



EUROPEAN STUDIES: A BRAZILIAN PERSPECTIVE

Myriam Ávila

In the process of creation and implementation of the Institute for Studies Brazil Europe – IBE– and more specifically, in the definition of the PhD profile predicted in the Academic Activities of IBE, the attempts of understanding of the scope and reach of what is conventionally called European Studies, required a close attention from the group of the Federal University of Minas Gerais, committed to the development of the Institute. Above the boundaries of these studies, we were concerned with the character which they assume in countries and educational institutions where they are practiced and, in addition, the character they should and/or can assume in Brazil.

The whole discussion arisen there is necessarily tied to the idea of Europe that informs the several postures possible in this regard. In an American country with an European language, born from the Portuguese colonization and dependent, during the major part of its existence, on the economy of that continent, it is impossible not to see ourselves, to a certain extent, as children of Europe. If in the last decades we have increasingly recognized the relevance of other inflows to our culture, to which it becomes difficult to refer in the singular, we cannot, anyway, deny the deep roots that tie us to the so-called Old Continent, modeling our institutions, our theoretical thinking, the principles of our academic education and so many other matrices that underlie our political organization. This historical conjunction can justify the statement that inevitably, all the time

I IBE-UFMG.

we carry on European Studies or that Europe has been inextricably absorbed into our theoretical formulations.

The rooted assumptions and prejudices that direct the vision of Europe since Brazil are not easy to remove, even in the most enlightened circles (using a deeply European concept). But is it really a question of removing them? Or giving up the clichés of a long permanence in the daily, mediatic or even academic discourse would not be to surrender to another image, apparently more objective and updated, but equally born from historical peculiarities controlled by interests and desires in which we do not participate? Without intending to answer these questions, this text seeks to stay away in relation to vague and preconceived ideas about what European Studies would be, before reflecting more abstractly about this concept. For this, the path that seemed more viable was the data collection (not exhaustive, of course) of the various instances of education, exchange and debate which they accept under this denomination, as much in Europe than in other continents, for, from this moment on, try to derive a Brazilian perspective of this approach.² However, without the illusion of being safe from the several situations that lead the constitution of the various imaginaries around the significant Europe, here and in other places.

We will start by examining the European institutions, and then we shall move to the description of other centres, non-European, closing the paper with considerations about the profile and the future that the European Studies may have in Brazil.³ The panorama that will be presented is restricted to graduate courses and centres of excellence. Although we cannot count on the direct experience and contact with these centres, we will try, as much as possible, to present them with objectivity and critical perspective. The research done through Internet search engines, though vulnerable to the addictions and deviations of indirect information, allows the access to the discourses with which praxis is covered, clearly revealing precisely what they are interested in showing.

2 A proposta do levantamento foi feita pelo Prof. Ivan Domingues, coordenador geral do IBE-UFMG.

3 Agradeço a ajuda de Tiago Duarte, Assistente Administrativo do IBE-UFMG na complementação do levantamento aqui exposto.

European Studies in Europe

This text will directly address only the graduate courses, since it is impossible to cover the many bachelor's degrees and teaching certifications in the field, although several following considerations can be valid for the different levels of education.

The European Studies must be seen in parallel with the Jean Monnet Centres and understood as derivatives of Europe unification initiatives occurred in the first half of the twentieth century, of which the pioneer work of Jean Monnet is the epitome. The patron of European Union launched his ideas as early as 1914, having been appointed Deputy Secretary General of the League of Nations in 1919. Active negotiator of agreements and alliances between France and England and, during the Second World War, between the European Allies and the United States, his efforts probably helped, according to Keynes, to shorten the war by one year.⁴ In 1943, he defended the constitution of the several European nations into a federation, and after the war he gradually conceived the creation of the European Commission, of the European Monetary System, and finally of the European Parliament.

