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How is the Holocaust remembered in Romania since the fall of communism? Alexandru Florian and an international group of contributors unveil how and why Romania, a place where large segments of the Jewish and Roma populations perished, still fails to address its recent past. These essays focus on the roles of government and public actors that choose to promote, construct, defend, or contest the memory of the Holocaust, as well as the tools—the press, the media, monuments, and commemorations—that create public memory. Coming from a variety of perspectives, these essays provide a compelling view of what memories exist, how they are sustained, how they can be distorted, and how public remembrance of the Holocaust can be encouraged in Romanian society today. Holocaust Education: Promise, Practice, Power and Potential provides timely studies of some of the most pressing issues in teaching and learning about the Holocaust around the world. Europe is experiencing both anti-Semitic attacks, many by radicals claiming the banner of Islam, and the resurgence of right wing movements that are openly hostile to minority rights, particularly for marginalized and vulnerable groups like the Roma/Sinti, and Muslim refugees. Can Holocaust education, an encounter with the most extreme racial ideology to afflict the continent, reduce violence and prejudice against Jewish and other minority groups? The important studies in this volume address these and other pressing issues for the field, including the progress of Central and Eastern European countries that experienced both Soviet hegemony and Nazi terror in grappling with the history of the Holocaust. This book was originally published as a special issue of Intercultural Education. This book provides an unconventional account of post-1989 education reform in Romania. By drawing on policy documentation, interviews with key players, qualitative data from everyday school contexts, and extensive textbook analysis, this groundbreaking study explores change within the Romanian education system as a process that institutionalises world culture through symbolic mediation of the concept 'Europe'. The book argues that the education system's structural and organisational evolution through time is decoupled from its self-depiction

by ultimately serving a nation-building agenda. It does so despite notable changes in the discourse reflecting increasingly transnational definitions of the mission of the school in the post-1989 era. The book also suggests that the notions of 'nation' and 'citizen' institutionalised by the school are gradually being redefined as cosmopolitan, matching post-war patterns of post-national affiliations on a worldwide level.

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