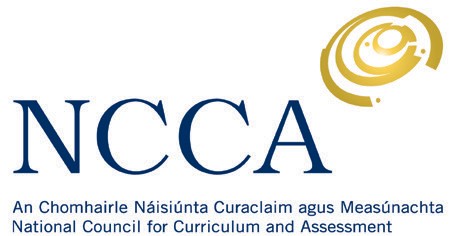
**Politics and Society**

**Topic 7**

**Globalisation and**

**localisation**



**Possible Learning Activities**

## 7.1 representations of national identity made available to

## young people

* Invite students to work together in small groups to create a group self-portrait made up of objects, symbols and/or imagery that represent key elements of their identity. Display the portraits around the room and facilitate a whole class discussion questions such as these:
  + Does each of us have one fixed identity, or do we have multiple identities?
  + Do identities change over time? Why?
  + How evident is the idea of national identity in the images created?
  + How is your sense of national identity formed or constructed?
  + Is it possible to talk about a single Irish national identity or are there multiple ways of identifying as Irish?
* Watch Professor Paul Connolly’s talk and then facilitate a discussion on: How can the education systems on the island of Ireland help to shape a positive sense of national identity for young people?
* Find a range of different school text books and investigate the way in which school text books represent ‘Irish’ national identity, e.g. History books or compare text books from the 1960s, 1970s with those today (notice representations of men/women, diversity, etc)
* Divide the class into small groups and give each group a text to study (such as opposite).

Ask each group to summarise and present the main findings or the big ideas that are presented in their reading.

Build on this to discuss the role of history education in the construction of national identity both North and South.

* Discuss the idea that ‘learning to value their own culture and ethnicity is central to children’s self-esteem and sense of identity’ [(NCCA, Intercultural Education in the post-primary school: Guidelines for Schools,](http://www.ncca.ie/uploadedfiles/publications/Interc%20Guide_Eng.pdf) p. 15)

How can learning to value one’s own culture and sense of identity be balanced with respect for other cultures and identities? How can schools/education play a role in this?

Useful resources

Introductory teaching and learning activities on the theme of identity can be found in these and other resources:

[*Equality in Second-level Schools: A Training Manual for Educators and Trainers*](http://developmenteducation.ie/media/documents/Equality-in-Second-Level-Schools.pdf), esp. pp. 9-14

[Life Stories: Exploring identity with young people](http://www.youthdeved.ie/sites/youthdeved.ie/files/Lifestories_2004.pdf)

Professor Paul Connolly, [‘Awareness of Diversity Through Children's Eyes,’](http://www.mediator.qub.ac.uk/ms/streams/cms/ktp/ProfessorPaulConnolly.mp4) 8 mins video.

[Roland Tormey (2006) ‘The construction of national identity through primary school history: the Irish case’ British Journal of Sociology of Education Vol. 27, No. 3:](http://www.ncca.ie/en/Curriculum_and_Assessment/Post-Primary_Education/Senior_Cycle/Politics_and_Society/Roland-Tormey-The-construction-of-national-identity-through-primary-school-history-The-Irish-case.pdf)

(especially pp 317-322)

[Alan McCully (Ed) 2007. Recent research on teaching history in Northern Ireland (especially pp18-21 and pp37-42)](http://uir.ulster.ac.uk/15651/1/Mc7march1030%5B1%5D.pdf)

[Keith C. Barton, Alan W. McCully, Margaret Conway, ‘History Education and National Identity in Northern Ireland’ International Journal of Historical Learning, Teaching and Research 3: 31-43:](http://centres.exeter.ac.uk/historyresource/journal5/Barton.pdf) (especially see findings and discussion section)

Kenneth D. Bush & Diana Saltarelli (eds) (2000), ‘[The two faces of education in ethnic conflict’ UNICEF Innocenti Research Centre](https://www.unicef-irc.org/publications/pdf/insight4.pdf) (especially chapter 2)

Big Thinkers

Discuss Edward Said’s view that

’*Rather than the manufactured clash of civilizations, we need to concentrate on the slow working together of cultures that overlap, borrow from each other, and live together’ .*

If cultures evolve over time, is the same true of national identities?

## 7.2 diversity and cultural change

* To begin with, students might do a walking tour of their town/locality to **find local *evidence of cultural mixing*** (noting things such as different food outlets, restaurants, places of worship, factories where there are significant numbers of workers from different cultures, etc)
* Set students to work in groups to find examples from their own environment and from qualitative and quantitative research data to illustrate the idea that cultures are the product of process of mixing and adaptation and that they do not stay static across time.

Different groups might approach the task from different perspectives – e.g. one group focusing on how cultural adaptation is evident in Irish music, another group focusing on cultural adaptation in Irish food and cultural life, and another focusing on demographic changes caused by migration**,** and so on.

* Technology and cultural change - Has technology improved people’s access to culture? How has it changed the way people access, create and share culture? Provide examples (e.g. Youtube)
* Some argue that use of technology and the expansion of the global media will gradually bring about cultural convergence around the world. In this scenario, cultural diversity will be reduced and we will be left with one cosmopolitan culture and identity. What do you think?

