

Conceptual and Practical Links Between Multicultural Education and Democratic Education




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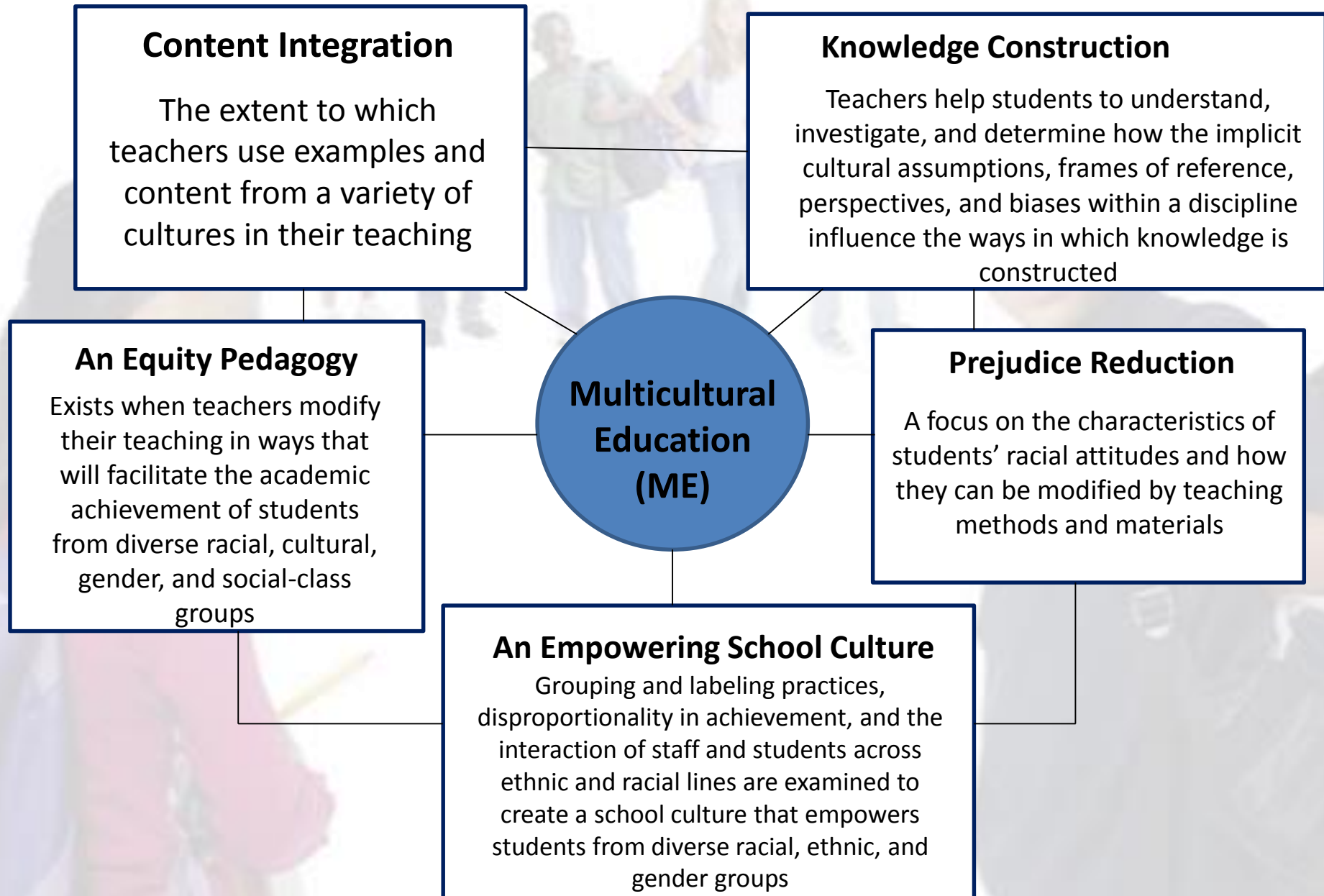
Outline