The Jean Monnet Centres of Excellence have been created when the European Union was already in force. The website of the University of Helsinki brings some information about this project that will be enough for the purposes of this text:

At the request of the universities and other higher education establishments of the Member States, the European Commission has developed a European information project named after one of the fathers of European integration, Jean Monnet

The Jean Monnet Project is a kind of an umbrella concept for educational and information activities on European integration that are co-financed by the European Commission. Finance is provided for universities in both Member States and applicant countries. The Project covers various forms of activities, one of which is the running of Jean Monnet European Centres of Excellence.

In 1990-2001, a total of 2 300 Jean Monnet Projects were financed and every year more than 250 000 students benefit from the Projects' teaching. Currently a total of 47 universities host a Jean Monnet Centre.

4 Informação do site: <www.jeanmonnet.org.tr>.

The main aim of the Jean Monnet Project is to increase knowledge of the history of European integration and the judicial, economic and political dimensions thereof through teaching, research and discussion.

The Centres' particular task is to gather human and other resources, both within universities and regionally, for the development of postgraduate education and research. They also seek to make information and discussion on European affairs more effective. The main objectives of the Centres can be crystallised into three: (1) visibility, (2) synergy, and (3) contacts with Civil Society.⁵

The constant link between graduate programmes in European Studies and Jean Monnet Centres indicates the derivation of these studies from the creation of the federation group which gathers 27 European countries. Issues related to the implementation and configuration of this group are responsible for the option, in the European Studies course, for determined disciplines and research areas, as we will see in the sequence. Therefore, it is not the case of promoting the study of the European history and culture as a whole, but to investigate the parameters of existence and functioning of the federation, especially in its political, legal and economic aspects.

However, in a University like Paris 8, known for its attention to Humanities, we find the programme of studies "Social Sciences: European studies", which cover the following research domains, among which are the European history of art and culture.

- Historical and contemporary researches on the communitarian construction and its relations with central and Balkan Europe and with the states from the former Soviet Union, with the United States and Asia.
- The Europe of cities and regions
- The intellectual life, the cultural and aesthetic trends
- The globalization, the employment, the social policies.
- The construction of the economic discourse and its legitimation
- The statute of women in the European Union.
- Democracy and participation of citizens in the Greater Europe.

The website of the programme warns that "The research themes must have a dimension that goes beyond a given national framework, even if they have a relevant position in the situation of a particular country". So, based on this warning, we can infer the first defining criterion of the European Studies, the transnational perspective.

5 This text was translated (to Portuguese) by the author of the Portuguese (original) version of the paper.

Other points that are worth to highlight in the Paris 8 programme are the division into discipline sectors (public law, political science, general economic science, management science, sociology, demography, anthropology, ethnology, physical, human, economic and regional geography, history and civilization: history of the modern worlds, history of art, music and the contemporary world) and the list of careers to which the students are headed. They are:

- Higher education and research
- Translation and documentation
- Journalism and publishing
- International trade
- Communication and culture
- International relations and cultural exchanges
- Careers in international and European organizations; administration, national and international public service.

The presentation of the programme makes clear that its focus is on the most relevant issues and axes of reflection linked to the construction of Europe, which requires a multidisciplinary and comparative approach. That is how the programme expects to meet the qualification needs for the new professions, through a new research conception that deals with the scientific procedures, citizenship as a vocation and professionalization". In this programme, we notice the absence of a specific mention in the area of Law, one of the most focused ones among the European Studies courses in general.

In Paris 3, or *Sorbonne Nouvelle*, we find two Masters degree programmes called European Studies I and European Studies II, which establish, as research domains, Public Law, Contemporary History, Economics and Political Science. The Masters programme intend to form frameworks for the "European careers". These can be defined at first as "careers inside the European Institutions", but its meaning may be extended to "experts in European issues acting in the private and public sectors". "European issues" can be defined as the European dimensions of the national policies, of the external relations, of the economic strategies and their demands of negotiation and management. For an effective approach, the theoretical knowledge must be associated with practical understanding and real experience.

