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Veröffentlichungsversion / Published Version

Zeitschriftenartikel / journal article

Empfohlene Zitierung / Suggested Citation:

Brie, M., Dolghi, D., & Pantea, D. (2012). The New European and/or EU Studies Curriculum. *The Romanian Journal of International Relations and European Studies*, 1(1), 97-106. <https://nbn-resolving.org/urn:nbn:de:0168-ssoar-329184>

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The New European and/or EU Studies Curriculum

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Abstract: *In this part we will present turn by turn the evolution of the curriculum in four domains which are developing in the area of European and/or EU Studies: EU Intercultural Dialogue Studies, EU International Relations and Diplomacy Studies, EU Communication and Information Studies, EU and Comparative Regionalism, from several points of view.*

First, we will take into consideration the perspective that each curriculum from the four domains has in the ensemble of European and/or EU Studies, the new domains, at the three levels of study, Bachelor, Master and PhD in the twelve countries that made the object of our research, emphasizing the nuances from a country to another.

Secondly, we will trace the evolution of each curriculum in relation with the internal drivers (the dynamics of the study programmes/specializations where European Studies are taught), we will stress the role of mobility in various ways for crossing the disciplinary (transdisciplinarity) and national (transnational) borders and we will follow the application of ICT in the development of European studies curricula in the mentioned field.

Afterwards, we will stress the evolution of each curriculum in function of the external drivers: the evolution of each curriculum depending on the European Agenda, how much the curriculum is adapted to the changes of the European Labour Market and the impact of the Jean Monnet Action in the development of the curricula in European Studies in each field of study.

Key words: *EU Studies Curriculum, Diplomacy Studies, Information Studies, Intercultural Dialogue Studies*

When we say *New EU Studies* we refer to four fields that have begun, in the past years, to strengthen their position within the European/EU Studies curricula: *EU Intercultural Dialogue Studies; EU International Relations and Diplomacy Studies; EU and Comparative Regionalism Studies; EU Communication and Information Studies.*

Regarding the total weight of these courses within the total EU studies courses for the academic year 2008/2009 within the twelve countries that were object of the SENT curricula investigation, we have noticed that from almost 10,000 courses identified in the project database, cumulated on three degree levels – BA, MA and PhD, the courses that can be grouped within *New EU Studies* represent only 12, 5%. Even if these disciplines do not have yet a major weight compared with the traditional courses in EU Studies, the new courses witness an important dynamics, considering that they cover new fields of studies. The biggest impact of the *New EU Studies* courses is at the MA level (almost 2/3); 25% of the courses are addressed to the BA level and only few courses have been found listed for the doctoral studies.

There are differentiations in the presence and distribution of these courses from country to country. Over the European average of 12,5 % we have found Denmark, with 21,15% (due to the extensive presence of courses related to *EU Intercultural Dialogue*

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Studies and EU International Relations and Diplomacy Studies); Portugal, with 18,27 % (due to large number of courses related to *EU Intercultural Dialogue Studies, EU International Relations and Diplomacy Studies* and *EU and Comparative Regionalism Studies*); Belgium, with 17% (due to the large number of courses addressed to *EU International Relations and Diplomacy Studies*); UK with 15,78% (due to the extensive presence of courses related to *EU Intercultural Dialogue Studies* and *EU International Relations and Diplomacy Studies*) and France, with 14,1% (due to the large presence of courses related to *EU Intercultural Dialogue Studies, EU International Relations and Diplomacy Studies* and *EU and Comparative Regionalism Studies*).

Below the European average we can mention Spain, with 12,46% (the largest presence of courses is represented by *EU Intercultural Dialogue Studies* and *EU Communication and Information Studies*); Slovakia, with 12,33% (most of the courses belong to *EU Intercultural Dialogue Studies* and *EU Communication and Information Studies*); Poland, with 12% (the largest presence is represented by *EU Intercultural Dialogue Studies* and *EU International Relations and Diplomacy Studies*); Germany, with 10,27% (most of the courses belong to *EU Intercultural Dialogue Studies*); Romania, with 6,45%; Lithuania, with 3,86% and Italy, with 2%.

