CB/SO 395 YOUTH ENGAGEMENT AND EDUCATION IN IRELAND: A COMMUNITY-BASED LEARNING PERSPECTIVE
IES Abroad Dublin

DESCRIPTION:
From a sociological perspective, this course examines the relationship between State, Church, the family and education and the impact these relationships have on society and in particular youth in Ireland. The seminar analyses the role of civic engagement using theoretical perspectives, namely individualism, collectivism, and social capital. Each student will volunteer for five hours each week with a youth club which aims to empower young adults and a homework clubs for children from disadvantaged areas.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

ADDITIONAL COST: None

METHOD OF PRESENTATION:
While the lecturer will present the key events/interpretations in the form of a lecture, the course is designed to encourage as much student participation through discussion as possible. The lecturer will use multimedia tools to present information and engage the class.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Active Participation in Seminar - 10%
- 6 Moodle Reflective Responses, 2 pages each - 30%
- Final Paper, 1750-2000 words - 30%
- On-Site Evaluation by Volunteer Supervisor using IES Abroad Dublin metric - 30%

Written assignments will be graded according to the following criteria:

- **Content**: Provides a focused argument throughout the essay/talk. Offers evidence of relevant reading and research. Shows an in-depth understanding of the topic, and uses multiple bibliographic sources (books, journal articles, interviews, web-based information).
- **Clarity**: Writes clearly by developing a coherent, well-organized paper; arranges sentences in a logical manner; uses correct punctuation, spelling, grammar; and provides correct citations.
- **Creativity**: Draws the reader in and engages them in the topic. Makes an original contribution to the topic. Presents material in an interesting way that is particularly helpful to the reader.

Participation Rubric:

- **Outstanding Participant**: Contributions in class reflect exceptional preparation. Ideas are consistently substantive and insightful, and persuasively presented. Absence would significantly diminish the quality of class discussion.
- **Good Participant**: Contributions in class reflect thorough preparation. Ideas offered are usually substantive and insightful, and often persuasively presented. Absence would diminish quality of class discussion.
- **Adequate Participant**: Contributions in class reflect satisfactory preparation. Ideas are sometimes substantive and insightful, but seldom offer a new direction for the discussion. Absence would diminish quality of class discussion.
- **Non-Participant**: Little or no contribution in class. Subsequently, there is limited basis for evaluation. Absence would not affect the quality of class discussion.
- **Unsatisfactory Participant**: Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide little insight, and are rarely constructive. Absence would improve the quality of class discussion.

Reflective Responses Rubric:
• **Critical Thinking:** Insightful analysis and evaluation; clear connections made to real-life situations
• **Personal Reflection:** Consisting of personal reflection that connect between real-life, learning and the readings
• **Clarity:** Engages the reader. Response is grammatically correct and stylistic

**LEARNING OUTCOMES:**
By the end of the course, students will be able to:

- Understand key sociology concepts and how they relate to Irish society.
- Articulate and analyse some of the key social issues related to Irish society and compare this to the US.
- Through volunteering engage in meaningfully with all stakeholders within the organization from staff, mentors and children while gaining stronger understanding of local norms.
- Integrate with Irish peers while developing their intrapersonal and interpersonal skills by working alongside Irish youth, peers, and mentors.

**CONTENT:**

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<tr>
<th>Week</th>
<th>Content</th>
<th>Assignments</th>
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<tr>
<td>Week 1</td>
<td>Introduction to Community-Based Learning</td>
<td>• Required Training: <a href="https://www.tusla.ie/children-first/children-first-e-learning-programme/">https://www.tusla.ie/children-first/children-first-e-learning-programme/</a></td>
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<td>• This session will be used to introduce the course. After reviewing the syllabus, we will explore what is meant by community-based learning and outline the guidelines and responsibilities of being a volunteer. Student will be expected to have participated in the Volunteer Ireland orientation training session (meeting scheduled for the first week of term) as well as Children First training.</td>
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| Week 2 | A Closer Look at Volunteering                | • Community Action and the State, Ch 12 Sociological Perspectives.  
• Introduction: Concepts, History and Measurement, Ch 1 Social Capital.  
<p>|        | • Applying information from session one, we look at how the placement organisations function; how and why they were founded and what it means to be a volunteer in Ireland? |</p>
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<td>Weeks 3 &amp; 4</td>
<td>Education</td>
<td>• We will discuss an overview of the Irish education system. Looking at Irish education from early years to the Cinderella sectors we analyse what is considered a standard education in Ireland. We will discuss the factors that come into play when evaluating strengths and weaknesses of the education system while making comparisons with the United States.</td>
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<td>Week 5</td>
<td>The Catholic Church</td>
<td>• The term ‘a la carte’ Catholic is commonly used to describe our relationship with the Church – using the Church only for births, marriages, and deaths. However, 90% of Ireland’s State (public) schools are fall under the Catholic denomination. Historically, the Church has always played a huge role in the community. These sessions look at the impact of the Catholic Church on education and civil society from Irish independence to current day.</td>
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- Watch, mPower; www.mrci.ie/mPower-Youth-Project/.  
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<td>- Podcast: Newstalk 106 Radio Documentary, “Finglas Youth Service; growing up disadvantaged” (Feb 2012).</td>
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<td>Week 10</td>
<td>Break</td>
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<td>- McKenna, Aaron. “Here’s how to fix the education system – and spend less money” in <em>The Irish Times</em> (24 January 2012).</td>
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<td>Week 12</td>
<td>Reflections and Application</td>
<td>- Asking ourselves if it’s worth doing a term abroad in college and how get a return on your investment, this sessions looks at ways to use experiences during our time in Ireland and specifically with volunteering and apply those to your CV and articulate them at job interviews.</td>
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**REQUIRED READINGS:**

• Community Action and the State, Ch 12 Sociological Perspectives.
• Horgan, Goretti. “That child is smart because he’s rich’: the impact of poverty on
• Introduction: Concepts, History and Measurement, Ch 1 Social Capital.
• Lillington, Karlin. “Time to rethink the way we view Emigration” in The Irish Times (9 Sept 2010).
• McKenna, Aaron. “Here’s how to fix the education system – and spend less money” in The Irish Times (24 January 2012).
• Partanen, Anu. “What Americans Keep Ignoring About Finland’s School Success” in The Atlantic, 29 Dec 2011
• Required Training: https://www.tusla.ie/children-first/children-first-e-learning-programme/
• Watch, mPower; www.mrci.ie/mPower-Youth-Project/