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A VOYAGE OF DISCOVERY

Irina Budrina not only knows what she writes and talks about, but she is, as they say, walking her talk. Born in Russia, having traveled all over the world, with an MBA in Japan and a Ph.D. in Romania (REI, ASE) she has been living in Romania for the last 12 years. The present book is, therefore, based on her very rich and significant encounters with people and organizations in various parts of the world and mainly in Romania. You are reading a book which is a voyage of discovery and learning about our own and other cultures. Leadership, intercultural communication, cultural dimensions, cultural values and gender issues in business and beyond business are just some of the discussions you are going to be part of through Irina Budrina’s knowledgeable and skillful guidance. This is a book to enjoy and to reflect upon. Professor Mariana Nicolae, REI (ASE) In today’s world,
exposure to other cultures has become a symbol of increasing globalization processes. Many people leave their home area to go on a voyage of discovery and learning about other cultures that affects their original cultural identity. The needs of the 21st century demand citizens that are culturally sensitive and internationally focused, with an orientation toward the future rather than the past. Cultural Diversity is in it. The concept of multiculturalism offers a new orientation toward the future. “Multiculturalism is a system of beliefs and behaviors that recognizes and respects the presence of all diverse groups in an organization or society, acknowledges and values their socio-cultural differences, and encourages and enables their continued contribution within an inclusive cultural context which empowers all within the organization or society” (Caleb Rosado, 1997). The essence of multiculturalism is the ability to celebrate with the Other in a manner that removes all barriers and brings unity in diversity. Multiculturalism pushes us to look upon the Other not as a potential enemy but as a profitable partner. Managing diversity is an ongoing process that unleashes the various talents and capabilities which a diverse population brings to an organization, community or society, so as to create a wholesome, inclusive environment, that is safe for differences, enables people to reject rejection, celebrates diversity, and maximizes the full potential of all, in a cultural context where everyone benefits. Multiculturalism, as the art of managing diversity, is an inclusive process where no one is left out. Diversity, in its essence, then is a safeguard against ethnocentrism (making of one group as the norm for all groups). No cultures should be verbally and/or physically attacked based solely on the negative meaning given due to biological, cultural, political or socioeconomic differences (such as gender, age, race/ethnicity, political party, class, education, values, religious affiliation or sexual orientation). The motivating factor for such attitude is fear, arising out of ignorance of the other culture, which is different from your own. Multiculturalism should be the only option open to educators, leaders and administrators in an ever-increasing culturally
pluralistic environment. Today’s diverse student populations and workforce is simply not going to go away, but increase. This is the direction of the future multicultural, multi-ethnic, multilingual communities. And effective leaders are recognizing it. The art of managing diversity is thus of great concern to all persons charged with the responsibility of overseeing the work of others. Multiculturalism, then, may very well be part of an ongoing process which enables people to become world citizens—persons who are able to transfer their own racial/ethnic, gender, cultural and socio-political reality and identify with humankind throughout the world, at all levels of human needs.

The Bibliography of Romanian Nationalism & Ethnicity in Western Languages—Sorin Mitu 2008

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Sociological Abstracts—Leo P. Chall 2000
Contains more that 300,000 records covering sociology, social work, and other social sciences. Covers 1963 to the present. Updated six times per year.

Balkan Identities—Maria Todorova 2004-04
Balkan Identities brings together historians, anthropologists, and literary scholars all working under the shared conviction that the only way to overcome history is to intimately understand it. The contributors of Balkan Identities focus on historical memory, collective national memory, and the political manipulation of national identities. They refine our understanding of memory and identity in general and explore and assess the significance of particular manifestations of Balkan national identities and national memories in the region. The essays in Balkan Identities grapple with three major problems: the construction of historical memory, sites of national memory, and the mobilization of
national identities. While most essays focus on a single country (e.g. Croatia, Romania, Turkey, Cyprus, Albania, Serbia, Bulgaria, Greece, Macedonia), they are in dialogue with each other and share an opposition to rigid isolationist identities. Illuminating and challenging, Balkan Identities demonstrates the ever-changing nature of a troubled and culturally vibrant region.