Also, there are differentiations between the four fields. The most representative is *EU International Relations and Diplomacy Studies* (more than 40% of the courses). Often, some courses from this field could be associated and mistaken for courses within *EU Political and Administrative Studies* (especially with the subfield of *EU as a Global Actor*), or *EU Economic Studies* (with the subfield of *Europe and the Global Economy*). The *EU Intercultural Dialogue Studies* hold the second position with 27% of the *New EU Studies* courses.

When analysing the titles of the courses and specializations teaching course *New EU Studies*, we have noticed that they can be divided into the four aforementioned subfields.

Within *EU Intercultural Dialogue Studies* the correspondent courses can be grouped in three categories: *Islam and Europe; Europeanization and cultural diversity* and *European dialogue with other geo-cultural spaces*. Within *EU Communication and Information Studies* we identified the following types of courses: *European Media Systems* and *Other forms of EU Communication and Information Studies*. With reference to the *EU International Relations and Diplomacy Studies*, the courses collected within this category are *EU in international relations* and *International partners of EU*. Finally, within the *EU and Comparative Regionalism Studies*, the courses are grouped in two categories: *European Regions* and *European Border Regions*.

The curricular database of the five subfields has been the support needed to seize the development of curricula in *New EU Studies* through internal elements 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 *New EU Studies* curricula.

It is the same curricular database that has helped us follow the *New EU Studies* curricula development depending on external stimuli: evolution of curricula 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.

1. The role of internal drivers in the *New EU Studies* curricula

For the *New EU 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 *New EU Studies* as *Multidisciplinary framework* (within European Studies Programmes)

Within European studies programmes, the multidisciplinary approach of the *New EU Studies* represents a process of adaptation of curricula to the need of a more integrative approach of European issues. Within the field of *EU International Relations and Diplomacy Studies*, we have noticed that the multidisciplinary perspective is addressed to relate European, national and international issues from viewpoints that cover political and economic aspects within two dimensions: *EU in international relations* and *International partners of EU*. At the BA level, the curricula is influenced by the need to develop competences and abilities that help the students to relate to different issues that affect the international identity and behaviour of EU. For example, within *EU in international relations* subfield, there are courses covering the external relations of the European Union, the external action of the EU, the EU as a global actor, and the EU and the global system. Much developed and distinctly emphasized is the subfield of *International partners of EU*, which gathers more specialized courses, focused on bilateral and multilateral relations of the EU. For example, we have noticed a high frequency of courses addressed to EU-US, EU-Russia, EU-China, EU-UN, EU-Africa, EU-Japan, EU and the Third World. In some countries, as Germany for instance, there is a tendency to relate national perspectives with European perspectives within the international relations (*The Relations between the European Union and Latin America and the Role of Germany; Introduction to International Relations: German European Policy*).

At the MA level, the *EU International Relations and Diplomacy Studies* go further and promote teaching and research of the EU as international actor. It is remarkable to observe that security matters appear to have a deeper approach, within courses like *External relations, security and defence in Europe, Foreign policy, Security and European defence; European Foreign and Security Policy; International relations and European Security*, etc.

At the PhD level, the *EU International Relations and Diplomacy Studies* are less developed due to the fact that many issues belonging to this field are approached in a classical manner, within political science and economic studies. Still, according to our data, we can state that there is no clear distinction between the initially identified subfields (*EU in International Relations* and *The International partners of EU*). We can mention as specialized courses *EU as an international actor* and *EU international relations* (UK); *External relations of EU* (Spain, Romania); *European and globalization* (France).

