

## Citizenship, Identity and Belonging

<b>Module Title</b>	Citizenship, Identity and Belonging						
<b>Module NFQ level (only if an NFQ level can be demonstrated)</b>	8						
<b>Module number/reference</b>	TBC						
<b>Parent programme(s) the plural arises if there are embedded programmes to be validated.</b>	Higher Diploma in Politics and Society						
<b>Stage of parent programme</b>	Award						
<b>Semester (semester1/semester2 if applicable)</b>	2						
<b>Module credit units (FET/HET/ECTS)</b>	ECTS						
<b>Module credit number of units</b>	10						
<b>List the teaching learning and assessment modes</b>	The module will be taught in-class and assessed by continuous assessment (100%).						
<b>Entry requirements (statement of knowledge, skill and competence)</b>	As per course entry requirements.						
<b>Pre-requisite module titles</b>	No						
<b>Co-requisite module titles</b>	No						
<b>Is this a capstone module? (Yes or No)</b>	No						
<b>Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements) If staff not in post at present, specify qualifications and experience required</b>	A minimum Level 9 qualification in Political Science, Development Studies or closely cognate area is required.						
<b>Maximum number of learners per centre (or instance of the module)</b>	25						
<b>Duration of the module</b>	12 weeks						
<b>Average (over the duration of the module) of the contact hours per week (see * below)</b>	3						
<b>Module-specific physical resources and support required per centre (or instance of the module)</b>	Lecture hall, white board, computer, and projector. Library Resources						
<b>Analysis of required learning effort</b>							
<b>Effort while in contact with staff</b>			<b>Contact Hours for the Module</b>				
Classroom and demonstrations	Mentoring and small-group tutoring	Other (specify)	Directed e-learning	Independent learning	Other hours (specify)	Work-based learning	Total effort

Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner					
36	1:10						214			250

Allocation of Marks Within the Module					
	Continuous Assessment	Supervised Project	Practical	Final Exam	Total
<b>Percentage Contribution</b>	100%				<b>100%</b>

### *Module aims and objectives*

The module aims to provide learners with an introduction to citizenship, which has become one of the most political ideas of our time. This module explores the process of politics and active citizenship, and creative involvement in political life whether at a community, national or global level. The module will also critically engage with the politics of citizenship, including the issues of membership, inclusion, and exclusion with reference to theoretical perspectives on nationalism, identity, and cultural conflict.

The module is broken into 4 sections; 1) The Macro Level; 2) Citizenship and the Dimensions of Nationalism, Globalisation and Identity; 3) Applying Concepts to Case Studies, and 4) From Knowledge to Action. This structure of the module helps learners to engage in non-linear learning, and benefit from knowledge transfer across each section.

Part One will enable the learner to grasp the politics involved in the construction of ‘Us’ and ‘Them’ and their correlation with issues of nationalism, conflict and globalisation. It will support learners to develop the conceptual and practical skills needed to critically engage with a variety of perspectives on the formation of identity and national and global level, across historical, political, cultural, and economic contexts. It also aims to deepen learner understanding of the links between inclusion and exclusion.

Part Two enables learners to evaluate opportunities for taking action in communities, to justify the activity they choose to undertake and to evaluate their own learning from being an active participant in civic, social and political life. It equips learners with a diverse range of transferrable skills in, including research methods, campaign strategy, issue identification, project design and development, effective resource management and communication skills.

### *Minimum intended module learning outcomes*

On successful completion of this module, learners should be able to:

1. Critically examine the relationship between institutional power, and citizen engagement using specific examples. (MIPLO 1, 3, 4)
2. Demonstrate basic knowledge about the relationship between culture, identity and diversity, how this relationship is contingent on historical context, and transformed through the lenses of nationalism and globalisation. (MIPLO 1, 3, 8)
3. Critique social, political and cultural theoretical perspectives on conflict and identity, nationalism and diversity in Ireland and internationally. (MIPLO 1, 2, 4, 8)
4. Engage critically and reflectively with theories of identity and nationalism and identify key and emerging issues using specific examples. (MIPLO, 1, 2, 3)

5. Design a campaign strategy and develop a step-by-step program for planning and executing the project. (MIPO 4, 5, 6, 7, 8)
6. Contribute to a collaborative peer learning process and demonstrate an ability to conduct qualitative and quantitative analysis and critically analyse of how evidence and data are used to support arguments and different viewpoints. (MIPO 4, 5, 6, 7, 8)

### ***Rationale for inclusion of the module in the programme and its contribution to the overall proposed Programme Learning Outcomes***

The module content approaches Citizenship from two perspectives: Identity and Belonging, and Active Citizenship. Part One looks at the relationship between citizenship, identity and belonging. This will help learners to develop a deeper understanding of the question of 'Who Belongs?' This module will enable learners to appreciate the core issues of inclusion and exclusion in the construction of identity and representation of the 'Self' and 'Other'. Importantly, this offers an analytical basis for establishing the connection between the individual and structural level, through analysing the role of social institutions in the construction of national identity and synthesise how global debates on civilisation and conflict play out in contemporary cases.

