

Mihai Manea, *Consiliul Europei. Politică și predarea istoriei în Europa*, București, Editura Nomina, 2018, pp.176

Since its creation in 1949, the Council of Europe has promoted human rights and freedoms, consolidated democracy, political dialogue, and cooperation between states in the social, economic, and cultural sectors. Intending to have a united Europe, in which the inclusion and acceptance of diversity are some of the critical elements in the growth of the individual, the Council of Europe has been involved throughout the second half of the 20th century, continuing until now in the development of different levels of education in Europe, especially in teaching history. The importance that the Council of Europe has given to history as a subject in European schools is motivated by history's ability to influence the masses. Depending on its nuances, history can be a tool for division or unity among nations and peoples. Considering this feature of history, the Council of Europe understood that having a society that knows the European identity and finds itself in it, history becomes a mandatory discipline within the education systems and fundamental for developing European citizens.

Mihai Manea, professor of history, PhD in the history of International Relations and European studies, member of the National History Commission, and president of the Romanian History Teachers Association (APIR - Clio), is the author of scientific, systematic works and articles in periodicals dealing with various aspects of history.

His work, "*Consiliul Europei. Politică și predarea istoriei în Europa*", aims to identify and highlight the Council of Europe's notable efforts in teaching history at the European level. Reiterating the need for history, a field that has

become vast following its constant research, to be studied for people to acquire knowledge and understanding about themselves and others, the author appeals to all the meetings, seminars, projects, and symposiums supported by the Council of Europe during the 20th century and until now.

The paper investigates the evolution of the requirements of history teaching according to time and social, political, economic, etc. circumstances, observing the adaptability to which the discipline of history has been subjected during seven decades. Thus, starting from history's transnational and international character, it becomes a priority factor in developing young people who get historical and civic education through it.

In the book's first part, the author analyzes the connection between history and political science, demonstrating that, in its interdisciplinarity, history defines political science. At the same time, in an interdependent relationship, history takes shape and meaning thanks to political sciences. History creates a broad palette of study, and through its connection with the other social sciences, there is an interest in researching fields such as economics, psychology, sociology, philosophy, etc. The author continues by presenting the constant concern of the Council of Europe about the way history is taught in schools, stemming from history teachers' propensity for subjectivism. Until 1989, the Council of Europe was concerned with transforming history into the discipline taught to unite people, develop inclusive mindsets, and be open to diversity and understanding. By creating joint working groups between pre-university and university education teachers, researchers, and specialists, the Council of Europe led to the rapprochement of different cultures and ways of seeing history to reduce subjectivism, capable of arousing animosity among young people. With

the end of the Cold War and the fall of communism in Central and Eastern Europe, the Council of Europe saw the need to teach history in favor of spreading and consolidating democracy in the states now on this path.

The 1990s are described as focusing on the concept of national and European identity, aiming to make a connection between the two. That is why, during this period, through its meetings, the Council of Europe seeks to treat sensitive or controversial topics of history and popularise the idea of European history and the role of the history teacher to preserve truthfulness and objectivity in reporting facts. At the same time, in understanding historical events, it is proposed to use a multiperspective approach, a method by which students are familiar with multiple perspectives by analyzing historical sources and including them in the historical narrative. History teaching is divided in these years by strictly chronological themes, such as the Bolshevik Revolution or the Holocaust, to align these events' information and teaching methods without being radicalized by subjective factors. Also, the Council of Europe facilitates the transformation and integration of former communist states into the democratic vision. It regulates the study of history (especially in textbooks) - from a deeply ideologized discipline to one of multiple perspectives.

In the last part of the work, the author, Mihai Manea, reviews the documents issued by the Council of Europe due to its projects, including the views on education and history teaching in the 21st century. The 3rd millennium brings new challenges to the topic under discussion - the intensification of globalization and interdependence, terrorism and radicalism, and migrations or digitalization. All this leads to the need to readjust the history teaching process according to the need for intercultural dialogue, moving towards studying

history from a social and cultural point of view. The history teacher is thus seen as an "agent of the formation of the young generation," people with an analytical spirit and critical thinking, inclusive and open to diversity. In the 21st century, such training becomes possible thanks to new technologies and the multiplication of sources of analysis, a broadening of the spectrum of history, interest is developing in the study of the role of women in history, the history of diversity in which cultural differences are also promoted. After 2010, the Council of Europe focused on history, which was taught as a sum of changes and interactions between people and cultures. History is seen as a discipline of thinking rather than memorization.

Even though the evolution of history in European schools has been transformative and adapted to the requirements, the author mentions that, in some respects, the Council of Europe has maintained its position on some ideas. National history can only be studied within European and universal history. The discipline must present events from all points of view (even social, economic, and cultural). Moreover, history is also essential in direct relation to democratic citizenship, with the development of an inclusive mentality, and promotes, above all, the debate and the exchange of ideas between peoples.

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