The *EU Intercultural Dialogue Studies*, as a distinctive field of *New EU Studies*, emphasize that in the past years, there has been a strong need for an integrative approach of culture and identities in the EU (both from anthropological and constructivist approaches of EU integration studies). Within the information collected in the database, there is a large diversity of courses that belong to this field, especially at the BA and MA levels. For a clearer distinction, we have identified three major subfields where we can fit the courses: *Islam and Europe; Europeanization and cultural diversity* and *European dialogue with other geo-cultural spaces*.

At the **BA level**, within *Islam and Europe* group, we have noticed that this issue is becoming more active in the quest for a clear European identity, addressed to other cultures. Religion, culture and language are the three variables that affect the curricula. Within the EU universities, specific courses are investigating Pluralism and Religious Minorities in the European Union, Religious Plurality and religious conflict in modern Europe (Spain), Identities in contemporary Europe (UK), Sociology of religions in Europe (France), Islam in Europe (Lithuania). Even if the issue of Islam is not necessarily specified within the name of the courses, the religious and cultural differentiation often arise.

The subfield of *Europeanization and cultural diversity* holds a core place within the European universities. There is a large number of courses that are gathered within this category. Therefore, there is a series of common courses investigating social and cultural aspects of European integration, European cultural heritage, Religion and cultural bases of European civilization, European identity, Cultural identities in Europe, etc. It is very important to mention that in each country, within the category of *Europeanization and cultural diversity* there are courses aiming to connect national culture with European culture. For example there are courses *Slovenian culture in European context*, *Slovak Cultural Heritage in European Context* or *Poland in Europe*. We note that in Central and Eastern European states this intercultural approach has been developed in the past two decades following their national efforts to integrate themselves within the EU and European space of civilization, after half a century of communist regimes that ignored the teaching and research of intercultural matters of the continent. The integrative cultural and intercultural approaches became part of rediscovering and strengthening the European dimension of the national identity.

The other group dealing with intercultural dialogue - *European dialogue with other geocultural spaces* – becomes a subject of most recent teaching and investigation efforts, as a consequence of cultural influences of globalization and the EU new borders. As the EU is continuously searching for its cultural identity, the relation with the others will always represent a comparison variable. Consequently, the study of the *Other* and the *Outside* has increased in importance within the academic curricula. We have identified courses that specifically questioned these matters: Dominant Religions of Europe & Middle East; Euro-American Relations (Slovakia); Extra-European Worlds; International and European Culture; Extra-European Influences, Extra-European Civilizations (France); Intercultural Euro-Asian Relations (Portugal), etc.

At the **MA level**, the *EU Intercultural Dialogue Studies* are subjects to the same interest where the curriculum was developed on more strictly basis and more focused on specific matters. There is no obvious direct interest for the Islam, with some exceptions addressed to Mediterranean space and Muslim influences (for instance, in France there are course Turkey and European political Debate or Euro-Maghreb culture). This can be explained by the increasing need for understanding intercultural approaches where religious aspects are addressed in a comparative and integrative manner among Christianity, Judaism and Islam. A more comprehensive approach is dedicated to the *Europeanization and cultural diversity*. There is much more interest at the MA level for teaching and research of intercultural dialogue. The most covered issues are gathered within courses such as: European cultures and identities; European culture and civilization; Identity, Heritage and Cultural Diversity in Europe. There might be a distinction on two different approaches of intercultural dialogue in Europe: first, there is a comprehensive approach that tries to have a general European view and second, there is an approach with different national or particular cultural character (such as language, literature, theatre or cinema). With reference to *European dialogue with other geo-*

cultural spaces, at the MA level the same interest is maintained for curricula development, especially in the context of a deeper multidisciplinary approach.

The **PhD level** that covers intercultural issues in Europe is subject to interdisciplinary and trans-disciplinary pursuits that make it difficult to set it as a distinctive field because of its multiple specialized perspectives: sociology, anthropology, philosophy, languages and religious studies.

