

1. Record Nr.	UNINA9910484763303321
Titolo	As the Witnesses Fall Silent: 21st Century Holocaust Education in Curriculum, Policy and Practice // edited by Zehavit Gross, E. Doyle Stevick
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2015
ISBN	3-319-15419-2
Edizione	[1st ed. 2015.]
Descrizione fisica	1 online resource (507 p.)
Disciplina	306.43 370 370.116 370.9 375 379
Soggetti	International education Comparative education Educational sociology Education and sociology Educational policy Education and state Curriculum (Courses of study) Education—Curricula International and Comparative Education Sociology of Education Educational Policy and Politics Curriculum Studies
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references at the end of each chapters.
Nota di contenuto	Preface: Mmantsetsa Marope, Director, UNESCO IBE -- Editors' notes and acknowledgements -- Part I: Introduction -- Holocaust education in the 21st century: Curriculum, policy and practice. E. Doyle Stevick

and Zehavit Gross -- Part II: Framing the issues for a new millennium -- Address to the German Bundestag, 27 January 2000. Elie Wiesel -- "Why does the way of the wicked prosper?" Teaching the Holocaust in the land of Jim Crow: Ted Rosengarten -- Is teaching and learning about the Holocaust relevant for human rights education? Monique Eckmann -- Shoah, antisemitism, war and genocide: Text and context. Yehuda Bauer -- Learning from eyewitnesses: Examining the history and future of personal encounters with Holocaust survivors and resistance fighters. Dienne Hondius -- Teaching about and teaching through the Holocaust: Insights from (social) psychology. Barry van Driel -- Part III Reckoning with the Holocaust in Israel, Germany and Poland -- Between involuntary and voluntary memories: A case study of Holocaust education in Israel. Zehavit Gross -- Domesticating the difficult past: Polish students narrate the Second World War. Magdalena Gross.- Mind the gap: Holocaust education in Germany, between pedagogical intentions and classroom interactions. Wolfgang Meseth and Matthias Proske -- Part IV Holocaust education in diverse classrooms -- Holocaust education and critical citizenship in an American fifth grade: Expanding repertoires of meanings, language and action. Louise B. Jennings -- "They think it is funny to call us Nazis": Holocaust education and multicultural education in a diverse Germany. Debora Hinderliter Ortloff -- Genocide or Holocaust education: Exploring different Australian approaches for Muslim school children. Suzanne D. Rutland -- Part V: International dynamics, global trends and comparative research in Holocaust education. A global mapping of the Holocaust in textbooks and curricula. Peter Carrier, Eckhardt Fuchs, and Torben Messinger -- International organisations in the globalisation of Holocaust education. Karel Fracapane -- Compliant policy and multiple meanings: Conflicting Holocaust discourses in Estonia. E. Doyle Stevick -- The Holocaust as history and human rights: A cross-national analysis of Holocaust education in social science textbooks, 1970–2008. Patricia Bromley and Susan Garnett Russell -- Measuring Holocaust knowledge and its relationship to attitudes towards diversity in Spain, Canada, Germany and the United States. Jack Jedwab -- Part VI Holocaust education in national and regional contexts -- Holocaust history, memory and citizenship education: The case of Latvia. Tom Misco -- Mastering the past? Nazism and the Holocaust in West German history textbooks of the 1960s. Brian Puaca -- Informed pedagogy on the Holocaust: A survey of educators trained by leading Holocaust organizations in the United States. Corey Harbaugh -- "Unless they have to": Power, politics and institutional hierarchy in Lithuanian Holocaust education. Christine Beresniová -- Holocaust education in Austria: A (hi)story of complexity and prospects for the future. Herbert Bastel, Christian Matzka, and Helene Miklas -- "Thanks to Scandinavia" and beyond: Nordic Holocaust education in the 21st century. Fred Dervin.- Holocaust education in Scotland: Taking the lead or falling behind? Paula Cowan and Henry Maitles -- Part VII To know, to remember, to act -- Failing to learn from the Holocaust. Geoffrey Short -- Towards a new theory of Holocaust remembrance in Germany: Education, preventing antisemitism and advancing human rights. Reinhold Boschki, Bettina Reichmann, and Wilhelm Schwendemann -- Epistemological aspects of Holocaust education: Between ideologies and interpretations. Zehavit Gross and Doyle Stevick -- Notes on contributors. .

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### Sommario/riassunto

This volume represents the most comprehensive collection ever produced of empirical research on Holocaust education around the world. It comes at a critical time, as the world approaches the 70th anniversary of the liberation of Auschwitz. We are now at a turning

point as the generations that witnessed and survived the Shoah are slowly passing on. Governments are charged with ensuring that this defining event of the 20th century should take its rightful place in the historical consciousness of the world's peoples and their education. The policies and practices of Holocaust education around the world are as diverse as the countries that grapple with its history and its meaning. The effort to reconcile national histories and memories with the international realities of the Holocaust and its implications for the present persists. These efforts take place at a time when scholarship about the Holocaust itself has made great strides. In this book, these issues are framed by some of the leading voices in the field, including Elie Wiesel and Yehuda Bauer, and then explored by many distinguished scholars who represent a wide range of expertise. Holocaust education is of such significance, so rich in meaning, so powerful in content, and so diverse in practice that the need for extensive, high-quality empirical research is critical. This book provides exactly that. .

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