- Multicultural Education
- Democratic Education
- Conceptual and Practical Links – or **interplay and implications**
 - Formation of citizens
 - Justice and civic equality
 - Living together
 - Cosmopolitanism
- Closing remarks

Multicultural Education

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- As accommodating diversity...
 - mother tongue/first language teaching and learning
 - acquisition of the national language
 - cultural and religious deviation ("others")
 - Transitioning from "deviation" to "normalcy"
 - Origin: The Civil Rights Movement (US)

Banks' (2009, p. 15) dimensions of ME



E pluribus unum

“Out of many, one”



Unity in diversity



Democratic Education



From John Dewey to

the European



Democratic Education Community (EUDEC)



and «Den Demokratiske Skole»
[The Democratic School]
in Denmark?

Democratic Education – cont.

- Or... Democratic *Citizenship* Education
- Three conceptions of citizenship education (Parker, 1996):
 - Traditional
 - Progressive
 - Advanced

A continuum of democracy

(Levinson, 2011)

Traditional

Progressive

(Parker, 1996):

Advanced



conceptions of citizenship education

Minimal

Restrictive liberal

(sexist, racist, classist exclusions)

Athens in Ancient Greece

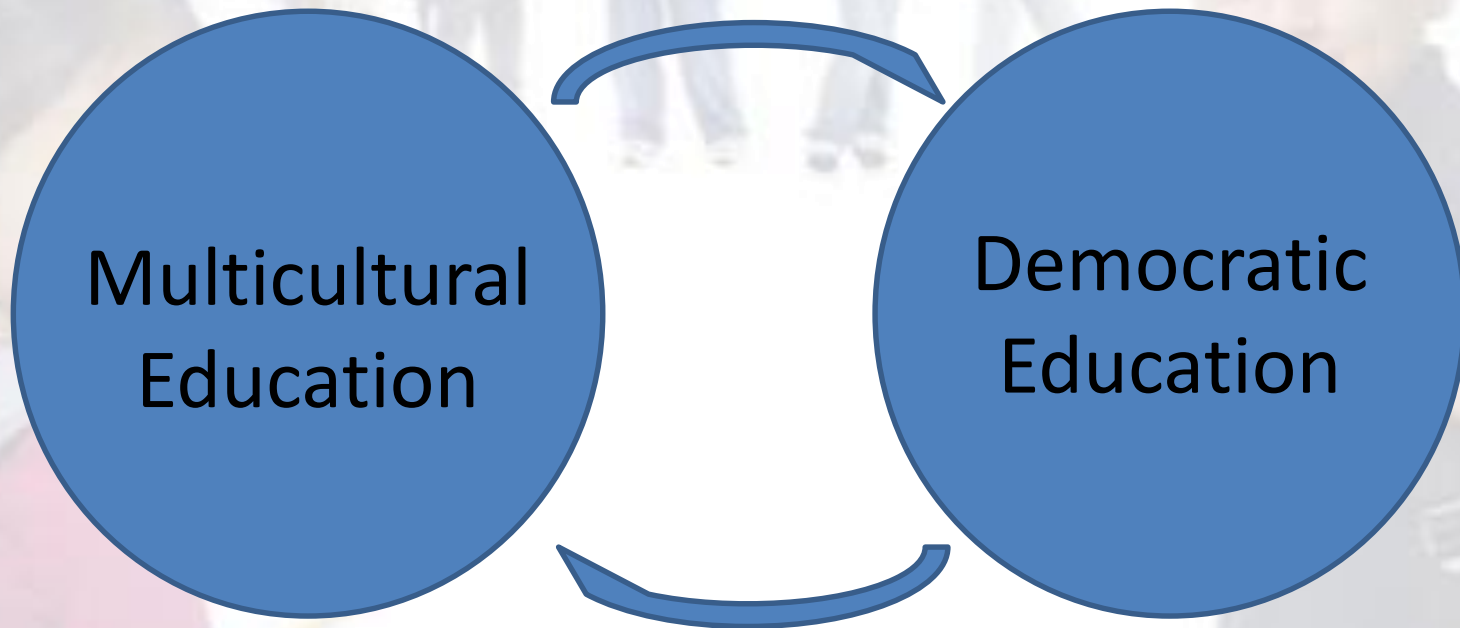
Early Scandinavia?