The module addresses the MIPOs 1 - 8. The module complements and feeds into each of the modules and particularly meets MIPOs 2, 3, 7, 8. It provides a contextual grounding and practical foundation for the modules *Colonialism, Development and Globalisation* (concerning questions of globalization, culture and identity), and *International Human Rights* in relation to developing the ability to critically analyse the relationship between human rights, diversity and belonging.

Part Two addresses the 'how' of active citizenship. This module focuses on capacity building, skills development, and community-engaged learning with a strong emphasis on 'engaged research'. It explores the skills needed in identifying, designing, and planning successful initiatives in the community. The module emphasises the acquisition and practice of research skills, informed by theory and demonstrated through the production of the Citizenship Project Report. As part of the project, learners will employ quantitative and qualitative research methods as they go through the module. Learners will apply research methods by designing quantitative survey and a qualitative interviews research as they go through the module. This is relevant to MIPOs 4 and 5. This will enable learners to evaluate opportunities for taking action in communities, to justify the activity they choose to undertake and to evaluate their own learning from being an active participant in civic, social and political life.

The module allows for an appreciation of the relationship between civic engagement, social and political participation in practice, as well as an understanding of the social, political and economic context in which they occur.

This module builds on the learning acquired in *Contemporary Politics and Public Policy*, *International Human Rights, Identity, Diversity and Belonging* and *Media Studies and Digital Media Skills* modules and supports learners to use the knowledge and concepts in these modules to make judgements as to how to be active in communities. It is relevant to MIPOs 6, 7 and 8.

### ***Information provided to learners about the module***

College Prospectus specifies module name, stage and ECTS. College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms. Module Moodle Page and Module Handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography, and list of learning resources.

## **Module content, organisation, and structure**

### **Part 1: The Macro Level:**

- Relationship between institutional power, policy, and active citizenship
- Defining Active Citizenship
- Defining Civil Society
- The State-community relationship
- Does civic engagement pose a challenge or opportunity for representative democracy, is there a need to reshape traditional power structures?
- The Sociological Imagination – Connecting the Individual and Society
- Structure, Agency, and Social Change

### **Part 2: Citizenship and the Dimensions of Nationalism, Globalisation and Identity:**

- *The Social Construction of National Identity:*

A critical evaluation of the construction of national identity by engaging with various theoretical positions (the sociology of education; Benedict Anderson's *Imagined Communities*; Thomas Hylland Eriksen's theory of ethnic conflict) with reference to empirical case studies.

- *The Social Construction of the West:*

Critically analyse the various theoretical positions on cultural and religious identities and conflict (Samuel Huntington and Edward Said in *The Clash of Civilizations Debate*, etc.) with reference to empirical case studies.

- *Membership: Globalisation and Cosmopolitanism:*

Critically examine the role of globalisation in cultural change and cosmopolitanism (Kwame Anthony Appiah). Cosmopolitan communities; Transnational Communities and Virtual Communities.

### **Part 3: Applying Concepts to Case Studies:**

- Using a sociological lens, critically analyse how this translates at the micro-level of the individual, with reference to a chosen case study at the local, national, or international level.  
*Sample National and International Case Studies:*  
Occupy Protests; Water Charges; Anti-Austerity Protests; Stonewall Riots; Marriage Equality; Extinction Rebellion; Feminist Movements; Anti-Deportation Campaigns; Anti-War; Civil Rights; Miners Strikes; Black Lives Matter; Syrian Conflict, the Russian-Ukrainian Conflict.

Sample Local, National, and International Civil Society Groups:

Pride Ireland; BelongTo Ireland, the Transgender Equality Network of Ireland (TENI); the National Women's Council; the Muslim Sisters of Éire, the Irish Anti-War Movement, Extinction Rebellion, Dunnes Stores Workers, Pavee Point, etc.