The research lines defined by Paris 3 are: (1) European construction and international relations; (2) institutions and political systems and (3) economic and social

governance. They follow a less disciplinary and rather thematic approach. It has a pluridisciplinary quality, which is clear because the research domains do not define the lines, but they cross all of them. The greater emphasis on the professionalization of students, in contrast with the doctorate at Paris 8, much more comprehensive, is probably because these are courses for the Masters level. The denominations Master I and Master II are not subtracting, but cumulative: the second comes after the first. The course presentation draws the attention to the relative scarcity of European Studies courses in France and uses the model of formation of some foreign universities, like the London School of Economics, Columbia University, Harvard University and Université Libre de Bruxelles.

The contrast between the Paris 8 and Paris 3 courses is significant, although it happens partially because they offer different levels of programmes since, in the European Studies Universe, there is a generalized emphasis on the actuality of the studies, which are developed more in the area of Public Policies, Law and Economics and less in the Humanities and Arts.

In Italy, the European University Institute, in Florence, stands out in the area of European Studies. The doctorate degree programme is divided into four departments – *Economics, History and Civilization, Law, Political and Social Sciences* – among which the student has to choose. In the website, among the candidates most frequent questions, they ask if it is possible to follow the doctorate degree programme in two departments at the same time. The possibility does not exist, but the multidisciplinary approach is encouraged, as well as the participation in academic activities of other departments.

As a professional development, the programme intends to direct the students to academic careers,

besides positions in the European Union institutions. The department of History has a more traditional focus, while the Political and Social Sciences highlights current and still in progress issues. The Economics department has the specificity of belonging to a network of doctorates called European Doctoral Programme (EDP), dedicated to Quantitative Economics, which deals with programmes of the following institutions, besides EUI: Université Catholique de Louvain, Ecole des Hautes Etudes en Sciences Sociales and ENSAE, Paris, Rheinische Friedrich-Wilhelms-Universität Bonn, Universitat Pompeu Fabra, Barcelona and London School of Economics. It also counts with Tel Aviv University (Israel), as an external partnership. Yet the Law department stresses the comparative aspect of the studies.

Although it accepts multidisciplinary researches, the structure of EUI is heavier and more directed towards specialization, staying away from the thematic approach, more typical of European Studies. The Institute for European Studies (IES), of the Free University of Brussels, for example, chooses to concentrate studies in only four research themes, in opposition to other programmes with a very large spectrum. They are: Environment and sustainable development, Migration and Diversity, European Foreign and security policies, Society of Information. The programme of European Studies of Friedrich Schiller University of Jena also directs attention to four themes, focusing solely on Politics: Europeanization and transformation of Southeast Europe, Governance and change of the statute of the national state in the European Union, The concept of State, the State Decay and State formation with emphasis on Africa, Compared Federalism.

The College of Europe, dedicated to post-graduation in European Studies, has two campi, being one in Bel-

gium (Bruges) and another one in Poland (Warsaw). There the student can choose among various Master programmes, divided in International Relations and Diplomacy, Politics and Administration, Economic Integration and Business, Law, also including the option of European Interdisciplinary Studies. According to its presentation, “the programme takes into account that the phenomenon of European Integration goes beyond the limits of one academic discipline”. Thus, it accepts students coming from very different areas.

The University of Vienna, starting from the idea that its central location makes it a bridge between the West and the East of Europe, describes its graduate programme in Europeistik: “The objective of the course is a thorough training in the sphere of the European Integration. The course aims to make connections between philosophical, social, economic, legal and ecological factors of integration and address the conflict ranges of this development”. It assumes a disciplinary character, offering to all the students the disciplines of Economics, Law, Politics, Sociology, History, Language and Culture Sciences.

Still in German-speaking territory, the Centre for Comparative European Studies of Koeln University, the ZEUS (Zentrum für Vergleichende Europäische Studien) is understood as cross-disciplinary, brings together historians, art historians, theorists of literature and music. Provides the platform upon which rests the interdisciplinary doctorate of the Faculty of Philosophy in the field of European Studies. This binding of the European Studies with the philosophical thinking and aesthetics is rare, perhaps without precedent in terms of the PhD programmes currently available.