Within *EU and Comparative Regionalism Studies*, we can argue that this new curricula has been increasing in importance in the past years. Different approaches of regions and regionalism in Europe are a consequence of an increasing presence of subsidiarity principle and multi-level governance within the EU discourse. On the other hand, the EU enlargement had a direct effect on administrative reforms for the newly Member States. Also, a new sense of the regional cooperation came into attention regarding the implementation of European policies and the relations with the new neighbourhood in the East. Therefore, within the EU studies, there are multidisciplinary perspectives that gather contributions from history, administrative studies, political geography, political science, etc. These influences emphasize the trans-disciplinary need for adaptation of the new curricula on region and regionalism studies.

For a proper analysis of this distinctive field, we have chosen two categories or subfields that can group the courses addressed to this subject: *European Regions* and *European Border Regions*.

At the **BA level**, the *European Regions* subfield is approached from a perspective addressed to European Regional Policy and the curricula gathers most of the elements from public policy and administration, economics and spatial organization. We have noticed a large number of courses in this respect: Geography of Europe; Regional and local policies of EU; Regional integration; Regional development (Portugal); EU Regional Policy and Structural Funds (Lithuania); Community regional development (Romania); European Regional Geography; Space and time-regional geography of Europe (Germany).

The subfield of *European border regions* is very interesting with its flexible approach of what region means and how it can be used in different curriculum developments. Some courses are dedicated to considering transnational regions, such as Central Europe, Eastern Europe, Mediterranean region, Balkan region, Northern Africa, Baltic region, Black Sea Region, etc. In this perspective, there are specific courses that are focused on this extended idea of the region: Europe and Asia: regional approaches; South-East Europe; Europe and the periphery; Africa and Europe (France); The Baltic Region - Political, Cultural and Economic Development in a European Periphery; European Peripheries in Baltic Context; Questioned Space Analysis, Examples of Middle and East Europe (Germany).

The **MA level** within *EU and Comparative Regionalism Studies* tend to be more specialized and focused on pragmatic approaches that are oriented toward the development of specific students' competences. Different approaches are addressed to regional development, regional administration, demography, tourism, social regional structures, rural and urban delimitations, territorial planning, regional governance, etc. Within *European Regions* subfield the comparative character is stressed by the association of local, regional, national regional policies with the European regional policy, set as an independent variable.

With regard to *European border regions* the regional dimensions are addressed to Europe and its regions in relation with the neighbourhood in the context of the specific policies

of EU or the continuous adaptation of Europe to its neighbours. Again, the Mediterranean and Eastern dimensions are the most used regional dimensions. As a new trend, many EU Eastern Member States are developing MA programmes and course the regional views of the border. For example, within the University of Oradea, the MA courses look into the meaning of the new EU frontier, as a potential source for deeper regional and trans-border cooperation.

The **Doctoral studies** of comparative regionalism have not yet attracted sufficient attention in order to determine specific doctoral schools to deal with this new field of investigation. Still, there are many doctoral projects covering this issue and some courses can be identified within both of the subfields, but with a more extended approach, which transcend the physical border into the regional dimensions and all the way to the global international environment. From this viewpoint, comparative regionalism is under the investigations conducted within international relations and there are specific courses: Contemporary politics of Russia, Ukraine and Central and Eastern Europe; EU-Asia-Pacific Relations (UK), Comparing integration: Africa/Europe (France); State and border matters: Iberian Peninsula, Europe and Latin America (Portugal).

The distinct approach of *EU Communication and Information Studies* as a *New EU studies* field 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, the 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. For a better understanding, we have split this new field in two secondary subfields: *European Media Systems* and *Other forms of EU Communication and Information Studies*.

