation et recomposition des espaces géographiques : la nouvelle Europe (MA)*⁷⁶, *Northern (Eastern) Europe (MA)*⁷⁷, *The future of the European Union (MA)*⁷⁸, *Nations, Regions and Europe (PhD)*⁷⁹, etc

Regarding the courses about multilingualism, we can mention the following types of courses: *Structures des langues européennes: phonologie lexic syntaxe (MA)* and *Intercompréhension: les 7 langues de l'ouest européen (MA)*⁸⁰, *Areal Linguistics-Language Structures in Europe*⁸¹, etc.

2.2. In what way the EU Interdisciplinary Studies curriculum is adapted to the changes in the European labour market?

EU Interdisciplinary Studies courses provide students with specialised knowledge able to solve issues as close to reality as possible. The courses are focused on subjects that make the students able to meet the requirements of the labour market in Europe.

⁶¹ Université Jean Moulin Lyon 3

⁶² Université Lille 2 Droit et Santé

⁶³ Université de Paris 1 Panthéon-Sorbonne

⁶⁴ Université de Strasbourg

⁶⁵ Université de Nantes

⁶⁶ Université de Provence - Aix-Marseille 1

⁶⁷ Université Pierre-Mendès-Grenoble

⁶⁸ Universidade de Coimbra

⁶⁹ Univerzita Komenského v Bratislave

⁷⁰ Otto von Guericke Universität Magdeburg

⁷¹ Politechnika Krakowska

⁷² Université de Rennes 2 - Haute Bretagne

⁷³ Université d'Avignon et des Pays de Vaucluse

⁷⁴ Université Paul Cézanne - Aix-Marseille 3

⁷⁵ Université d'Angers

⁷⁶ Université Pierre-Mendès-Grenoble

⁷⁷ Fernuniversität Hagen, Germany

⁷⁸ Universidad Castilla La Mancha

⁷⁹ Universidad de Santiago de Compostela

⁸⁰ Université de Reims - Champagne-Ardenne

⁸¹ Martin-Luther-Universität Halle-Wittenberg

Today, the trend of broadening the scope of knowledge is increasing and practical skills became necessary in order to be able manage the labour market; such skills should also be as varied as possible. This point is well highlighted in the curricula of EU Interdisciplinary Studies, which offer broad training. Whether we speak about knowledge of European social work, Social structures in Europe, European Sociology, European Demography, Educational systems in Europe, Europe as a topic in schools, Sport in Europe, Vocational Education in Europe, Studies on European Ethnology, or European Multilingualism, we can find practical information for students in all these subdomains, ready to be assimilated into the labour market. Perhaps the most interesting subdomain of the EU Interdisciplinary Studies is the part regarding *Other Studies on Europe*. Here is the best reflection of the trend of Europeanization of the curricula, as, judging by their titles, the courses seemed to have the broadest approach. We believe this approach is best suited for the new Europe of the labour market where the most important are the practical knowledge and methods by which students can thrive on new challenges.

We believe that other subfields of EU Studies also offer a solid preparation in the accumulation of information and knowledge. EU Interdisciplinary Studies is concerned with the supply rather than practical abilities, without denying their extreme usefulness in helping to integrate the labour market. We also believe that it would be useful for the curriculum to be more developed, with more courses; such studies should take a leading position in the classification of fields of European studies, precisely because within this curriculum one must find a set of skills, capabilities and performance that any person should have to be able to integrate in the labour market. Interdisciplinarity itself offers an opening, flexibility, adaptability, ability to juggle with the knowledge, essential skills in the European labour market, but it is not enough.

We noted that in countries like France, Germany and Belgium, the curriculum is trying to provide as much practical knowledge as found useful for the professional life. A stronger tendency towards the practical knowledge was found in Romania, Lithuania, Poland or Slovakia.

If we analyse the EU Interdisciplinary Studies curricula depending on the necessary basic skills (Joseph 2010) for labour market integration, presented by Steven Joseph, the Head of Task Office in Brussels at the EU Careers, we see that all 7+1 abilities may be easily associated with courses that are thought within the EU Interdisciplinary Studies. These competencies are: Analysis and Problem Solving (*Demographic Change in Europe and its Consequences for Social Work*⁸²), Communicating *Stockholm - Experiencing European Dimension - Excursion*⁸³), Delivering Quality and Results (*La recherche européenne et les financements post-doctoraux*⁸⁴), Learning and Development (*La dimension cognitive du transfert par européanisation*⁸⁵), Prioritising and Organising (*Recognition and enforcement of decisions, documents and strangers. The European Enforcement*⁸⁶), Resilience (*Expertise Europe*⁸⁷), Working with Others

⁸²Evangelische Fachhochschule Rheinland-Westfalen-Lippe Bochum

⁸³Katholische Hochschule Nordrhein-Westfalen

⁸⁴ Université de Provence - Aix-Marseille 1

⁸⁵ Université Pierre-Mendès-Grenoble

⁸⁶ Universidad de Almería

⁸⁷ Technische Universität Dortmund

(*Plurilinguism in European Area*⁸⁸, *Applied Research / European Project*⁸⁹), *Leadership (The European Union in the world*⁹⁰, *Shaping Europe*⁹¹, *Expertise Europe*⁹²).

