

Democracy & Education

Teaching for Toleration in Pluralist Liberal Democracies

Betto van Waarden (KU Leuven)

Abstract

This article determines which education enables the perpetuation of diverse ways of life and the liberal democracy that accommodates this diversity. Liberals like John Rawls, Stephen Macedo, and William Galston have disagreed about the scope of civic education. Based on an analysis of toleration—the primary means for maintaining a pluralist liberal democracy—I argue that schools should teach democratic participatory skills and a minimal exposure to diversity to enable citizens to participate in the democratic process of defining which cultural and religious practices the state should tolerate or prohibit through its laws. To make this argument, I contend, in contrast to several scholars, that toleration is practiced primarily between the democratic state and citizens rather than among citizens. Although many theorists do not show the educational implications of their theories, I conclude that schools must teach: (a) mutual respect among citizens, (b) citizens' constitutional rights, (c) democratic participatory skills, (d) a basic understanding of other worldviews, and (e) critical media skills. Students should master these components through instruction on government, cultures and religions, and the media, but more important through discussions and democratic simulations both inside and outside the classroom.

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THIS ARTICLE AIMS to determine which kind of education enables the perpetuation of a reasonable diversity of ways of life and a form of liberal democracy that accommodates this diversity. If there is insufficient civic education, citizens may lose the ability to coexist peacefully. However, if civic education is too extensive, it may forcefully liberalize and destroy reasonable life modes¹—including their cultural values and morality that some argue liberal democracy depends on (see Galston, 1991, p. 9; Walker, 1994, pp. 4–21).

1. *Reasonable life mode* is based on Rawls's concept of "reasonable comprehensive doctrine" (2005, p. 59). However, I prefer reasonable life mode, as it encompasses not only doctrines, religions, and cultures but also their related practices, which can cause division and the need for (legal) accommodation of diversity.

BETTO VAN WAARDEN is a PhD candidate at the KU Leuven in Belgium. He holds a BA in liberal arts from Lewis & Clark College and an MPhil in political thought and intellectual history from the University of Cambridge. He has worked as political coordinator at the European Commission's Directorate-General for Education and Culture, conducted research on higher education for the political magazine *De Groene Amsterdammer*, and written for *Le Monde Diplomatique* and *Het Financieel Dagblad*. The author wishes to thank Sarah Fine, Christopher Brooke, and Wessel Wijtvliet for their helpful comments. In addition, he is grateful for the suggestions from Efraim Podolsk and the participants at the 10th Annual Graduate Conference in Political Science, International Relations and Public Policy in Memory of the late Yitzhak Rabin, in Jerusalem, where a working version of this article was awarded the first prize for best paper. Finally, the author thanks the editor and three anonymous reviewers for their constructive feedback.

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continues to be of major concern Policy debates about economic growth and national competitiveness for example commonly focus on the importance of human capital and a highly educated workforce Defining the theoretical boundaries and methodological approaches of education policy research are the two primary themes of this comprehensive AERA sponsored Handbook Organized into seven sections the Handbook focuses on 1 disciplinary foundations of educational policy 2 methodological perspectives 3 the policy process 4 resources management and organization 5 teaching and learning policy 6 actors and institutions and 7 education access and differentiation Drawing from multiple disciplines the Handbook s over one hundred authors address three central questions What policy issues and questions have oriented current policy research What research strategies and methods have proven most fruitful And what issues questions and methods will drive future policy research Topics such as early childhood education school choice access to higher education teacher accountability and testing and measurement cut across the 63 chapters in the volume The politics surrounding these and other issues are objectively analyzed by authors and commentators Each of the seven sections concludes with two commentaries by leading scholars in the field The first considers the current state of policy design and the second addresses the current state of policy research This book is appropriate for scholars and graduate students working in the field of education policy and for the growing number of academic government and think tank researchers engaged in policy research For more information on the American Educational Research Association please visit <http://www.aera.net>

