



The www.polsocpodcast.com

Politics and Society

“Listen-Along Guide” Workbook

2017-2022

To help with your revision, find all the ‘listen-along guides’ in one easy to access location. Track your work as your progress.



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Episode 2 – Thomas Hobbes

Listen to the podcast and complete the questions below as you go. Don't be afraid to pause the playback and skip back to the timecode (in brackets) if you miss something first time around!

Find the episode here: <https://polsocpodcast.com/episode-2/>

1. Outline 3-4 of the key historical events that are important to contextualize Hobbes's key work, The Leviathan:

- a. _____
- b. _____
- c. _____
- d. _____

2. What does Hobbes see as the primary purpose of a state? (4:05)

3. What does Professor Armstrong identify as the key differences between what Hobbes says, and the ideas that went before its publication? (5:05)

a. How is the method different?

b. How are his conclusions different?

4. Complete the famous Hobbes Quote:

“Life is solitary, poor, n_____, b_____ and s_____”

5. How does Hobbes fit in with the Enlightenment?

a. How does he in agreement with other Enlightenment thinkers?

b. How does he differ from other Enlightenment thinkers?

6. What answer does Hobbes offer to the question of why we need a state at all?

7. What does Hobbes mean when he uses the term “**Social Contract**”? How is his version different than other interpretations of this term?

8. What are the key differences between “*Divine Right Absolutism*” and “*Philosophical Absolutism*”? (14:35)

9. Does Professor Armstrong think that Hobbes is a Christian? (20:15)

Based on what you’ve read about Hobbes do you agree with Professor Armstrong? Why/why not?

Having listened to the podcast, consider ways in which the ideas of Thomas Hobbes might be relevant to your own life. Where in the modern world might those ideas be most obviously tested? (War Zones, 'failed states', in the immediate aftermath of a natural disaster....) Imagine, for example, that Ireland was hit by a number of terrorist attacks. What degree of personal freedom would you be prepared to sacrifice in order to maintain security? Jot down your ideas here and return to those ideas in the coming weeks to see how your perspective shifts over time...

1. _____

2. _____

3. _____

Hobbes and Covid- Based on your understanding of how Hobbes viewed opposition to the established leader, how do you think that he would respond to Covid 'Lockdown' Restrictions of 2020-21? Justify your answer referring explicitly to the terminology that Hobbes would have used.

Episode 3 – Dáil Éireann

<https://polsocpodcast.com/episode-3>

As you listen to the podcast see if you can jot down the answers to help you develop your note-taking skills.

1. What reason does Anne-Marie McNally give when asked why teenagers should care about politics? -

2. What are the two components of the job of 'Political Director'?

3. What does Anne-Marie highlight as the most challenging aspects of this job?

4. What does the word 'Bicameral' mean?

5. How many TDs sit in the Dáil and how long is the maximum term (in 2017)? (Has this been updated recently?)

6. How many TDs are needed to form a majority Government?

7. From which house (Upper or Lower) does most legislation originate?

8. What is the 'Front Bench'?

9. What is a 'Shadow' minister?

10. How do elections to the Seanad differ from the Dáil?

-
-
11. Who votes for the 'Panels'?
-
-
12. What bonus does the Taoiseach have in appointing Senators?
-
-
13. Pause the playback briefly at time-code 10:58 and jot down what you understand by the term 'Confidence and Supply'.
-
-
-
-
14. In what ways is the Dáil imbalanced in its representation?
-
-
-
15. What aspects of Dáil business makes the Dáil seem an environment that is not 'Family Friendly'?
-
-
-
16. Note down the two quotes of the day that consider the idea of 'Democracy'.
- a. Gettysburg Address – Abe Lincoln:
-
-
-
- b. Winston Churchill:
-
-
-
17. What other responsibilities do TDs have outside the Dáil chamber?
-
-
-