Participatory

Multicultural

To what extent do we allow diversity in our democracies?

conceptual links – or **interplay**



practical links – or **implications**

Formation of citizens

- What kind of citizenship do we want to promote?
- What kind of democratic citizens do we need?
- How do we perceive a "good" citizen?
- More than a political dimension?
- Participation in civil society?

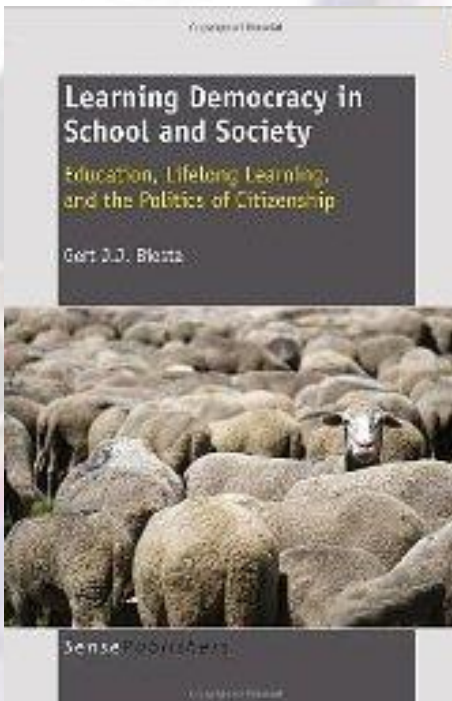


Formation of citizens – cont.

(Biesta, 2011)

Civic learning as "socialisation"
versus "subjectification"

Citizenship as an individual trait
versus individual-in-context/
individual-in-interaction



Personally responsible citizen Biesta: socialisation	Participatory citizen	Justice-oriented citizen Biesta: subjectification
<i>Sample action:</i>		
<u>Contributes</u> to a food drive	<u>Helps to organize</u> a food drive	<u>Explores why</u> people are hungry and <u>acts to solve root causes</u>
<i>Core assumptions:</i>		
To solve social problems and improve society, citizens must <u>have good character</u> ; they must be honest, responsible, and law-abiding members of the community.	To solve social problems and improve society, citizens must <u>actively participate</u> and <u>take leadership</u> positions within established systems and community structures.	To solve social problems and improve society, citizens must <u>question, debate, and change established systems and structures</u> that reproduce patterns of injustice over time.
Source: Westeheimer & Kahne, 2004, p. 240		

Justice and Civic Equality

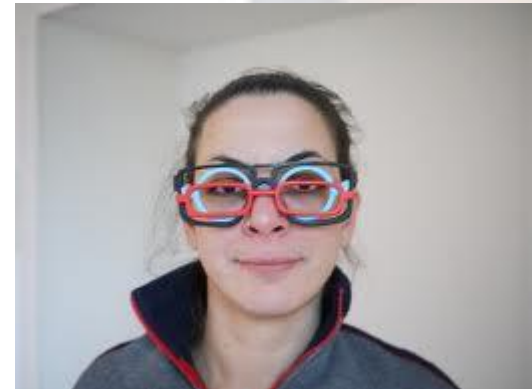
Fundamental principle in definitions of democracy: basic judicial rights are guaranteed all citizens