In the United Kingdom, the concept of European Studies seems to be more diffuse. All of the observations below are the product of research in Internet and rely on the criterion of whether the page or link exists or not on the website of the institution under the keyword European Studies. The predominant notion found in the university websites is one of studies related to languages and countries in Europe, more than a consideration of the European Union as a whole. It is possible to do research at the level of doctorate in European Studies in many universities, among which the London Metropolitan University, Loughborough University, University Of Birmingham, University College London – Ucl (University Of London), University Of Sussex, London School Of Economics and Political Science (University Of London), which does not mean that specific programmes

in the area are offered there. Universities as Essex and Leeds have Jean Monnet Centres of Excellence, but they do not offer specific doctorate programmes in European Studies. The Jean Monnet Centre in Scotland has many partner universities, instead of being directly linked to an institution. In Cardiff, Wales, there are two doctorate programmes linked to the Jean Monnet Centre: the one of the *Law School* and the one of the *School of European Languages, Translation and Politics*. The latter includes studies in Public Policies. Actually, there are no programmes of European Studies, but some advisors who are experts in the field. The idea is that the interest in studies related to European issues comes from the student, who is there and finds out how to develop them.

The themes vary a lot, according to the university, and the doctorate in Contemporary European Studies of the University of Sussex adopts a marked political bias, while others turn rather to culture, including, many times, the study of the European cinema. In the London School of Economics, the variety comprises *European governance and democracy; European economy and political economy; European society, ideas and identities; European affairs beyond the EU borders*. To have access to the doctorate programme at LSE, the student must have obtained distinction in the Masters dissertation on a related theme.

In the Spanish territory, we find the Doctorate programme in Studies of European Union (formerly called Doctorate in Law, Economics and Society in the European Union), with headquarters at the University of Salamanca. The seven lines give a very typical outline about what is understood today by European Studies, focusing on political issues in their links with the economy, the laws, the human rights and the development. According to the presentation of the programme:

The new title conferring system consolidates the large collection accumulated for more than seven years of existence of a specific programme of excellence in the formation of researchers in European themes. It is necessary to emphasize, in this sense, the incorporation of the group of professors of the Political Science and Administration Area, who did not participate in the former doctorate, but who also bring a vast experience from other programmes and in the supervision of theses.

The IAEE, Institute of High European Studies, in Madrid, offers semi-presential Masters programmes which includes the partnership with the University of Bogota. The emphasis is on International Cooperation.

In Portugal, there are more programmes for the Master's degree, but we can mention the doctorate in European Studies of the Catholic University of Portugal's Institute

for Political Studies, with disciplines like Space of Justice, Security and Freedom; Energy and Environment Law and Economic Governance in the EU.

Many countries not mentioned here have similar programmes to the ones described, without no different characteristic that should be separately presented. From the point of view of a doctoral education, the programme at Paris 8 deserves relief for including before its sight some controversial issues such as employment, the situation of women and the legitimation of the economic discourse, besides associating the available historical data with the prospection of current problems. Therefore, it is considered as the most open and demanding of the programmes, assuming an advanced and transdisciplinary character.

Two perceptible movements in the map European Studies in Europe are worth to be signaled: (1) the change of focus of the studies under that denomination, of traditional humanistic studies addressing current issues which, in the field of culture and politics, challenge the established territory and practices and the vision of Europe as hegemonic centre, and (2) the growing independence of the EE from the education in International Relations and Law. This means an increasing emphasis on the sociopolitical movements and in the governance by opposition to the party-political government conception. The latter began to be seen from the point of view of the voter and the common citizen.