18. Consult the hand-out on the 'Legislative Process' in the Episode Notes for Ep 3 at <https://polsocpodcast.com/episode-3-notes/> and see if you can track the stages that Anne-Marie McNally describes.
19. What are the main roles of the Taoiseach and Tánaiste?
-
-
-
20. What happens in 'The Cabinet'?
-
-
-
21. Which ministry is increasingly important in the light of Brexit?
-
-
-
22. What was the Sustainable Development issue that Student Council President, Robert, identify as motivating the 'Meatless Monday' campaign?
-
-
-
23. What are the challenges Ms Susan Leahy think face student councils? (Consider the idea of 'Change' and 'expectations')
-
-
-
24. What is the 'Permanent Government'?
-
-
-
25. What problem does Anne-Marie point out when it comes to the jobs of TDs and County Councillors?
-
-
-
26. What suggestion did the Government TD make recently about how you should vote for your TDs?
-
-
-

27. Identify TWO different means of accessing the proceedings of the Dáil?

1. _____

2. _____

28. Briefly outline Anne-Marie McNally's three suggestions for working in the Dáil:

a. Firstly, _____

b. Secondly, _____

c. Finally, _____

Based on what you've heard from Anne-Marie, do you think that the Irish Governmental System reflects "the will of the people? If not, what reforms would you want to see? Complete a mind-map in the space below.

Irish Governmental System Reform – Mind Map

Episode 4 – The Council of Europe and ECHR

<https://polsocpodcast.com/episode-4> As you listen, jot down the answers to help you develop your note-taking skills. The time-codes (in brackets) should help you find the right section. There’s also a useful revision notes sheet available on the “Episode Notes” page on the website.

Students should be aware that the Russian Federation left the Council of Europe shortly after the invasion of Ukraine in early 2022. This will change some of the data presented below, but not significantly.

1. The Council of Europe and the European Union share the same fundamental values, which are _____, _____, and the _____. (2:55)
2. How many member countries are there in the C of E? _____
3. When was the C of E set up?

4. How many countries (including Ireland!) were originally involved?

5. Why does Samantha O’Brien O’Reilly think that membership of the C of E was useful in ‘exercising our foreign policy’ before 1955? (5:40)

6. Who are the 5 ‘observer states’? (6:00)

7. What is the most famous component of the Council of Europe? (6:10)

8. What are the two main ‘statutory bodies’ in C of E? _____
and _____
9. Who is Ireland’s ‘Permanent Representative’ and who supports the PR’s work?

10. How are the members of the Parliamentary Assembly chosen? (7:40)

11. **“Untangle the Terminology!”** Give two different meanings to the acronym “ECHR”:
 - a. _____

b. _____

12. What is the most important thing about the ECHR? (10:25)

13. How many people can be heard at the ECtHR in Strasbourg?

14. List 3 of the rights protected by the ECHR: (11:05)

a. _____

b. _____

c. _____

15. What does it mean to be a "Court of Last Resort"? (11:45)

16. You can go into an Irish court and rely on: (12:03)

17. What steps should you take to 'redress' your rights that you feel has been infringed? (12:30)

a. First, _____

b. If that case fails, you then have to go all the way to the Irish S_____

C_____

c. If it is found 'admissible' you then get a H_____

d. (How many Judges are there on the ECtHR? _____)

e. The court will deliver a J_____

18. What kinds of compensation is given to those who win their cases in the ECtHR?

19. Who meets 4 times a year, and for what purpose? (14:30)

20. What is involved in the 'Action Plan' that states take to ensure that the judgments of the ECtHR are followed through on properly?

21. (16:00) ***Quote of the Day!*** In her speech about youth involvement in the SDGs, Samantha O'Brien O'Reilly implored the assembly by asking them: "Don't just build it FOR everybody,

_____ "

(Watch Samantha's full speech on YouTube by searching "Ireland's UN Youth Delegates 2016")

22. Why does Brendan O'Sullivan argue that there are actually 17 Key Thinkers? (now 18! – there were only 16 Key Thinkers in the original spec!)

23. How many 'conventions' has the C of E created and how does it enforce those conventions? (18:00)

24. What is GRETA? Who heads it up? (18:40)

25. (23:30) Name 3 key cases that are key to Ireland that have gone through the ECtHR and give a brief summary:

a. Name of Case:

Summary: _____

b. Name of Case:

Summary: _____

c. Name of Case:

Summary: _____

26. What practical changes came about because of the Norris case? (24:45)

27. What is the UN Youth Delegate Programme?

Extension Question: How could you write about the UN Youth Delegate Programme as an example of youth engagement in politics and as a mechanism for improving Civic engagement?