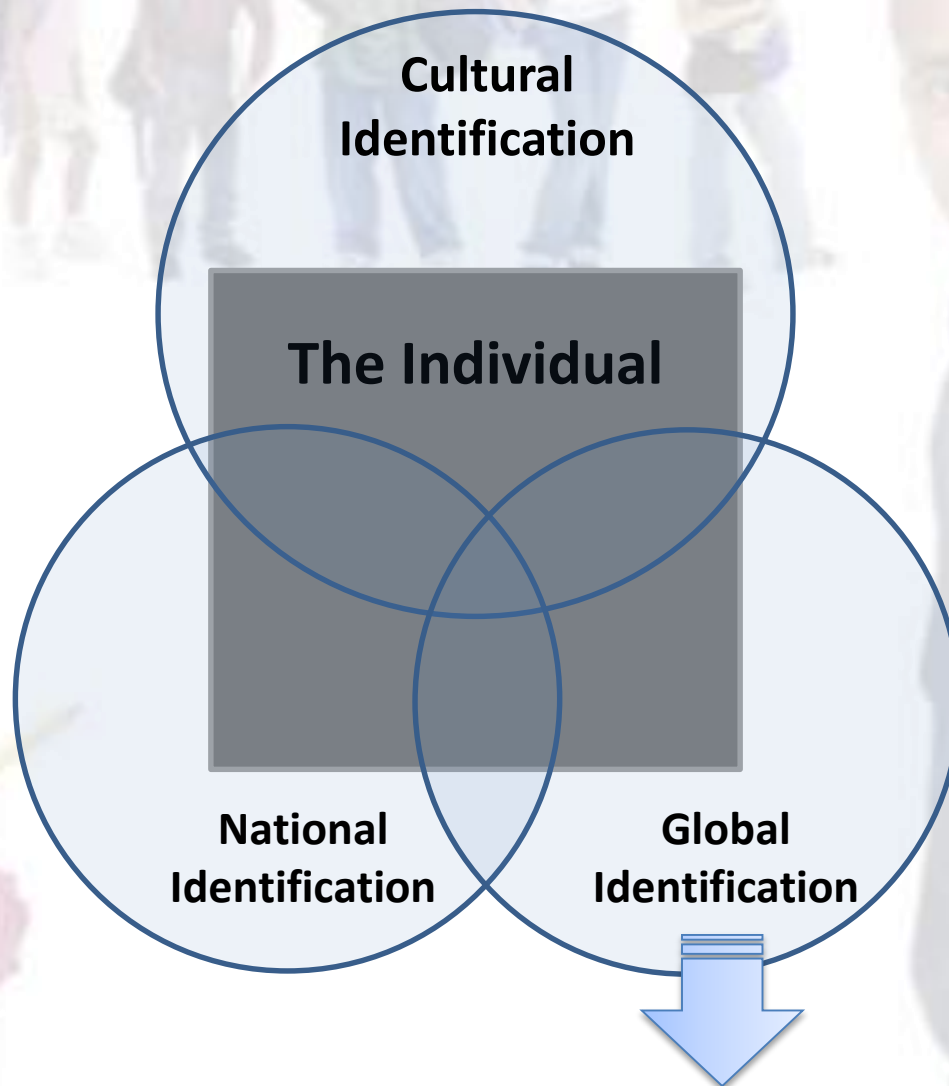
Multicultural education ➡ Civic equality

Living together

- How to live together in diversity?
- Socio-cultural learning theory
- Multiple identifications: cultural, national, global



Multiple identifications



Cosmopolitanism

- ‘Cosmopolite’ – “Citizen of the World”
- E.g., Anthony Kwame Appiah, Martha Nussbaum
- Ethical cosmopolitanism
- International human rights instruments



