# 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 life 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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HIS 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 modes—including their cultural values and morality that some argue liberal democracy depends on (see Galston, 1991, p. 9; Walzer, 1994, pp. 4–21).

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Reasonable life mode is based on Rawb'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.

## Nurturing Knowledge Religious Schools And Colleges In Pluralist Liberal Democracies

Hanan A. Alexander, Ayman K. Agbaria

#### Nurturing Knowledge Religious Schools And Colleges In Pluralist Liberal Democracies:

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aims to advance discussions and debates in vital areas of contemporary child welfare law and policy The Handbook is an essential resource for scholars and professionals interested in the intersection of children and the law Islam and Democracy in the 21st Century Tauseef Ahmad Parray, 2023-09-15 This book starts with the prevailing idea of a conflicting relationship between Islam and the Western concept of democracy both in theory and in practice With this backdrop the author addresses the crucial question Is Islam compatible with democracy The book offers very useful discussions in framing the contemporary debates surrounding Islam and democracy treads through diverse theoretical Islamic texts like the Quran and Sunnah discusses the historical evolution of the concept of Shura the primary source of democratic ethics in Islam provides an assessment of the views and visions of some selected Muslim scholars from 19th to 21st centuries on Islam democracy compatibility and examines the elements of compatibility between Islam and democracy without ignoring the basic differences that exist between the Western approach to democracy and Islamic political thought **Documentary and the Production of Public History, 1958-1977** Joshua Glick, 2018-01-19 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 Jes s 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 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 **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 Religion Index Two ,1994 The Philosopher's Index ,2007 Vols for 1969 include a section The New York Times Book Review ,1995 Presents extended reviews of noteworthy books short reviews of abstracts essays and articles on topics and trends in publishing literature culture and the arts Includes lists of best sellers hardcover In Defence of Religious Schools and Colleges Elmer John Thiessen, 2001 and paperback 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 Faith in Schools? Ian MacMullen, 2008 Should a liberal democratic state permit religious schools Should it fund them What principles should govern these decisions in a society marked by religious and cultural pluralism In Faith in Schools Ian MacMullen tackles these important questions t **For Goodness Sake** Walter Feinberg, 2006 Publisher description **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 and substantive basis for education within a Western democracy It explores the historical connections and disconnections between religion and civic life in the West from ancient to contemporary times and examines religiously based civic action and pedagogical approaches contending both have the potential to contribute greatly to democracy It will be of value to any who are interested in exploring how democracies can include the voices of all their citizens the religious and the secular 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 Religious Education in a Pluralist Society Peter R. Hobson, John S. Edwards, 1999 This book discusses the philosophical issues underlying the teaching of religious education and the conflict between religion and democratic values it scrutinises religious education programmes in the UK USA and Australia and evaluates their effectiveness

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