At the **BA level**, the *European Media Systems* represents a group of courses that are trying to relate the EU messages with the European and national media forms of communication. There is not an integrative approach for the study of the media at this level, only with few multidisciplinary (but notable) exceptions. In Germany, for example, there are specific course the subjects like: Democratic media discourse in Europe; Focusing European integration by media analysis; European Media Systems; Journalism and European public Spheres; EU integration as reflected in the Press. These courses are listed in different teaching programmes, addressed both to EU Studies, Communication and Journalism. Therefore, it seems much plausible to associate these courses within an interdisciplinary and transdisciplinary framework of other study programmes. Other examples can be found in Spain (course Advertising in the EU; Communication policies in the EU), France (European communication); Poland (Contemporary media systems in Europe; European information) or Romania (Mass-Media and the challenges of EU).

Also, we have noticed coursed 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 the strengthening of this new field of EU studies.

The MA level comes with more specialized courses within the same multi, inter and trans-disciplinary approach.

1.2. The perspective of the *New EU Studies* as Interdisciplinary Framework (within other study programmes)

As the *New EU Studies* is emerging as a distinct field within the university curricula, there are several factors that shall be considered in the relation of these new programmes and other study programmes that are not necessarily addressed to EU studies (Law, Economics, Political Science, Administration, History, Sociology, Communication/Journalism, Geography, Languages, Arts, etc.). This situation emphasizes the importance of the *New EU Studies* within university training, because the courses are flexible and they can be associated with many perspectives within the social sciences.

The field of *EU International Relations and Diplomacy Studies* gathers courses that respond to studies such Law, Economics or Political Science. It is impossible to have a comprehensive grasp and training of these study programmes without taking into consideration the European Union. In this light, there is a set of general and introductory courses that cover this requirement, especially at BA and MA levels.

The *EU Intercultural Dialogue Studies* represents the most flexible field that can be approached in many study programmes. We have seen that beyond specific course European culture and identity, there are some courses that are focused on distinct curricular aspects, such as literature, theatre or cinema (UK). Also, religious and anthropological differentiations are studied in relation with the Europe's outside cultural environment.

The *EU and Comparative Regionalism Studies* curriculum was found in the case of specializations that are dealing with the extended meanings of region and regionalism. We have in mind study programmes on Public Administration, Economics and Political Geography. There is a mutual influence among these academic fields and the overall analysis underlines the transdisciplinary framework of the *New EU Studies*.

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 role of external drivers in the development of the *New EU Studies* curricula

2.1. The evolution of the *New EU Studies* curricula according to European Agenda

There is a very interesting relation between the EU agenda and the development of the *New EU studies* curricula. 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.

Within *EU International Relations and Diplomacy Studies* there is a strong relation between the EU's quest for its international identity and the development of specific capabilities to act as an international actor. In fact, in the past two decades, after the emergence of the EU as a political system with a distinct common foreign and security policy, this theme became the subject of deeper investigations within academic structures.

We can observe that different themes of the European Agenda, especially those during intergovernmental conferences on the revision of the treaties, are approached within EU studies curricula, as options for deeper investigations on the dynamics of the EU integration.

From these perspectives, the key words are: foreign policy, security and diplomacy. All the courses respond to some extent within their denomination and contents to these terms.

An important variable that affects the structure and content of curricula is the nature of the international system, characterized by global interdependences. Therefore, issues related to the EU role in the global system became more interesting not only for the EU studies, but also for economics and political science.

The external representation and action of the EU is not covered within a large number of courses dedicated to this subject. Indeed, only after the entering into force of the Lisbon Treaty and the creation of a European diplomatic structure, we can notice that the universities did not foresee (or did not exploit) the opportunities to develop specific courses on European diplomacy. Still, this perspective needs further special attention.

Within *EU Intercultural Dialogue Studies* the European agenda has influenced indirectly some developments. Within the SENT database we have noticed that there is an increased tendency to relate national perspectives to the European perspective in anthropology, philosophy, languages and religious studies. Recent factors that can affect the development of this field are the provisions of the European Agenda for Culture (2007) founded on three common sets of objectives: cultural diversity and intercultural dialogue; culture, as a catalyst for creativity; and culture, as a key component in international relations. The Lisbon Treaty (Art. 167, para. 4; formerly EU Treaty Article 151) requires the Union to take culture into account in all its actions so as to foster intercultural respect and promote diversity.