2.3. The Impact of the Jean Monnet Action in the development of the EU Interdisciplinary Studies curriculum

The third external driver that has a major impact on the development of the curriculum of the EU Studies in general, and in particular the Interdisciplinary Studies course, is the Jean Monnet Action. Moreover, the Jean Monnet Action is the first European programme that covers the development of education and academic research in the field of European integration, European construction research and its institutional, legal, political, economic and social development. The Jean Monnet Programme aims at fostering excellence in higher education, research and reflection on European integration studies in higher education institutions worldwide. Therefore, we consider that the impact of the Jean Monnet Action on curriculum development is relevant and important to consider for the development of the EU Interdisciplinary Studies curricula.

Our analysis points out that until 2009, 1215 structures of European studies were financed, of which 134 Interdisciplinary EU Studies. A larger number of courses were funded only in areas of EU Legal Studies (426 courses funded by the Jean Monnet Action), EU Economic Studies (265 courses) and the EU Political and Administrative Studies (262 courses). We can see that, EU Interdisciplinary Studies ranked fourth place in the funded areas, followed, by a small margin, by EU Historical Studies (116 funded courses) and then, with a smaller percentage, we found EU Studies Intercultural Dialogue, EU International Relations Studies and Diplomacy, EU Studies and Comparative Regionalism and EU Communications and Information Studies. Thus, comparing with other areas, 11.02% of the teaching structures are financed within the Jean Monnet Action.

According to our methodology, if we compare the number of courses taught in the field of EU Interdisciplinary Studies with the number of structures financed by the Jean Monnet Action, we can observe that 5.65 courses correspond to one structural unit (module, permanent courses, chair and centres), financed by Jean Monnet Action (JMA). That means that, from the total courses from EU Interdisciplinary Studies field, each 5.65 courses are funded by the Jean Monnet Action.

If we analyse the impact in terms of curricular development in each of the twelve countries assessed by us, through the relation courses / JMA unit, we have the following situation: countries with major impact (1-5 courses / unit JMA): DK = 1, SK = 1.66; IT = 2.16, B = 2.32, SP = 2.43, LT = 2.66, PL = 2.69, B = 3.25, optimum impact countries (5-10 courses / unit

⁸⁸Universitatea de Vest din Timisoara

⁸⁹Hochschule Zittau/Görlitz

⁹⁰Universidad Católica San Antonio de Murcia

⁹¹Universidade de Coimbra

⁹²Technische Universität Dortmund

JMA): EN = 5, 12, PT = 5.75; strong impact (10 to 15 courses / unit JMA): G = 11, UK = 12.8, countries with very low impact (over 20 courses / unit JMA) F = 17.58.

Please note from our comparison that the JMA impact is highly differentiated amongst the assessed countries, from 1 unit in Denmark to 17.58 in France. It is interesting to note that the newer EU countries are mostly found in the group with a strong impact (Slovakia, Lithuania and Poland), only Romania is within the optimum impact group. This shows that there are no differences of position due to the gap in curriculum integration process in the field of EU Interdisciplinary Studies of newly entrants compared to other countries, in terms of JMA impact; they are rather encouraged to develop curriculum by European funding. Differences in position are determined by the action of the internal drivers, which favours the development of a field or another. On the other hand, this position is also due to national specificities in the construction of curriculum in general.

It is noticed that in comparison with other areas of EU Studies, in this area are financed most courses in the countries integrated in 2004 and 2007. Attempting, perhaps, to foster interdisciplinarity to achieve uniformity in higher education across Europe, or trying an Europeanization of education in some countries where national or regional footprint is considered to be too strong.

Conclusions

Interdisciplinary in the field of knowledge is a double-edged weapon: on the one hand, the collaboration between disciplines is able to recreate the unity of knowledge and on the other hand, this unit must be a new starting point for disciplinary research. It should not be conceived as an abstract goal, but a continuous movement triggered by the needs of scientific research, a move that from time to time is given a clear form in case of some imaginative and bold synthesis. That is the reason why, at the European level, the Jean Monnet Action has put an increasing emphasis on promoting interdisciplinary structures. Even though they are often found at the boundary of two disciplines, interdisciplinary structure is a progress and an additional step on the scale of knowledge.

Therefore, we consider that interdisciplinarity is an area well-represented at the European level by the number of courses that we found, despite the “double-edge” quality. Being seen as a challenge, or as a purpose in itself, the interdisciplinarity is steadily becoming more popular, naturally appearing from the innate development of educational disciplines and, of course, the curricula from all countries subject of our study.