Class discussion – Is access to the mass media threatening cultural diversity or facilitating greater understanding about cultural diversity?

## 7.3 diversity in the European Union

* Ask students to work in groups to research and examine patterns of ethnic and cultural diversity which exist within the European Union including:
* Ethnic diversity within states and within the European Union
* Language diversity
* Religious diversity

Each group presents their findings using a poster presentation or a handout.

*[Changing perspectives: Cultural Values, Diversity and Equality](http://www.developmenteducation.ie/media/documents/ChangingPerspectives.pdf)*

*[in Ireland and the Wider World](http://www.developmenteducation.ie/media/documents/ChangingPerspectives.pdf)*

[Modena City Ramblers](https://en.wikipedia.org/wiki/Modena_City_Ramblers)

[World Music module](http://www.developmenteducation.ie/feature/world-music/)

[Yu Ming is anim dom](file:///C:\http:\www.developmenteducation.ie\resources\culture-and-identity\short-film-yu-ming-is-ainm-dom.html)

[2016 census figures showing ethnic and cultural background of Irish residents](http://www.cso.ie/en/media/csoie/releasespublications/documents/population/2017/Chapter_6_Ethnicity_and_irish_travellers.pdf)

[*Dept of Justice and Equality website*](http://www.integration.ie/website/omi/omiwebv6.nsf/page/managingdiversity-en)

[Irish Examiner article:](http://www.irishexaminer.com/lifestyle/features/life-in-ballyhaunis-irelands-most-culturally-diverse-town-369099.html)

['Ballyhaunis Ireland's most culturally diverse town’](http://www.irishexaminer.com/lifestyle/features/life-in-ballyhaunis-irelands-most-culturally-diverse-town-369099.html)

[Irish Times article: We are Irish and proud…](http://www.irishtimes.com/life-and-style/people/weareirish-and-proud-but-the-online-racism-is-exhausting-1.3056824)

[Irish Times article which presents a summary of immigration and emigration trends and where people are going to and coming from](http://www.irishtimes.com/life-and-style/abroad/generation-emigration/number-of-emigrants-returning-to-live-in-ireland-jumps-74-1.2765644)

Big Thinkers

Consider the relevance of Kwame Anthony Appiah’s views

on cosmopolitanism on this topic

Watch this [youtube short video](https://www.youtube.com/watch?v=inyq_tfm8jc)

Some links to get started with:

[*Dept of Justice and Equality website*](http://www.integration.ie/website/omi/omiwebv6.nsf/page/managingdiversity-en)

[Facts on migration within Europe](http://www.bbc.com/news/world-europe-34131911)

[Eurostat data](http://ec.europa.eu/eurostat/tgm/table.do?tab=table&init=1&language=en&pcode=tps00176&plugin=1)

[Population and migration stats (CSO 2016)](http://www.cso.ie/en/releasesandpublications/er/pme/populationandmigrationestimatesapril2016/)

[Religious diversity in Europe](http://www.pewresearch.org/fact-tank/2015/04/15/europe-projected-to-retain-its-christian-majority-but-religious-minorities-will-gro)

[Facts about language diversity in Europe](http://language-diversity.eu/en/knowledge/fakten/)

## 7.4 understanding identity

* Ask students to discuss these two arguments about culture and identity and decide which argument is most supportable:
* National groups and ethnic groups are those that share a common culture (which implies common values, beliefs, ways of doing things, and may imply a common history and language)
* National groups and ethnic groups are ‘imagined communities’; social constructs which involve the imaging of ‘us’ and a ‘them’, something which can have significant consequences for how people understand and interact with those seen to be in the ‘other’ group
* Taking Benedict Anderson’s idea of imagined communities on board, discuss the different ways that a nation ‘imagines’ and constructs a shared identity – e.g. through language, sport, the media, and give examples.
* Discuss to what extent the European Union has succeeded in creating a shared European identity and culture amongst its members (e.g. through common currency, economic cooperation, open borders, social justice, human rights, cultural and education exchanges, etc).
* Discuss the rise of populist leaders such as Marine Le Pen, France, and Geert Wilders, Holland who believe that national identity and culture is under threat from the forces of globalisation and migration. Why are populist leaders gaining popularity?
* Brainstorm the positive and negative effects of developing a sense of ethnic or national identity and ask student to give examples for both.
* Conduct a whole class discussion on:
* The benefits associated with achieving a secure and confident sense of one’s own ethnic identity
* The risks of inter-ethnic violence and genocide related to an insecure or threatened sense of ethnic identity

Visit the websites of these leaders to examine their views

[Irish Times short video on French presidential candidates](http://www.irishtimes.com/news/world/europe/france-s-presidential-candidates-their-policies-and-pitfalls-1.3059259)

[80:20 Exploring Genocide (good information)](http://www.developmenteducation.ie/media/documents/genocide2008.pdf)

[Module on conflict (includes activities re genocide)](http://www.developmenteducation.ie/teachers-and-educators/transition-year/strand-3-Conflict/)

7.5 understanding the interaction between western and non-western culture

* Ask students to draw on the Thinkers and on examples from the wider world, to support each of these arguments about culture:
* The west has historically constructed itself (‘us’) in opposition to the non-western world, and, in so doing has imagined itself to be rational, civilised and mature and has imagined the non-western world as irrational, depraved and child-like
* Processes of globalization, such as travel, commerce and ICT are breaking down national cultures and identities and creating a cosmopolitan culture and identity
* There are a number of major civilisations in the modern world that are culturally fundamentally different and are in competition with each other
* If the west does not protect its culture of human rights and rational thought from other civilisations then western culture will be wiped out
* Having engaged with different viewpoints, ask students to evaluate which of these arguments they consider most supportable.
* Ask students to discuss to what extent they agree that President Trump and his advisors see themselves as saving western culture from external threats. Google search ‘Trump and the clash of civilisations’ to find views on this.

