

## Teaching EU in times of new global realities: the need for a new paradigm

### Abstract

Whereas different aspects of teaching and learning in Higher Education are often discussed within an academic community, teaching the EU seems to receive less attention. Especially in recent years we testimony the decreasing interest to EU studies in universities, including some signs of disappearing from educational curricula. Even more sad is the state of teaching the EU in economic faculties and other disciplinary areas. Teaching the EU is not always considered as an important and necessary part of these curricula. At the same time, in the still remaining studies of the EU, mainly situated in studies of politics or international relations, there is a tendency, with a few exemptions, to stick to a rather traditional approach of teaching the EU that does not change for years, no matter what the developments in the world are.

In this paper I plea for the change of the existent paradigm in teaching the EU. The new global realities, such as a developing climate crisis and EU green economic transition, war in Europe and changing global security landscape, (still) continuing migration crisis and growing poverty worldwide, radicalization of political systems and intensifying populism, require to change the way the EU subject has been taught in universities. The scholars teaching the EU subject have to rethink the existent answers to the main educational questions, such as *what, why, how* and *who* is being taught about the EU. I propose a different approach to teaching the EU that not only redesigns the existent teaching practices of the EU, but also makes the introduction of EU studies in other than political science or international relations curricula, such as economic, business, environmental or many other interdisciplinary studies, possible and indispensable.

Key words: teaching, EU studies, curricula, higher education, new global realities

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