Within the *EU and Comparative Regionalism Studies* there is a direct link between the EU's policies and the curricula development. From the perspective of *European regions*, there is a clear indication that in each case, without exception, any state that joined the EU had to reform its national administrative system where the regional dimension became more important due to its functional role in the European cohesion and regional development. In the past years, there is a strong influence coming from the EU discourse on multi-level governance which places the region within the heart of European integration. With regard to the subfield of *European Border Regions*, there is a strong relationship between the new EU policies (European Neighbourhood Policy; Black Sea Synergy, European Mediterranean Policy; Eastern Partnership; Northern Dimension; Arctic Region, etc.).

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

2.2. The *New EU Studies* curricula and the adaptation to the changes in the European labour market

The flexible interdisciplinary and transdisciplinary character of the *New EU Studies* curricula might respond to the most recent requirements within the European Personnel and Selection Office that within their selection procedures, in addition to specific professional skills and knowledge, are looking for the following core competencies: analysis and problem solving; communicating; 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 competency-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 competency, 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 *New EU Studies* can develop the specific abilities and competences required within the EU institutional structures.

2.3. The impact of the Jean Monnet Action in the development of the *New EU Studies* curricula

The studies referred to the impact of the Jean Monnet Action on the European/EU studies curricula have showed that this action has a major impact on the traditional fields (Law, Economics and EU Interdisciplinary Studies). Unfortunately, the *New EU Studies* has not made a distinct presence in this direction, even if, since 2007, the Jean Monnet Action has included them among the priorities of each call. Our findings show that until 2009, with the support of the Jean Monnet Action, only twelve teaching structures belonging to the field of *New EU Studies* were financed (modules, permanent courses, chairs and centres) within the twelve countries surveyed during our evaluation.

If we relate the number of teaching structures to the number of courses identified within the *New EU Studies* during our investigation for the 2008/2009, academic year we notice that for a structural unit financed by Jean Monnet Action, there are 101,25 courses, i.e. less than 1%. An encouraging fact is that according to the 2010 Jean Monnet call, the number of teaching structures has been doubled, reaching 23 structures; this is proof for the fact that the professors teaching EU studies, especially in France, Poland, Romania, Spain and the UK have understood the trend and the imperative request of the Jean Monnet Action strategy, to develop projects and course the *New EU Studies*.

If we analyse the impact of The Jean Monnet Action from the perspective of curriculum development, in each of the twelve evaluated countries, through the relation courses/unit Jean Monnet, we have the following situation: countries with more than 2 teaching units – Italy (3 units) and Poland (2 units); countries with one teaching unit – Germany, France, Portugal, Romania, Slovakia, Spain, UK; and countries with no teaching unit for the *New EU Studies*: Belgium, Denmark and Lithuania.

Our comparison shows that the most winning projects of *New EU Studies* were addressed to the *EU Intercultural Dialogue Studies* and to the *EU International and Diplomatic Studies*. This overall approach leads us to the following conclusion: there is a need for deeper investigation of the *New EU Studies* and there is a great interest to support the specific projects from the EU. Within the overall process of EU studies curricula adaptation, the new approaches can be developed and financed in order to cover the need for knowledge and the professional training of the European students.

Conclusions

As we have seen from this brief analysis, the *New EU Studies* represents an opportunity for curricula development within the European universities. 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 (*EU Intercultural Dialogue Studies; EU International Relations and Diplomacy Studies; EU and Comparative Regionalism Studies; EU Communication and Information Studies*) 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 the new curricula. We did not foresee spectacular developments within the doctoral studies, in the sense of 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 *New EU Studies* is one of the most adaptable fields to the internal dynamics of EU.

Beyond the curricular development, research projects must be addressed to these new approaches. The evaluation of the Jean Monnet Action is relevant in this sense and represents an opportunity, especially for young academics, which have to develop and integrate the curricula.