

Citizenship and Civil Society

Section A: Headline Information	
Module title	Citizenship and Civil Society
Module NFQ level (only if an NFQ level can be demonstrated)	Level 8
Module number/reference	TBC
Module Co-ordinator	Stephanie McDermott
Parent programme(s)	Higher Certificate in Social, Political and Community Studies; BA in Social, Political and Community Studies; BA (Honours) in Social, Political and Community Studies.
Stage of parent programme	Stage 1
Semester (semester1/semester2 if applicable)	Semester 2
Module credit units(FET/HET/ECTS)	ECTS
Module credit number of units	5 ECTS
List the teaching and learning modes	Lectures, tutorials, seminars, debates, role-play, presentations, workshops, web facilitated learning and discussion board
Entry requirements (statement of knowledge, skill and competence)	College Entry Requirements must be satisfied for entry onto Stage 1
Pre-requisite module titles	N/A
Co-requisite module titles	N/A
Is this a capstone module? (Yes or No)	No
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)	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in the relevant discipline or a closely cognate area. Where experiential learning is at the core of the module the co-ordinator must have appropriate experience in the required skill and practice area.
Maximum number of learners per module	25
Duration of the module	1 semester: 12 weeks
Average (over the duration of the module) of the contact hours per week (see * below)	2 hours
Module-specific physical resources and support required per centre (or instance of the module)	Lecture Hall. Round Tables. Internet Access. Web Research Facilities. Space for movement.
Analysis of required learning effort	
*Effort while in contact with staff	

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
12	1: 5	12	1: 5				101			125 hours
Allocation of marks (within the module)										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
Percentage contribution				100%				100%		

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	The module develops the capacity of the learner to think critically and analytically in relation to the evolving nature of citizenship and how citizenship, civil society, citizenship education, democracy, participation, inclusion and community are interlinked.
Module Aims and Objectives	The aim of this module is to examine the evolving nature of citizenship in theory and practice. Theoretical perspectives of citizenship and citizen engagement and participation are examined. The analysis of civil society and social capital is a central consideration in this module. The module will focus on social significance of citizenship and identity.
Minimum Module Learning Outcomes	On successful completion of this module, learners should be able to: <ul style="list-style-type: none"> 1. Discuss the theoretical basis of different concepts of citizenship (MILPO 1). 2. Examine the concepts of democracy, civil society and social capital. (MIPLO 1) 3. Identify the correlation between citizenship, rights and responsibilities and the social construction of identity (MIPLO 7). 4. Outline types of citizen engagement at local, national and global levels and strategies employed to increase civic and civil participation (MIPLO 2, 3).
Information Provided to Learners about the Module	College Prospectus specifies module name, stage and ECTS.

	<p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>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.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>
Module Content, Organisation and Structure	<p>The module begins with an historical look at the evolving nature of citizenship and ways in which a vibrant civil society and social capital are linked. The concept of democratic engagement in relation to representative, participative and deliberative practices is analysed. It will examine the impediments to participation and the links between citizenship, rights, responsibilities and the Social Construction of Identity. Types of citizenship engagement will be researched. The impetus for participation and engagement and the strategies and models of participation at local and global level will be explored.</p>
Module Teaching and Learning Strategy	<p>Lectures, tutorials, discussion forums, case studies and group exercises.</p>
Work-Based Learning and Practice-Placement	<p>N/A</p>
E-Learning	<p>The virtual learning environment (Moodle) will be the platform to disseminate module material to the learners.</p>
Specifications for Module Staffing Requirements	<p>Staffing requirements include guest speakers and workshop facilitators in line with the active teaching approach throughout the module. The module Co-ordinator will draw up a programme of workshops and learning opportunities at the outset.</p> <p>Staff – learner ratio is typical of a lecture and tutorial format, 1-10.</p>
Module Summative and Formative Assessment Strategy	<p>This module will be assessed by two in-class assignments.</p>
Sample Assessment Materials	<p>Essay 60% - (LO 1 and 2). <i>Sample; Outline and examine the key differences between the 'liberal individualist' and 'civic republican' approaches to Citizenship.</i></p> <p>Poster Presentation – in-class assignment -- (40%) (LO 3).</p> <ol style="list-style-type: none"> 1. <i>Select a minority group that are considered to have limited citizenship rights</i> 2. <i>Visually highlight the deficit in citizenship rights (with evidence)</i> 3. <i>Provide information on the impact of limited citizenship rights (with evidence)</i>
Reading Lists and Other Information Resources	<p>Essential Reading: Faulks, K. (2000). <i>Citizenship (Key Ideas)</i>. London: Routledge.</p> <p>Isen and Turner (2003). <i>Handbook of Citizenship Studies</i>. UK: Sage.</p> <p>Powell, F. (2012). 'Citizens or Subjects? Civil Society and the Republic' in O'Toole, F. (Eds). <i>Up the Republic: Towards a New Ireland</i>. London: Faber and Faber.</p>

Powell, F. (2008). 'Civil Society, Social Policy and Participatory Democracy' in *Social Policy and Society*.

Putnam, R. (2000). *Bowling Alone: The Collapse and Revival of American Community*. New York: Simon and Schuster.

Secretariat Taskforce on Active Citizenship (2007). '*Report of the Taskforce on Active Citizenship*'. Dublin: Government Publications.

Shafir, G. (1997). *The Citizenship Debates – A Reader*. USA: Minnesota Press.

Siim, B. and Squires, J. (Ed.) (2008). *Contesting Citizenship*. London: Routledge.

www.infed.org/mobi/civil-society/ - useful website where learners are introduced to and can explore key concepts in citizenship and civil society and other key concepts related to their degree

Other Reading:

Banks, J. (Ed.) (2007). *Diversity and Citizenship Education: Global Perspectives*. USA: Jossey – Bass.

Dower, N. (2003). *An Introduction to Global Citizenship*. Scotland: Edinburgh 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*.

Isin, E. F. and Wood, P. K. (1999). *Citizenship and Identity*. London: Sage Publications.

Kabeer, N. (Ed.) (2005). *Inclusive Citizenship: meaning and expressions*. London: Zed Books.

McGhee, D. (2005). *Intolerant Britain: Hate, Citizenship and Difference*. England: Open University Press.

Meehan, E. (1993). *Citizenship and the European Community*. London: Sage.

Woodward, K. (1997). *Identity and Difference: Culture, Media and Identities*. London: Sage.

Essential Viewing:

https://www.ted.com/talks/hugh_evans_what_does_it_mean_to_be_a_citizen_of_the_world

<http://www.oxfam.org/en/research/active-citizenship-case-studies>

<https://www.youtube.com/watch?v=31GKM0wrfy0> - Defining Civil Society

<https://www.youtube.com/watch?v=jkPgQP-9lao> – Introduction to Civil Society

<https://developmenteducation.ie/>

**Module Physical
Resource Requirements**

Lecture hall equipped with internet, projector, round tables and speakers.