According to the basic competencies established at European level for a better integration on the labour market, the performance that students must achieve is very much related to interdisciplinarity and skills that a multidisciplinary approach can offer. Analysis and Problem Solving, Communicating, and Delivering Quality Results, Learning and Development, Prioritising and Organising, Resilience, Working with Others or Leadership are competencies easily achieved through an interdisciplinary approach, approach presented in the European educational curricula, as we stated in our article. In addition, external drivers, i.e. Jean Monnet

Action, further integration of graduates into the labour market or the European agenda, contribute greatly to the development of the EU Interdisciplinary Studies curriculum.

However, the transnational and transdisciplinary mobility, but also the application of the NITC in the EU Interdisciplinary Studies subdomain is evident, precisely because they are very compatible with the notion of interdisciplinarity. That is why we found a lot of courses available in the database, enabling us to say that even internal drivers contribute to the development of EU Interdisciplinary Studies curriculum.

References

Andreytcheva, K. (1998). Teaching European Studies in Bulgaria: the TEMPUS contribution. In D. Grigorescu & N.Paun (Ed.), *European Studies Today* (pp.54-61).Cluj-Napoca: EFES.

Banus, E. (2007). Images of openness- Images of closeness. *Eurotimes*, 4, 134-141.

Bruzzone, S. (1999/2000), "A Postgraduate Programme in European Studies –an initiative of the German Federal Foreign Office", in H. Lichtenberg and W. Petzold, *Studying Europe*, Nomos, Baden-Baden, 19-25

Bukowski, J. (1997). Teaching the EU: Exchanging ideas on techniques and methods, Peoria Illinois. <http://www.eurunion.org/infores/teaching/teacheu.htm> (12.05.2009).

Church, C. (1993). *European Studies: A Survey of Undergraduate and Postgraduate Provision in UK Higher Education*. London: CNA.

Cini, M. & Bourne, A. K. (2006). *Palgrave advances in European Union studies*. Palgrave: Macmillan.

Clegg, N. (2002). Learning from Europe. Lessons in education. Centre for European Reform. Working Paper.

Crăciun, C. (2003). Nesting Europe: the state of European Studies and research in Romania. *EpsNet Kiosk Plus: The NET Journal of Political Sciences*. 1(2), 29-36.

Delanty, G. (2006). Borders in a Changing Europe: Dynamics of Openness and Closure. *Eurotimes*, 1, 46-59.

European Council meeting in Laeken 14-15 December 2001, Presidency conclusions. http://ec.europa.eu/governance/impact/background/docs/laeken_concl_en.pdf (25.06.2009)

Field, H. (2001). European Integration Curricula and Europeanisation: Alternative Approaches and Critical Appreciation. *Paper presented to the ECSA Seventh Biennial International Conference*, Madison, Wisconsin

- Flood, C. (1997). *European Studies in British Higher Education: a Report to the QAAHE*, Guildford: SCHES
- Gonzalez, J. & Wagenaar, R. (2005). Reference Points for the Design and Delivery of Degrees Programmes in European Studies. In *Tuning. European Studies for website*. Publicaciones de la Universidad de Deusto, Spain. <http://tuning.unideusto.org/tuningeu/cand> (17.08.2009)
- Hagele, S. (2000). Teaching Europe: a core curriculum on European Integration Studies. *ECSAReview*; http://www.uni-koeln.de/wisofak/powi/wessels/DE/PROJEKTE/CORE_CURRICULUM/TEACHING_INTEGRATION.PDF (20.09.2009)
- Hansen, D. & Muravska, T. (2003). European Studies Master Programmes Development in the Baltics. *Congress of European Studies Centres in the Baltic Sea Region* Riga:EuroFaculty.
- Hooghe, L. & Marks. G. (2001). *Multi-level Governance and European Integration*. Lanham, MD: Rowman & Littlefield.
- Horga, I. & Pantea, D. (2007). Europe from Exclusive Borders to Inclusive Frontiers. *EuroTimes*, 4, 5-10.
- Jean Monnet: Projets exemplaires. L'Union Europeenne et le monde (2008)*. Luxembourg: Office des publications officielles des Communautés européennes.
- Jones, S. (Ed.) (2000), *Register of Courses in European Studies. 1998/2000 in UK Universities and University Colleges*, UACES.
- Kohler, J. (2009). Quality in Higher Education. In J. Sadlak, K. Hufner, R. Pricopie & L. Grunberg (Ed), *UNESCO Forum on Higher Education in the Europe Region: Access, Values, Quality and Competitiveness* (pp.107-123), Bucharest
- Lifelong Learning Programme, official site of European Commission. <http://eacea.ec.europa.eu/llp/jeanmonnet/directory/New/Version/2008/V1/JMArepertoire/distrib.Asp> (20.10.2009)
- Makins, C. J. (2000), *The study of Europe in the United States*. Report to the German Marshall Fund of the United States and the delegation of the European Commissions to the United States, Washington DC
- Manners, I. (2003). European Studies. *Journal of Contemporary Studies*, 11 (1), 67-83
- Marga, A. (1998). European Studies. In D. Grigorescu & N. Paun (Ed.), *European Studies Today*, (pp. 79-101), Cluj-Napoca: EFES.
- Marga, A. (2009). Values of the University. In J. Sadlak, K. Hufner, R. Pricopie & L. Grunberg (Ed.), *UNESCO Forum on Higher Education in the Europe Region: Access, Values, Quality and Competitiveness* (pp.151-174), Bucharest