### **Part 4: The Micro-Level – From Knowledge to Action:**

#### ***Engaged Research: Developing Practical Skills for Political and Civic Engagement***

- Identifying Initiatives
- Identifying Interest Groups: NGOs, Civil Society Organisations and Community Groups
- Identifying Initiatives: Types of Actions: Lobbying, Campaigns, Protests
- Management and Leadership: Team Building, Public Speaking, Collaboration, Networking
- Representation, Inclusivity, and Accessibility in Campaigns, Minority Representation, Civic Engagement, Youth Participation, Inclusive and Accessible Campaign Design

- Designing the Research: Using Quantitative and Qualitative Methods in the Citizenship Project
- Report Writing: *Communicating the Research Findings*

### **Module teaching, learning and assessment strategy**

Lectures, discussion forums, case studies and group exercises. Learners will, in small groups, break down the material in tutorials for greater examination of the issues. Prescribed readings will be used to encourage engagement by learners and will provide a basis for formative assessment or assessment for learning ([Carlow College Teaching and Learning Strategy](#)).

Lectures, peer learning achieved through face-to-face classroom discussion, presentations and interactive group discussion, group exercises, case studies, video. Lectures will include projects, interactive presentations, and peer learning achieved through face-to-face classroom discussion, presentations and interactive group discussion, group exercises, case studies, video. Learners will be obliged to engage meaningfully in class discussions /tutorials and to contribute vocally where appropriate as well as make one poster presentation during the term.

The module teaching and learning strategy is based on the core objectives of enabling learners to develop knowledge of civic engagement for social change while simultaneously fostering skills and competencies in project development and evaluation. The module is also focused on the development of learner capacity to acquire self-awareness, to engage in critical reflection and to demonstrate a commitment to inclusion and ethical practice in a political, social and community context. Consequently, the teaching and learning strategy adheres to the philosophy and practice of transformative, collaborative and critically reflective learning approaches, inclusive of the following methods:

Activity-based strategies that allow learners to engage in individual or group learning opportunities through project planning (e.g. report writing) and content creation (e.g. written/digital content), Lectures, peer learning achieved through face-to-face classroom discussion, presentations and interactive group discussion, group exercises, case studies, video.

### **Module summative assessment strategy**

Emphasis on summative assessment is balanced with the attention to group discussion and peer learning in the classroom environment through interactive dialogue and discussions, role-play and exercises supporting formative knowledge.

This module will be assessed by three assignments: An Action Project Plan (35%) An Action Project Report (35%) and a Reflective Essay (30%) to accompany it. The Plan and Report will be included as part of the final E-Portfolio in the *Pedagogy* module.

#### **1. Project Plan (35%)**

Learners will be asked to present a plan (1500 words) for working with a specific group towards a specific action on a given topic with feedback. The headings of the project include rationale for choosing the topic, aims and objectives of the action project, research design and methods to be used, data collection and analysis and write up) (MIMLO 1, 5, 6)

Students can choose to base their Action Project on one of the following topics:

- Politics
- Human Rights
- Cultural Diversity
- Sustainable Development
- Gender Equality

- Development and the Environment

## 2. Written Report on the Citizenship Project (35%)

Learners will be asked to submit an Action Plan, including the type of action, timeline, research methods employed, resources (1500 words). (MIMLO 1, 5, 6)

## 3. Reflective Essay (30%)

Learners will be asked to write a 1500 word reflective piece on Citizenship Project with reference to theories of Nationalism, Globalisation or Identity. (MIMLO 2, 3, 4)

### *Nature of assessment materials*

Assessment	Weighting	MIMLO
Action Project Plan	35%	1, 5, 6
Action Project Report	35%	1, 5, 6
Reflective Essay	30%	2, 3, 4

### *Timetabling, Learner Effort and Credit*

Timetable	Learner Effort	Credit
Face to face, 3 hours one night per week for 12 weeks	250 hours combined contact hours, learning and assessment	10 ECTS

### *Work-based learning and practice-placement*

N/A

### *E-learning*

N/A

### *Module physical resource requirements*

Classes will be delivered in standard lecture theatres. Requirements include projectors, whiteboards, audio-visual equipment, and WiFi. Access to the Learner Gateway and Library resources are also a requirement.

### *Reading lists and other information resources*

#### **Part 1 Identity and Belonging:**

#### **Indicative Reading (Selected Chapters):**

Anderson, B. (1983;1991) *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso.

Appiah, K. A. (2006) *Cosmopolitanism. Ethics in a world of strangers*. New York: W. W. Norton and Company.