European Studies in other continents

The most prestigious course in European Studies outside Europe is Harvard, which provides the model for including Paris 3. The *Minda Gunzburg Center* for European Studies from Harvard University offers a *PhD in Government*, with four introductory courses devoted to European Studies, European Union, European Cultural Studies and European Cinema. Elective topics are: Europe in the world, the world in Europe; The European Union; European thought; European cinema; Literature and Society and The European Union in the world system. These courses are aimed at research in four fields:

- Comparative studies of politics, society and culture.
- Political and social theory.
- European cultures of memory
- European cinema

Here we have a model for European Studies that is not framed in areas that traditionally encompass it: International Relations and Law. It is perceived as the background frame, the well-known and ancient American fascination for European culture, corrected by attention to contemporary problems. It reads, in its presentation:

“The European Studies refer to the study of politics, society and culture in Europe. They give us a broad understanding of the historical, social, political and cultural forces that have formed contemporary Europe and offer us the opportunity to promote debate about its future.”

The prominence given to European cinema deserves attention for turning to an aesthetic expression that has developed in parallel with the construction of the notion of European federation and whose double-sided fiction/document appears closer to the sensitivity in construction over the last hundred years than literature, despite the prestige of this unwavering. The combination image/narrative is seen as having achieved their own character in Europe, regardless of the Hollywood standards, capable of translating into account the nuances of theoretical thought born of a specific socio-historical context, becoming therefore an important instrument of apprehension of multiple dimensions of European life.

Also in the United States, Columbia University offers master's degree in *Modern European Studies*. The presentation states that “the programme is ideal for students who wish to combine the advanced work in Humanities or Social Sciences with a deep knowledge of Europe and its place in the world. Postgraduates in Modern European Studies are intended to careers in government, business, journalism and the non-productive sector, as well as doctoral studies at universities in North America and Europe.”

An interesting institution, though lacking study programmes, is the Institute of European Studies at the University of California – Berkeley. The Institute provides short-term scholarships (three months), in the sandwich system, for development of postgraduate students research on European issues. The *Georgetown University* owns a *BMW Centre for German and European Studies*, which aims to “educate the next generation of leaders transatlantic” through a *Master of Arts* in German and European Studies (MAGES), in conjunction with other programmes. Also at the University of Wisconsin titles are master, although the course may be used as “minor” by a doctoral student from another programme. Other universities

have centres for European studies, but, not to dwell too much, we will mention only the *European Studies Council* at Yale, which presents itself as a catalyst for the development of new initiatives, noting that several departments, in the areas of Languages and Arts and Humanities offer courses focusing on Europe. Doctoral students from other programmes can obtain a certificate in European Studies, with a supplementary curriculum.

Turning to Asia, we read in *Japan and Enlarged Europe. Partners in Global Governance* (UETA & REMACLE, 2005) that “no Japanese university has a programme of European Studies, nor grants academic degrees in these studies. There is only one university institute of research on Europe, at Nanzan University in Nagoya” (p.32). According to the site of the latter, its centre does not offer study programmes, but promotes the dialogue between the European countries and Japan.

In 2009, however, it creates the EUSI, Institute for the Study of the European Union, in Tokyo, which connects three universities,⁶ offering even doctoral programmes around themes such as European Integration, Governance and Citizenship, European Economy, Trade and Investment and International Politics.

In China, the *European University Centre* at Peking University has courses in European Studies at master’s and doctoral levels. The focus is on different aspects of Europe, from a political, economic, social and cultural point of view. The centre has partnerships with several European universities, of ten different countries, including three Sorbonnes, Paris 2, 4 and 6. Now the Institute of European Studies of Macau offers a Masters with four modules, each devoted to an area: the “General” (which deals with Public Policy, Governance and History of the European Union), the Economy one, the Law one and the International Relations one. There is also in IEEM a research programme in doctoral level, the *Asia-Europe Comparative Studies Research Project*, which foresees even a percentage of group research. Projects must address the Asia-Europe relations. In Shanghai, the goal of the Centre for European Studies at Fudan University is to create distance learning courses at various levels. It can be seen, in the Chinese centres, a concern to understand the organization of the European Union, from a more institutional point of view.