LINKS

Conceptual Interplay

**Formation
of Citizens**

**Justice
and Civic
Equality**

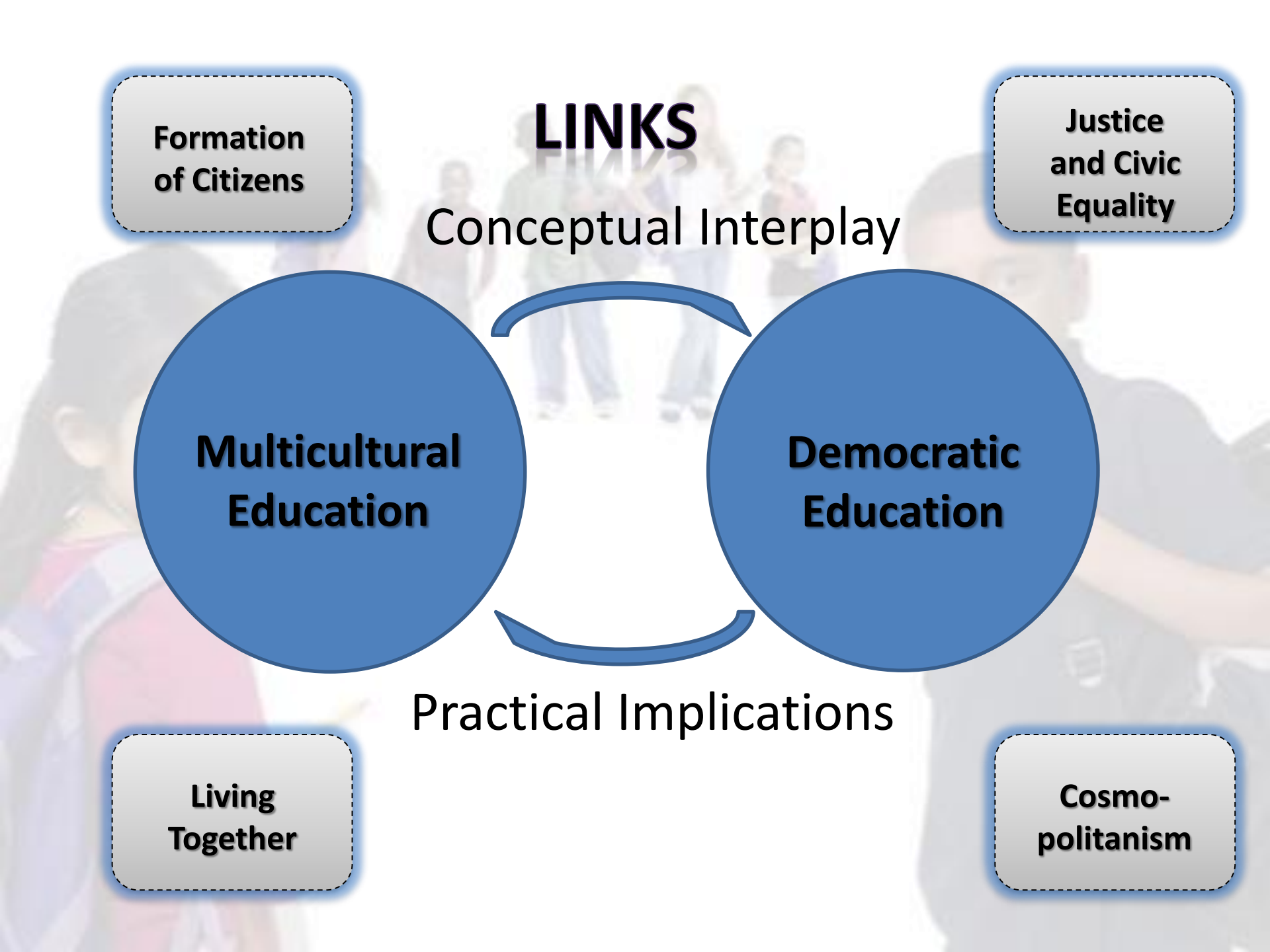
**Multicultural
Education**

**Democratic
Education**

Practical Implications

**Living
Together**

**Cosmo-
politanism**



In closing

Multicultural Education



Democratic Education

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