Eriksen, T. H. (2001). Ethnic identity, national identity, and intergroup conflict: The significance of personal experiences in Ashmore, R.D., Jussim, L. and Wilder D. (Eds.), *Social identity, intergroup conflict, and conflict reduction* (pp. 42–68). Oxford: Oxford University Press.

Huntington, S. (1993) Clash of Civilizations, *Foreign Affairs*, Summer [1993].

Özkirimli, U. and Halliday, F. (2000) *Theories of Nationalism: A Critical Introduction*, Basingstoke: Palgrave.

### **Other Reading:**

Delanty, G. (2000) *Citizenship in a Global Age: Culture, Society and Politics*. Buckingham: Oxford University Press.

Foreign Affairs (2013) *The Clash of Civilizations: 20 Anniversary edition*, [online] <http://home.sogang.ac.kr/sites/jaechun/courses/Lists/b6/Attachments/9/clash%20of%20civilization.pdf>

Fukuyama, F. (1992) *The End of History and the Last Man*. Harmondsworth: Penguin.

Huntington, S. (1993) Clash of Civilizations, *Foreign Affairs*, Summer [1993].

Huntington, S. (1996) *Clash of Civilizations and the Remaking of the World Order*, [Available online], <https://www.stetson.edu/artsci/political-science/media/clash.pdf>

Kuhling, C. (2008) "Liquid Modernity" and Irish Identity: Irishness in Guinness, Jameson, and Ballygowan Advertisements. *Advertising & Society Review*, vol. 9 no. 3, 2008. Project MUSE.

Mohanty, C. (1988) 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', *Feminist Review*, Autumn (30), pp. 61-88.

Said, E. (2001) *The Clash of Ignorance*, The Nation.

Woodward, K. (2004) *Questioning Identity: gender, class, ethnicity*. UK: Routledge

### **Part 2 Active Citizenship:**

#### **Essential Reading (Selected Chapters):**

Della Porto, D. and Diani, M. (2015). *The Oxford Handbook of Social Movements*. Oxford: Oxford University Press

Fanning, B. and Michael, L. (Eds.) (2019) *Immigrants as Outsiders in the Two Irelands*, Manchester University Press.

Faulks, K. (2010) *Citizenship* (2<sup>nd</sup> edition). Routledge: New York.

Kirby, P. (2006). Bringing social inclusion to centre stage: towards a project of active citizenship. In Jacobson, D., Kirby, P. and Broin, D. (Eds.), *Taming the tiger: Social exclusion in a globalised Ireland* (pp. 180-199).

Marinetto, M. (2003). Who wants to be an active citizen? The politics and practices of community involvement *Sociology*, 37, 103-120.

#### **Other Readings**

Cornwall, A. and Eade, D. (2010). *Deconstructing Development Discourse: Buzzwords and Fuzzwords*. Oxford: Practical Action Publishing / Oxfam UK.

Crossley, N. (2002) *Making Sense of Social Movements*, Open University Press.

Fanning B. (2007) *Immigration and Social Change in the Republic of Ireland*, Manchester University Press.

Geoghegan, M. and Powell, F.W. (2007). 'Active Citizenship, Civil Society and the Enabling State: Political Myth of Democratic Reality' in *Administration*, Vol. 55, No 3, pp. 31-51.

Kirby, P. (2010) 'Civil Society, Social Movements and the Irish State', *Irish Journal of Sociology*, 18(2), pp. 1-21

#### **Online Sources/Relevant Journals:**

DEEP (2012) Advocacy toolkit on Development Education and Awareness Raising: [https://developmenteducation.ie/media/documents/DEEEP\\_advocacy\\_toolkit2012.pdf](https://developmenteducation.ie/media/documents/DEEEP_advocacy_toolkit2012.pdf)

Vene Klasesen, L. and Miler, V. (2006). *A New Weave of Power, People and Politics: The Action Guide for Advocacy and Citizen Participation*. UK: ITDG Publishers.

Social Movement Studies Interface: A Journal for and about Social Movements: <http://www.interfacejournal.net/>

### ***Ethical Considerations***

N/A

### ***Re-Assessment Procedures***

All details regarding compensation, penalties for late submissions, policy around repeat examinations/assessments, pass standards at programme, module, and assessment level, max completion period are outlined in the College's [\*Regulations in Relation to Assessment and Standards\*](#). Where a learner does not successfully complete the module, they will have the opportunity to repeat the assessment in line with the College's [\*Regulations in Relation to Assessment and Standards\*](#).