**Romania and the Quest for European Identity**-Cristian Cercel 2019-03-15 Exploring the largely positive representations of Romanian Germans predominating in post-1989 Romanian society, this book shows that the underlying reasons for German prestige are strongly connected with Romania’s endeavors to become European. The election, in 2014, of Klaus Iohannis as Romania’s president was hailed as evidence that the country chose a ‘European’ future: that Iohannis belonged to Romania’s tiny German minority was also considered to have played a part in his success. Cercel argues that representations of Germans in Romania, descendants of twelfth-century and eighteenth-century colonists, become actually a symbolic resource for asserting but also questioning Romania’s European identity. Such representations link Romania’s much-desired European belonging with German presence, whilst German absence is interpreted as a sign of veering away from Europe. Investigating this case of discursive “self-colonization” and this apparent symbolic embrace of the German Other in Romania, the book offers a critical study of the discourses associated with Romania’s postcommunist "Europeanization" to contribute a better understanding of contemporary West-East relationships in the European context. This fresh and insightful approach will interest postgraduates and scholars interested in Central, Eastern and Southeastern Europe and in German minorities outside Germany. It should also appeal to scholars of memory studies and those interested in the study of otherness in general.

Parliamentary Assembly Documents,
Working papers 2000 Ordinary session (Third part), Volume IV-Council of Europe

Social and Religious Concerns of East Africa-G. J. Wanjohi 2005

Identity-Roy F. Baumeister 1986 Argues that since medieval times it has become more difficult to establish one's identity, and discusses brainwashing, identity crisis, love, and the hidden self

American Book Publishing Record- 2005

Education, Culture and Identity- 2016


National Identity of Romanians in Transylvania-Sorin Mitu 2001-07 Arguing that the study of the emergence of national identity is often solely related to the notion that people discover that they extend over a region, Mitu (history, Babes-Bolyai U., Romania) argues that a proper study would also look at the questions of what people perceive characterizes their national identity. To that end, he looks at the self-perception of the Romanians in Transylvania, as it emerged at the beginning of the modern era. He finds that the emergence of the Romanian national identity during the revolutions of 1821 and 1848 is analogous to the process that the French and American revolutions had on the rise of national identity in their respective societies. Looking at such historical works as Petru Maior's History and Budai-Deleanu's Gypsiad, he explores the common "cliches" in the texts that conditioned the self-perception of identity. c. Book News Inc.
**Internationalization, Cultural Difference and Migration**- Reinhard Golz 2005 This book discusses social and educational challenges in migration and integration processes in selected countries of Europe, North America, and Africa. The authors discuss problems of human rights, the increasing cultural diversity, and the identity crises resulting from these processes. They concentrate on pedagogical and socio-psychological issues and refer to new research contexts on migration processes and their perspectives for intercultural education. Reinhard Golz is a professor of educational studies at the Otto-von-Guericke-University of Magdeburg, Germany.

**Modernism: Representations of National Culture**- Ahmet Ersoy 2010-01-01 Presentations of National Cultures. Fifty-one texts illustrate the evolution of modernism in the east-European region. Essays, articles, poems, or excerpts from longer works offer new opportunities of possible comparisons of the respective national cultures, from the different ideological approaches and finessing projects of how to create the modern
state liberal, conservative, socialist and others to the literary and scientific attempts at squaring the circle of individual and collective identities.

**Europe in the Classroom**-Simona Szakács 2017-10-13 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.

**History and Myth in Romanian Consciousness**-Lucian Boia 2001-01-01 Based on the idea that there is a considerable difference between reality and discourse, the author points out that history is constantly reconstructed, adapted and sometimes mythicized from the perspectives of the present day, present states of mind and ideologies. He closely examines historical culture and conscience in nineteenth and twentieth century Romania, particularly concentrating on the impact of the national ideology on history. Boia's innovative analysis identifies several key mythical configurations and shows how Romanians have reconstituted their own highly ideologized history over the last two centuries. The strength of History and Myth in Romanian Consciousness lies in the author's ability to fully deconstruct the entire Romanian historiographic
system and demonstrate the increasing acuteness of national problems in general, and in particular the exploitation of history to support national ideology.

**The Romanian Law on Education** - 1995*

**National Identity and Educational Reform**
Elizabeth Anderson Worden 2014-02-18 National identity in Moldova remains contested despite repeated attempts by governments, historians, and educators to cultivate a shared sense of national belonging through the development of history textbooks. Concern over professional status and distrust of the government’s motivations halted these reforms, demonstrating that the success of such efforts greatly depends on teachers’ and citizens’ social memory and everyday lives. This volume looks at educational reform and the struggle over national identity in the history classroom from the perspectives of five different groups: elected politicians, Ministry of Education officials, textbook authors and historians, teachers, and students. Each chapter explores the actors’ motivations and agendas regarding reform, their role in promoting or obstructing the reform process, and their opinions about the ensuing controversy. Drawing on months of fieldwork and original research, author Elizabeth Worden examines the importance of teachers and students in the success or failure of a reform initiative.