The centres tend to spread throughout Asia, with emphasis on the Southeast. Unable to make a more complete survey, we will mention only the Chulalong-

6 Keio University, Tsuda College e Hitotsubashi University.

gkorn University in Thailand, which presents itself as disseminator of knowledge and updated information on European issues. Emphasizes the need of networking, which “leads the ESC to develop and promote a cooperative network between the Thai/ASEAN and European scholars through an environment of intellectual stimulation. The Centre also seeks to build links between Thai and European institutions, as well as at the level of ASEAN and the EU”. The Interdisciplinary Department of European Studies at the University offers a Master’s degree in that area.

The proliferation of European Studies in the southeastern portion of the Asian continent is due, to some extent, the existence of ASEAN (Association of Southeast Asian Nations), trade bloc created in 1967. Comprising ten countries, this block has an economic cooperation agreement with the EU (European Union). Its headquarters are in the city of Jakarta, Indonesia. Although the main purpose of the block is economic development, it also presents proposals on social and cultural fields.

It would be natural that we return our gaze now to South America, before presenting the conditions and possibilities of existence of European Studies Centres in Brazil. We must, however, refer the readers to the article by Miguel Andrés Malamud and Luca entitled “An old world yet to be discovered? European studies in the Latin American Southern Cone”, recently⁷ published in *Cadernos Adenauer*. They make an embracing survey of initiatives toward implementing those studies in Argentina, Brazil, Chile and Uruguay. The article highlights the scarcity of academic activities targeted at Europe-Brazil relations or even the analysis of federal Europe, compared with other regions of the world, such as Asia or North America. Of the four countries cited, Chile would be the one to offer diplomas (specialization) in European Studies (Universidad de Concepción) and the only graduate course would be offered in Argentina by the University of Bologna (Italy). The paper also highlights the recent creation in Brazil, the IEE (first denomination of the Institute of Brazil–Europe Studies, IBE), which opens new perspectives for European Studies not only in Brazil but throughout the whole Southern Cone.

Within the Latin American universe, the Facultad de Estudios Superiores Acatlán of UNAM (Mexico) offers a Studies Programme on the European Community, which has official approval of the European Union. The FES Acatlán belongs to the network of universities linked to the Instituto de Estudos da Integração Europeia (IEIE), and

7 Em *Cadernos Adenauer* XIV (2013) nº1, p.81-96.

is part of the Inter-Institutional Advisory Committee on European Studies, born of a project funded by the European Commission. Note that the programme does not offer graduate title, but consists of constantly holding events with varying formats, devoted to the subject. Also in Mexico, the Centre for Studies and Business with Europe of the Tecnológico de Monterrey operates roughly in the same way, with a focus toward the public administration.

To finalize this quick tour of Latin America, we'll note only the Instituto de Altos Estudios Europeos (IAEE) of Colombia in Bogotá, partner of Madrid's IAEE, which offers master's degrees in International Relations and International Policy, focusing on European Union.

European Studies in Brazil

The article by MALAMUD and DE LUCA above is also an excellent source of information on EE in Brazil. However, the authors fail to point out the existence of Jean Monnet Chairs in the country, including the one at Universidade do Vale do Itajaí – UNIVALI (Prof. Liton Lanes Pilau Sobrinho), established in 2007, the one at Universidade de Brasília (Prof. Dr. Julie Schmied), 2010 and the one at Universidade Federal de Santa Catarina (Prof. Dr. Karine de Souza Silva), 2007. The expectation is that from these chairs be born initiatives of creation of European Studies Centres. Around the Professor Schmied, already meets the UNB European Studies Centre, on whose activities there still is shortage of information online. The Professor Karine, through membership of the UFSC to IBE, naturally joins the activities of this institute.

It can also be noted in Brazil the European Studies Programme at UFRJ, born of a partnership with the Konrad Adenauer Foundation and responsible for the creation of the CIE, European Information Centre, at that university. However, the programme's homepage is not active for some years now and PEE does not figure in the organization of the Brazil-Europe Yearbook published by the German foundation.

