Summary Subject Area Group meeting EUROPEAN STUDIES, Brussels, 9-10 May 2003

Present: Mimi Kornazheva (University of Rousse), Libor Grega (Mendel University Brno), Fabienne Tanon (ENS Lettres et Sciences Humaines), Mihály Csáko (Eötvös Loránd University), Paolo Guerrieri Paleotti (Università degli Studi di Roma “La Sapienza”), Tatjana Muravska (University of Latvia), Jonas Cicinskas (Vilnius University), Justyna Maliszewska (University of Nicholas Copernicus, instead of Janusz Justynski), Maria do Céu Marques (Universidade Aberta), Alexandru Florin Platon (Alexandru Ioan Cuza University), Per Månson (Göteborg University), Michael Newman (London Metropolitan University), Howard Davies (London Metropolitan University), Robert Wagenaar (Joint project co-ordinator/Acting Chair), Ingrid van der Meer (Tuning project-assistant, report)

Absent with notification: Manfred Straube (Danube University Krems)

Friday afternoon 9 May
Together with the members of Nursing, the members of the European Studies (hereafter: ES) group attend a meeting with the project co-ordinators where a presentation is given of the aims and objectives, the methodology used and the results of phase I of the Tuning project. In short the Tuning project addresses several of the Bologna action lines and notably the adoption of a system of easily readable and comparable degrees, the adoption of a system based on two cycles and the establishment of a system of credits. More specifically, the project aims at identifying points of reference for generic and subject-specific competences of first and second cycle graduates to make degrees easily comparable. This was done for the Tuning I SAGs in the first phase of the project and it now needs to be done for ES and Nursing.

The second part of the afternoon, the two new groups split up and continue their meeting separately with Robert Wagenaar acting as Chair of the European Studies for this first meeting only. From the next meeting onward, a HE expert and the Subject Area Co-ordinator (SAC) of ES will act respectively as Chair and co-chair of the SAG meetings. The SAC will be chosen by the members.

All members introduce themselves and present their institutions and the position of their ES programme in the setting of their universities. It is clear that ES is very diverse, multidisciplinary/interdisciplinary subject area. This is the reason why it was chosen to be part of phase II of the Tuning project. However, because of its complexity, the defining of reference points for this subject area is expected not to be easy.

Saturday 10 May
The members have all read the two relevant UK benchmark studies for ES as a starting point for mapping the subject area ES. However, it is clear that these benchmarks are nationally based, whereas the Tuning project needs a broader, European approach to define the subject area of ES. It is decided to start with looking at whether there are basic elements that all agree should be part of ES programmes –either in the first or in the second cycle. From the discussion that follows it becomes clear that there can be different concepts (or mixes of these concepts) behind ES programmes: 1. European integration; 2. Area studies; 3. Transformation processes.

In order to identify the reference points for a subject area, in Tuning I the tool of two questionnaires was used. One on generic competences, which was sent out to graduates, employers and academics, and one on subject specific competences which was sent out to academics only. ES will not send out the generic competences questionnaire to graduates and employers, because it will take too much time and add little to the information already available. Also, ES does not have many graduates yet and therefore also not much employers to whom the questionnaire can be sent to. However, the generic competences questionnaire will be sent out to academics in the field of ES. To the 17 standard questions of the generic competences questionnaire that apply to all subject areas, three questions will be added specifically for ES. Suggestions should be in before 31 May, so that this questionnaire can be prepared and then sent out to all ES members to distribute among colleagues (along with the subject specific questionnaire).

With regard to making the subject specific questionnaire that is to be sent out to colleagues in the field of ES, the questionnaire of History seems to be a good starting point. It distinguishes the subject area as a major, a minor and as part of a different programme, which is applicable to ES, as well. After a group discussion it is decided to split up into three groups which each define a group of statements: one on ability, one on awareness and one on knowledge. Each of the groups reports after one hour and a discussion follows on certain statements. The draft version of the questionnaire which results from it is included at the end of this report. The outcomes of the questionnaires will be known at the next SAG meeting in Athens in November.

The members ask whether it is possible for them have an extra meeting day in November, since so much work needs to be done but due to financial and logistical reasons, this cannot be done.

Libor Grega is chosen as the Subject Area Co-ordinator of the European Studies subject area group.
European Studies

Questionnaire for academics (DRAFT VERSION)

N.B. the discipline/subject area of the person that fills out the questionnaire should be included.

Subject Specific Competences

1. Ability to comment or annotate documents correctly according to critical issues in the subject area of European Studies
2. Ability to communicate orally in foreign languages using the appropriate terminology
3. Ability to communicate orally in one’s own language using the appropriate terminology
4. Ability to define research topics suitable to contribute to European integration debate
5. Ability to identify and utilise appropriately sources of information (bibliography, documents, websites, etc) for research
6. Ability to organise complex research results in coherent form
7. Ability to work in a multicultural team and a interdisciplinary area
8. Ability to undertake field investigations and surveys using appropriate sensitive methodology
9. Ability to reflect on one’s own values and to question concepts, ideas and theories
10. Awareness of the complexity of the EU enlargement and integration process.
11. Awareness of the complexity of the process of a wider European Co-operation.
12. Awareness and ability to use different disciplinary methodologies in an integrated way.
13. Awareness of and respect for points of view deriving from different European national and cultural backgrounds.
14. Awareness of and respect for points of view deriving from non-European national and cultural backgrounds.
15. Awareness of the present-day debate about the integration process in Europe.
16. Awareness of the relevance of European Studies in the contemporary development of Europe.
17. Awareness of the social chapter (welfare state, employability, higher education, etc.) in the frame work of the EU integration process.
18. Awareness of the debate about European citizenship.
19. Knowledge of and ability to use information retrieval tools.
20. Knowledge of
   - Business Studies
   - Geography
   - Politics
   - Law [But here controversy remained as to whether the question should be about European and International Law, rather than just law].
   - Philosophy and Cultures
   - Demography
   - Sociology
   - International Relations
   - Economics.
21. Knowledge of modern European history in a comparative perspective
22. Knowledge of the history of European integration
23. Knowledge of ideas of Europe
24. Knowledge of European Union policies.
25. Knowledge of European Union institutions and decision-making processes.