Using the information on you have gathered from the podcast (and the handout that can be download from the episode notes page) to address the following question, which is drawn directly from the Politics and Society Subject Specification.

L.O. 6.1 (adapted) *“Explain the main rights outlined in the European Convention on Human Rights, and the mechanisms through which people can seek to have these rights implemented”*

***To me, this feels like a possible final question in the Data-Based Question? In other words, you should be able to write 1 ¼ to 1 ½ pages that includes data from multiple sources. You can even cite the podcast as a reliable source [not because I think it is, but because it provides information directly from a member of the Irish delegation to the C of E] ***

Episode 5 – EU Institutions

There are a number of points here where the relevant names have changed (such as the Council President and Ireland’s Commissioner. Pause the podcast and research the updated names.)

Fill in the relevant information relating to each institution as outlined by Frau Malcolm...

<u>European Parliament (2:50)</u>	<u>European Commission (4:30)</u>	<u>European Council (6:15)</u>
How many directly elected MEP are there in the parliament? _____	How many commissioners does each state have? _____	(Strictly speaking) who makes up the European Council? _____
Who is currently the President of the European Parliament & how long is his tenure? _____	What is the area of responsibility of Phil Hogan, Ireland’s commissioner? _____	Who is the current Council President and how long is his tenure? _____
What is the name of the chamber in which the MEPs sit? H _____	Commissioners represent ‘national interest’/EU Policy (delete incorrect)	Who elects the Council President? _____
The MEPs are arranged according to ‘Country’/‘Political Allegiance’ (delete incorrect answer)	Who is the current President of the Commission & how long is his tenure? _____	In what areas does the Council President represent the EU? (x2) _____
What is the name of the biggest party in the Parliament and to which Irish party does this correspond? _____	Who elects the President of the Commission and who approves him? _____	Name two other institutions that Frau Malcolm mentions: 1. In Luxemburg _____
With which grouping does Lynn Boylan(SF) sit? _____	Explain the term “Spitzenkandidat” in your own words. _____	2. In Strasbourg _____
Name one ‘Far Right’ grouping in the Parliament? _____	_____	_____

“Quote of the Day” (7:30)

When was the Schuman Declaration issued? _____

What was Robert Schuman’s job? _____

What organization did this declaration seek to form? **E** _____ **C** _____ & **S** _____ **C** _____

What was the logic behind founding this organization? _____

Complete Schuman’s quote: “Europe will not be made at once, or according to a single plan. It will be built through _____ which first create a *de facto* _____.”

Who were the six founding members of the ECSC? _____

Pooling coal and steel production would make war between the historic rivals of France and German “not merely unthinkable, but _____”

ECSC became the _____, which became the _____.

The Ordinary Legislative Process (10:20) Which treaty from 2009 put the OLP in place? _____

Which is the only EU body that is able to propose new legislation? _____

What happens after that proposed legislation is introduced? _____

What happens if there isn't 'consensus' after the "1st Reading" of the legislation? _____

What is the name of the committee that seeks to resolve the difference that the Council and Parliament might have over any legislation? _____

What happens if the Parliament doesn't approve the text of the new legislation after the "3rd Reading"?

The European Parliament is split over TWO locations. It does its 'Committee' work in _____ and it votes in Plenary Sessions in the city of _____.

Untangle the Terminology (14:30) Explain the following terms:

'Simple' Majority _____

'Absolute' Majority _____

'Unanimity'/'Complete Consensus' _____

Qualified Majority Voting (QMV)/'Double Majority' _____

A 'Blocking Minority' _____

'Plurality'/'First Past the Post' _____

'Abstention' _____

How does Ms Malcolm suggest that we can see the impact of the European Union in our daily lives?

What scheme exists in Europe for students to attend university in another EU country?