It's important to emphasize that the initiatives on European studies are, as in other Latin American countries, usually associated to isolated researchers, indicating a weakness of these studies among us. The joint performance of academic units and the European Commission that is being implemented now in Brazil should correct this in the coming years.



Preliminary Conclusions

This survey brings forward the following conclusions:

1. European Studies are rarely the subject of doctorate courses, although many of the universities in which the European Studies Centres are housed encourage and give support to research aimed at the European Union and at European issues through these centres. The graduate courses are on the master's level. This fact may have two meanings: on the one hand, the EE are usually seen as a supplement to a bachelor's degree, in order to prepare the student for an European career – in other words: they don't have a markedly academic character. On the other hand, doctorates in Europe, especially in countries of Anglo-Saxon education, don't usually constitute courses.
2. European Studies are mostly associated with studies of the European Union, however, prevails in some universities of greater humanistic tradition the idea that the EE comprise research aimed at specific European countries and their cultures (including literature). The role of the covenants and fundings becomes clear by the existence, in some institutions, of a Department of European and German Studies, showing the proactive role of Germany, through bodies such as the DAAD and the Konrad Adenauer Foundation.
3. The departmental disciplines most often involved in EE are, in descending order: International Relations, Law, Economics, Political Science. Next are Social Sciences and History. The topics of Governance and Public Policies appear quite frequently, sometimes with a more administrative focus, others with a predominantly sociological focus. Technological transfer and innovation issues are not a topic for themselves, and are treated, if at all, within Economy and International Relations.
4. The greater proximity to the Humanities with an emphasis in Sociology, Anthropology, History of Culture and, of course, Philosophy, characterizes what is called Critical European Studies. These tend to be practiced almost exclusively within Europe itself.
5. The Asian EECs have economic relations as a strength, while cultural relations continue to predominate in the American EECs, even in courses entitled "PhD in Government" (Harvard).

6. In Latin America, still prevail the centres created by the initiative of a particular researcher, from their training and European contacts. This concentration of efforts on individual initiative endangers the continuity of the centres, in the eventuality that another researcher decides not to shoulder the burden of keeping them, once their creator retires or desists.

Which European Studies concern us?

The doctoral programme proposal recently presented to CAPES by IBE is unique because it comprises the most diverse areas: from C&T to Health and Humanities. The latter appears, in various forms, in several of the programmes mentioned above, but the other two virtually do not exist in the predominant concept of European Studies. The only reason such diverse areas could be included in a single course proposal, in the IBE, was the inevitable interface they show, when a survey is made of the problems and obstacles of each area, with the scope of Public Policies, a scope that also couples up tangibly, in practice, the field of economics. The circumstances that conform actions in several areas can be translated roughly in two words: funds and political will. However, it is necessary to consider the fact that, in that issue, both Economy and Public Policies depend on diverse and sometimes conflicting inflows: the allocation of funds within a purely capitalist point of view, should aim economical growth, but, in fact, undergoes a series of political pressures, some of which come from the civil society, which often is so complexly and convolutedly heard by the managers of the exchequer. As for political will, it also depends on pressure from economic interests, on the one hand, and from the social issues that are imposed each time.

From whatever aspect you start thinking about the relevance of advanced studies Brazil-Europe, you will arrive (that's what we have seen in a year and a half of discussions) at the issues of Public Policy and Economics (with regard to economic growth sustenance). Formatting an European Studies programme will face, therefore, the necessity of choosing between a social aid and an economic developmental aid. If we include Technology as explicit theme of these studies, while in many programmes (Asians, for example) it is implied under the guise of trade relations, we must ask ourselves: what technology? Technology for whom? The adjectives clean, sustainable, inclusive are now of common circulation, but must actually mean the exclusion of certain modes of production, certain goals and projects, instead of masking and packaging the same old practices, hidden under the image publishing strategies. The inclusion of Health offers a similar challenge: there will be attempts to opt for treatments, diseases and prevention practices of greater social reach or encourage pharmaceutical industry as a source of foreign exchange, favoring the more profitable ones?