Los Angeles Documentary and the Production of Public History, 1958-1977 Joshua Glick, 2018-01-23 Los Angeles Documentary and the Production of Public History 1958 1977 explores how documentarians working between the election of John F Kennedy and the Bicentennial created conflicting visions of the recent and more distant American past Drawing on a wide range of primary documents Joshua Glick analyzes the films of Hollywood documentarians such as David Wolper and Mel Stuart along with lesser known independents and activists such as Kent Mackenzie Lynne Littman and Jesus Salvador Trevi o While the former group reinvigorated a Cold War cultural liberalism the latter group advocated for social justice in a city plagued by severe class stratification and racial segregation Glick examines how mainstream and alternative filmmakers turned to the archives civic institutions and production facilities of Los Angeles in order to both change popular understandings of the city and shape the social consciousness of the nation

Contested Commodities Margaret Jane Radin, 2001-11-05 This work looks at ethical and moral questions surrounding certain economic commodities such as body parts and babies It argues that commodification should remain incomplete with some contested things being bought and sold only under strict regulation

Sociological Abstracts ,1998 CSA Sociological Abstracts abstracts and indexes the international literature in sociology and related disciplines in the social and behavioral sciences The database provides abstracts of journal articles and citations to book reviews drawn from over 1 800 serials publications and also provides abstracts of books book chapters dissertations and conference papers

Religion Index Two ,1994 The Philosopher's Index ,2007 Vols for 1969 include a section of

abstracts **In Defence of Religious Schools and Colleges** Elmer John Thiessen, 2001 *For Goodness Sake* Walter Feinberg, 2006 Publisher description *Religious Education in a Pluralist Society* John Edwards, Peter R. Hobson, 2019-07-12

Religious education in liberal pluralist societies such as the UK the USA and Australian underwent radical change in the 1980s and 1990s with a major shift towards multi faith educationally oriented programmes This has meant significant modifications to both the content and the methodology of religious education courses and to the way they are conceived of and taught in schools and universities One important implication of this change for the teaching and study of religion today is the need for a philosophical dimension that deals with issues such as the truth status of religious statements and the moral acceptability of religious claims This dimension is often insufficiently developed this lack is made more critical by the multiple competing truth claims of various religions giving rise to such contentious problems as the growth of fundamentalism increasing religious intolerance and conflict and differences of opinion on central moral problems such as birth control abortion and euthanasia This text attempts to provide the philosophical underpinning that the study and teaching of religion in modern societies requires Commitment, Character, and Citizenship Hanan A. Alexander, Ayman K. Agbaria, 2012-05-31 As liberal democracies include increasingly diverse and multifaceted populations the longstanding debate about the role of the state in religious education and the place of religion in public life seems imperative now more than ever The maintenance of religious schools and the planning of religious education curricula raise a profound challenge Too much state supervision can be conceived as interference in religious freedom and as a confinement of the right to cultural liberty Too little supervision can be seen as neglecting the development of the liberal values required to live and work in a democratic society and as abandoning those who within their communities wish to attain a more rigorous education for citizenship and democracy This book draws together leading educationalists philosophers theologians and social scientists to explore issues problems and tensions concerning religious education in a variety of international settings The contributors explore the possibilities and limitations of religious education in preparing citizens in multicultural and multi religious democratic societies **Education, Politics and Religion** James Arthur, Liam Gearon, Alan Sears, 2010-06-28 In recent years a number of popular books have savaged religion arguing it is a dangerous delusion that poisons human societies and relationships This is but the most recent manifestation of a secularising agenda that has been sweeping contemporary democratic societies since the Enlightenment This book pushes back against that agenda examining its key assumptions and arguing that the exclusion of religious people and ideas from education and the public square is both undemocratic and unwise For the most part the book draws arguments and examples from Christianity the religious tradition of the authors but it recognises that many religions share the concerns and possibilities examined The book examines contemporary expressions of the secularising agenda in Western democracies with particular focus on how that is played out in education It demonstrates how republican theory understood within a faith perspective provides a shared understanding

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