7.6 globalisation and power

* Ask students to examine different definitions and/or images of *globalisation* and agree their own.
* Brainstorm the impacts of globalisation under the headings:

- economic

- political

- social

* Research this question – What does your mobile phone have to do with the lives of people in Africa?
* Consider other everyday commodities and trace the production trail that brings them to us in a globalised world, such as your clothes.

Big Thinkers

Edward Said

(Orientalism)

Big Thinkers

Kwame Anthony Appiah

(Cosmopolitanism)

Big Thinkers

Samuel Huntington

(Clash of civilisations)

[Financial Times article, *Trump, Islam and the clash of civilizations,* Feb 13th 2017](https://www.ft.com/content/18eb6c9e-eee2-11e6-930f-061b01e23655)

Big Thinkers

For a critique of globalisation see Thomas Hylland Erikson’s book *Overheating – An anthropology of accelerated change* and

[His blog](https://thomashyllanderiksen.net/category/overheating/) and [website](https://thomashyllanderiksen.net/)

Find another thinker who offers a different

critique of globalisation and one who favours globalisation

[Listen to sections of Mary Robinson talk about the need for ethical globalisation](https://www.youtube.com/watch?v=EyBt2gg37t8)

[Huffington Post article on how globalisation is effecting both left and right wing politics](http://www.huffingtonpost.com/nouriel-roubini/globalization-politics_b_11655494.html)

[Sky news report on the mining of Cobalt in the Congo](https://www.youtube.com/watch?v=JcJ8me22NVs)

Contact [Re-dress](http://re-dress.ie/about/) for information about ethical fashion

* Set up a **Jigsaw learning activity** for students to peer teach each other on **the** **role, decision-making processes** and **power** of these supernational bodies - the International Monetary Fund, World Trade Organization, World Bank and the United Nations Development Programme.
* Consider how decisions or polices made by one of these bodies impacts upon young people through a case study e.g. the impact of austerity programmes on young people or the impact of ILO labour regulations on young people.
* Find news stories or statements from political leaders which feature the argument that power is moving from national governments to supranational bodies. (Possible link to Brexit debate)

Contact [the Debt and Development Coalition](http://www.debtireland.org/education/) for teaching resources about globalisation, the role and power of supranational bodies and other related topics.

[See teaching resources and lesson plans developed by ICTU Youth Connect project on topics such as globalisation,fair trade and decent work](http://www.youth-connect.ie/index.php/resources/)

# How will students show evidence of their learning?

What am I looking for? Sample criteria for success

**These assessment tasks can be adapted for OL**

**students**

Write a response to the statement: Education plays an important role in shaping a young person’s sense of national identity.

Create a poster or write a short piece summarising three current political leaders views’ on the topics you have studied. Position each one on the left- right spectrum and try to find a thinker or school of thought that would support them from your reading in this course.

‘*Is globalization about the eradication of world poverty or is it a mutant variety of colonialism, remote controlled and digitally operated*?’

This question is asked by Arundhati Roy in *The Algebra of Infinite Justice*  (p. 178)

Based on what you have learned about globalisation, how would you answer this question? What do you think is the main effects of globalisation – both positive and negative?

Place students in groups of 5 or 6

Each person much assume the role of one of the following people:

* Edward Said (Orientalism)
* Kwame Anthony Appiah (Cosmopolitanism)
* Samuel Huntington (Clash of civilisations)
* Benedict Anderson (Imagined communities)
* Thomas Hylland Eriksen (idea that since the word culture divides, focusing on differences, the concept of rights is more useful than the concept of culture.)

Imagine you are meeting at a dinner party, arrange seating so that people of conflicting opinions are seated next to each other, then give each person 2 minutes to set out their ideas about culture and identity, and invite challenges and questions from each other.

The response should:

* Include 3-4 well-structured paragraphs
* Provide reasons and evidence to back up the statement. Or provide reasons and evidence to argue against the statement. Or do both.
* Draw on concrete examples from Ireland (North and South). Reference to other counties may also be made.
* Draw some conclusions regarding the possible consequences/implications.

The response should:

* Include 3-4 well-structured paragraphs
* Show an understanding of different views on globalisation and different impacts of globalisation
* Provide reasons and evidence to back up their personal view.

This activity provides an opportunity for students to peer and/or self-assess.

In advance of the activity, agree the criteria for success and then invite students to use these criteria when offering feedback to each other on their ‘performance’.