Above all, it is the case of thinking about how these options happen in Europe, as part of a larger social-political framework unprecedented in history, by the dimensions acquired by the European bloc from its unification. Now, such a study, undertaken by a Brazilian researcher, will hardly be for a mere interest of illustration, as it used to be undertook the study of languages, literature and culture. It is undeniable that, to us, the European Studies will have another significance. Most foreign European Studies courses reviewed here emphasize the diplomatic and trade relations with Europe. The novelty that IBE's proposal seeks to bring is the attempt

to understand the issues common to Brazil and Europe, to which bidirectional insight can bring clarity and suggest courses of action that the internal perspective alone would not be able to reveal. The weight of the options involved in the clipping proposed suggests that they are grounded in ethics, which is able to override the interests of the moment.

From the points raised, we can outline what form should take the European Studies to effectively reach their goals. Along the panorama outlined in the topics above, some terms that can serve as parameters for research were underlined: networking, transnational perspective, multidisciplinary and comparative approach, theoretical knowledge combined with practical understanding and practical experience. The recurrence of these parameters in the most prestigious courses in European Studies points out a way that we consider the most interesting to our own experience under construction.

As pointed out by Professor Clélio Campolina Diniz, Rector of the Federal Universidade Federal de Minas Gerais, in a recent meeting with the ambassador of the European Union and 19 other European ambassadors in Brazil, Europe is no longer the great emanating centre of civilization for peripheral cultures. Thus, it is correct that two large federal blocks such as Brazil and Europe, despite the huge differences in the statute and organization, find themselves as partners at all levels, including research. Therefore, we defend here the adoption of a critical perspective, able to go beyond the measurements and preconceptions. Guided by Ethics, this perspective will not lose sight of what we consider to be its main goal: the human development.

References and main sites visited*:

MALAMUD, Andrés & DE LUCA, Miguel. Um velho mundo ainda por ser descoberto? Estudos Europeus no Cone Sul latino-americano. In: *Cadernos Adenauer XIV*, (2013), nº 1, p.81-96.

UETA, Takako & REMACLE, Éric (eds.). *Japan and Enlarged Europe. Partners in Global Governance*. Brussels: PIE Lang, 2005.

www.jeanmonnet.org.tr

www.helsinki.fi/katti/jmcentre/contact.htm

www.iee.univ-paris8.fr

www.univ-paris3.fr/dept-iee

www.eui.eu
www.ies.be
www.uni-jena.de
www.coleurope.eu
www.univie.ac.at
www.zeus.phil-fak.uni-koeln.de
www.londonmet.ac.uk
www.lboro.ac.uk
www.birmingham.ac.uk
www.ucl.ac.uk
www.sussex.ac.uk
www.lse.ac.uk
www.essex.ac.uk
www.leeds.ac.uk
www.gla.ac.uk
www.cardiff.ac.uk/europ/.../jeanmonnet/index.html
www.usal.es
www.iaee.eu/nosotros.htm
www.iep.lisboa.ucp.pt
www.ces.fas.harvard.edu
gsas.columbia.edu › Academic Programmes
ies.berkeley.edu
cges.georgetown.edu
www.yale.edu/macmillan/europeanstudies
eusi.jp/content_en
a0020.srv.lu.se/info/pkueuc
www.ieem.org.mo
www.ces.in.th/ma_europe.html
www.peeudec.cl/quienes_somos.html
www.ba.unibo.it/BuenosAires/formacionacademica/modulomonnet

www.peceacatlan.com
www.csf.itesm.mx/cee
www.univali.br/jeanmonnet
ceam.unb.br/jeanmonnet
irel.unb.br/2010
irene.ufsc.br/catedra-jean-monnet
www.pee.ifcs.ufrj.br
www.ifcs.ufrj.br/~cie

* Among the more than fifty sites visited, from which it many links were accessed, we selected the aforementioned for having effectively contributed to this writing. All listed websites were accessed between April 15 and May 15, 2013.