

Pluralism vs. Multiculturalism¹

	Pluralism	Multiculturalism
Public Sphere	Individuals are treated as equals in a common (neutral) public sphere.	The public sphere is not culturally neutral. Public sphere is an arena for cultural negotiation. No group should dominate in a way that excludes other cultural forms.
Cultural Diversity	Different cultures <i>allowed</i> in a separate cultural sphere, but society has no obligation to acknowledge or support alternative cultural forms. Thus, pluralism also allows for the dissolution of cultural formations.	Different cultures are <i>encouraged</i> . Individuals are considered part of collectivities that provide meaning to their lives. Multiculturalism seeks ways to support these collectivities.
Dominant Principals	<ol style="list-style-type: none"> 1. equality of opportunity 2. freedom of association 	<ol style="list-style-type: none"> 1. affiliation 2. cultural recognition
Educational Goals	<ol style="list-style-type: none"> 1. Mitigate social inequality to ensure merit is rewarded. 2. Individuals have the right to choose and alternatives should be allowed to offer individuals choices. 3. Children have a right to develop their talents and interests and schools should challenge students by providing different experiences. 	<ol style="list-style-type: none"> 1. Cultural pride should be encouraged... <ul style="list-style-type: none"> • To overcome the disjuncture between a child's culture and school culture that excludes a child from participating in the larger society. • To correct the lingering affects of oppression and the hegemony of the dominant culture. 2. Cultural respect should be fostered... <ul style="list-style-type: none"> • To validate cultural forms that are marginalized by the dominant culture. • To preserve opportunities for different expressions of identity. 3. Cultural information should inform children about the range of historical experiences that have affected those who are or have been considered culturally different. <ul style="list-style-type: none"> • Advantage/Disadvantage (e.g., voluntary minorities) • Domination/Subordination (e.g., involuntary minorities)

¹ Adapted from:
Feinberg, W. (1996) "The Goals of Multicultural Education: A Critical Re-evaluation," *Philosophy of Education*. Available online: http://www.ed.uiuc.edu/eps/PES-Yearbook/96_docs/feinberg.html