**Communities and Identities in Bulgaria**-Anna Krůsteva 1998

**General view of education for national minorities in Romania during 2003-2006**- László Murvai 2006

**International Journal of Intangible Heritage**- 2006
Cultural Politics in Greater Romania - Irina Livezeanu 2018-08-06 Since the fall of the Ceausescu regime, Romanian politics have been haunted by unresolved issues of the past. Irina Livezeanu examines a critical chapter in Eastern European history—the trajectory of the aggressive nationalism that dominated Romania between the world wars.

Romanian Panorama - 1996


The Participation to Education of the Roma Children - Mihaela Jigau 2002

Interculturalism and Discrimination in Romania - François Ruegg 2006 This volume presents research on intercultural relations in southeastern Europe, including the way they are imagined and managed in different social and historical contexts. After an introductory critique of the concepts of interculturalism and citizenship, the situation in Romania is investigated. The second part deals with a series of in-depth comparative studies, namely on the Roma minorities in Romania and Bulgaria. It also considers the case of the Pomaks in Bulgaria, of Russians living in parallel societies in the Baltic States, and the recent evolution of interculturalism in the region. François Regg is a researcher at the Department of Anthropology at the University of Freiburg (Switzerland). Rudolf Poledna is a researcher at the Babes-Bolyai University Cluj-Napoca (Romania). Calin Rus is chair of the Communications and Public Relations Department at the Babes-Bolyai University, Cluj-Napoca.

Romania, Human Development Report - 1995
Unesco List of Documents and Publications-
Unesco 1992

Politics and Culture in Southeastern Europe-
Răzvan Theodorescu 2001

The Development of Education, Science, and Culture in Romania-Nicolae Ceaușescu 1979

Becoming Teachers in Aotearoa New Zealand-Mihaela Enache 2017 This study is ignited by Susan Stinson’s aphorism “What we teach is who we are” and by my permanent engagement in professional questioning, reflection and self-growth (Stinson, 1999, p.69). The purpose is to investigate how cultural experiences impact on immigrant teacher identity and practice in New Zealand. There is a lack of research in regard to immigrant teacher identity development in New Zealand, in particular Romanian teachers. This study is the first to respond to this gap. Eight Romanian-born teachers, including myself, contributed stories to this study. Our stories were analysed through multiple lenses of dialogical self theory (DST), nostalgia and hybridity. Under the critical autoethnography framework, teachers’ stories were generated through two focus group dialogues and through writing. The findings were elucidated by employing writing as a method of inquiry and analysis, and through deductive thematic analysis. Romanian immigrant teacher identity and practice have undergone an intricate process of acculturation in recent times, being influenced by a multitude of cultural experiences. Education as “banking” and life under communism represented the foundation of teachers’ character formation. Experiences of sacrifice and trauma had a significant impact on immigrant teacher identity development. The nostalgic past informed teachers’ agency and civic professional engagement in the present time. A key factor in immigrant teacher acculturation and professional success was the
English language. Understanding the concept of respect in different cultural spaces produced major ontological, epistemological and pedagogical shifts in immigrant teacher identity and practice. The findings in this study demonstrate that by understanding our own (cultural) identity and I-positions, we, immigrant teachers, could better understand our students’ identities and consequently could become more inclined towards promoting a culturally responsive pedagogy. Our stories are a way of living better lives (Holman Jones, Adams, & Ellis, 2014). Through collaborative autoethnographic studies, meaningful opportunities are created for teachers’ stories to be heard and understood. Our stories could become a small step towards “the change we seek in the world” (Holman Jones, 2016, p.228). Thus, our society may become more accepting and inclusive.

The Dracula Dilemma - Duncan Light
2016-03-23 For many in the West, Romania is synonymous with Count Dracula. Since the publication of Bram Stoker's famous novel in 1897 Transylvania (and by extension, Romania) has become inseparable in the Western imagination with Dracula, vampires and the supernatural. Moreover, since the late 1960s Western tourists have travelled to Transylvania on their own searches for the literary and supernatural roots of the Dracula myth. Such 'Dracula tourism' presents Romania with a dilemma. On one hand, Dracula is Romania's unique selling point and has considerable potential to be exploited for economic gain. On the other hand, the whole notion of vampires and the supernatural is starkly at odds with Romania's self-image as a modern, developed, European state. This book examines the way that Romania has negotiated Dracula tourism over the past four decades. During the communist period (up to 1989) the Romanian state did almost nothing to encourage such tourism but reluctantly tolerated it. However, some discrete local initiatives were developed to cater for Dracula enthusiasts that operated at the margins of legality in a communist state. In the post-
communist period (after 1989) any attempt to censor Dracula has disappeared and the private sector in Romania has been swift to exploit the commercial possibilities of the Count. However, the Romanian state remains ambivalent about Dracula and continues to be reluctant to encourage or promote Dracula tourism. As such Romania's dilemma with Dracula remains unresolved.