- Maron, F. (2007). Les nouvelles frontières de l'Europe: repenser les concepts. *Eurolimes*, 4, 112-123
- Massit-Follea, F. & Epinette, F. (1992). *L'Europe des Universite. L'enseignement superieur en mutation*, Paris : Les etudes de la Documentation francaise.
- Muravska, T. (2005). *European Studies Development in Latvia: Before and After the Accession*. Kaunas, Lithuania: Technical University, European Institute
- Murray, P. (2000), European Integration Studies: The Search for Synthesis, *Contemporary Politics*, 6(1), 19-28
- Pavkovic. A. & Welch. C. (Ed.) (1999). *Teaching European Studies in Australia: problems and prospects*, CESAA Paper, Australia:Victoria
- Gonzales, J. & Wagennar, R. (2005), *Tuning Educational Structures in Europe II. Universities Contribution to the Bologna Process*, Bilbao: Publicationes de laUniversidad de Deusto.
- Remacle. E. (2000), Teaching European Politics, Politics and Polity in the New Century. Lessons from the experience of Intitute d'Etudes Europeenes, Universite Libre de Bruxelles. In K. Sobokta (Ed.), *Political Sciences and EU Related Studies*, (pp.129-141) Lodz
- Rumford, C. & Murray, Ph. (2003). Globalization and the Limitation of European Integration Studies: Interdisciplinary Considerations. *Journal of Contemporary European Studies*, 11 (1), 85-93.
- Rosamond, B. (2007). European integration and the social science of EU studies: the disciplinary politics of a subfield. *International Affaires*, 83 (1), 231-252.
- Rudnicki, Z. B. (2009). The development of European Studies in Poland after 1989 – from specialization to institutionalisation. Paper presented to Jean Monnet Conference 2009 “20 Years of Support for European Integration Studies: From the Jean Monnet Action to the Jean Monnet Programme”, Bruxelles
- Schmidt, Braian C. (2002). On the history and historiography of International Relations. In W. Carlsnaes, Th. Risse & B. A., Simmons, *Handbook of international relations*, (pp.3-22). London: Sage.
- Smith, A. & Belot, C. & Georgakakis, D. (2004), *Enseigner l'Europe*, Paris: Harmattan; Smith, M. (2003), *The State of European Studies. Raport commissioned by the Standing Conference of Heads of European Studies*, London: SCHES.
- Smith, M. L. (2003). Creating a New Space: UK European Studies Programmes at the Crossroads. *Journal of Contemporary European Studies*, 11(1), 21-34.

Umbach, G. (2003). Responding to the European Curricula Development: A Teaching Companion in EU Studies, in *Introduction to a new project phase under EpsNet/EPISTEMEII*, www.uni-koeln.de/wiso-fak/powi/wessels/Core-Curriculum/index.htm. (23.11.2009)

Umbach, G., Scholl, B. (2003). Towards A Core Curriculum EU Studies. *European Political Sciences*, 2(2), p. 71-83.

Warleigh, A. (2004). In Defence of Intra- disciplinarity: “European Studies”, the “New Regionalism” and the Issue of Democratization. *Cambridge Review of International Affairs* 17 (2), 301-317

Warleigh, A. (2006) 'Learning from Europe? EU studies and the re-thinking of “international relations”', *European Journal of International Relations*, 12 (1), 31–51

Wisniewska, A. (1998), 'European Studies in Poland' In D. Grigorescu & N. Păun (Ed.), *European Studies Today* (pp.31-32). Cluj-Napoca: EFES.

Wessels, W., Linsenmann, I., Hagele, S. (2001). Teaching European Integration. A Core Curriculum on European Integration Studies. Basic assumptions and proposals. *Paper presented at the ECSA Seventh Biennial International Conference in Madison, Wisconsin.*

Wessels, W. (2006). Clivages, controversies and convergence in European Union Studies. In M. Cini & A. K. Bourne (Ed), *Palgrave advances in European Union Studies*, (pp. 107 – 123). Basingstoke: Palgrave Mcmillan