Brian Hayes MEP (24:30) How would Brian Hayes defend the EU from the charge of being '*Undemocratic*'?

Why does Brian Hayes think that it's important to put the influence of the Irish MEPs into context?

Are there times when Irish MEPs work together as a unit? What is Brian Hayes' opinion on this matter?

What issue does Brian Hayes suggest as the one big issue that students should investigate in order to better understand the EU? Why does he think this is the case?

According to the RED C opinion poll what level of support for the EU was there in Ireland in May 2018?

Go to the '**EuroMyths**' Blog on the European Commission's website (<https://blogs.ec.europa.eu/ECintheUK/euromyths-a-z-index/>) and dig into 2-3 issues and see how these 'Fake News' stories have been circulated and 'debunked':

Episode 6 – Brexit for Beginners

Brexit for Beginners - <https://polsocpodcast.com/episode-6-brexit-for-beginners/>

Listen to the Episode and jot down the answers to the following questions: The timecode is in brackets to help you find the answers!

1. How do scholars refer to the UK throughout its early relationship with the EEC/EU? (3:45)
“The _____ partner”
2. Why did it get this reputation? _____

3. What is the big irony about Winston Churchill’s position as a foundational figure of the ‘European Project’?
(4:40)

4. What kinds of ‘concessions’ does Professor O’Brennan say were granted to the UK by the EEC/EU? (Name 3)
 - a. _____
 - b. _____
 - c. _____
5. What was the name of the UK Prime Minister who called the Brexit referendum?

6. What were the main grievances of the “Eurosceptic” MPs in Britain? (6:00)

7. How do the Irish and many other European governments view the idea of ‘Sovereignty’?

8. What was one of the main problems in the referendum campaign? Who did they fail to mobilize? How was this different to recent votes in Ireland? (8:30)

9. According to Professor O’Brennan, how did those on the ‘Leave’ side behave during the referendum campaign?

10. Why was Boris Johnson sacked from *The Times* newspaper in the late 1980s?

Untangle the Terminology (10:15)

11. Which two other elections did the 'opinion polls' get wrong in recent years?

12. What problems persist in how the opinion polls operate?

13. Examine the 'Referendum Result map' in the episode notes. Why did (at least some) people vote against the EU?

14. How is this similar to the recent results in the US and France?

15. What was the irony about those who voted primarily based on immigration?

16. What is unusual about the areas in the North East and North West of England who voted to 'Leave' the EU?

Students Strike Back (15:00)

17. Listen to the opinions of the different students who are interviewed and answer the question for yourself "Do you feel that you have a 'European' identity? Briefly explain why, or why not? Do you lie somewhere along a spectrum, and what do you think it would take for you to change your opinion on this issue?"

18. What is unusual about Ms Viki Malcolm's position when she thinks about the Brexit vote? (17:00)

19. Does Ms Malcolm consider herself to be 'European'? Who is this complicated by her personal living and working life?

Quote of the Day (21:20)

20. When did Theresa May take over as the UK's Prime Minister?

21. What was her slogan and why is it suggested you should be wary about this kind of 'vacuous' slogan?

Back to Professor O'Brennan (22:50)

22. What are some of the potential consequences of Brexit for the following groups?

a. The EU:

b. The UK:

c. Ireland:

d. Northern Ireland:

23. Explain how trade might be impacted by Brexit if a 'Hard Border' emerges. Consider the Guinness "supply chain" as an example.

24. What positives might emerge for Ireland in the aftermath of Brexit?

Brexit and Your Exam in June! (29:05)

How does Brexit relate to the following strands of the Politics and Society Course? i.e. in which types of essays might it be suitable to discuss Brexit and why?

Power & Decision Making:

Globalization and Localization:

Identity:

Active Citizenship:

Human Rights:

Episode 7 – Human Rights – Amnesty and Activism

Amnesty & Activism – listen here: www.polsocpodcast.com/podcastepisodes

Listen to the Episode and jot down the answers to the following questions: The timecode is in brackets to help you find the answers!

1. What does the word 'multifaceted' mean? (1:30)

2. Amnesty International was founded by lawyer P_____ B_____ in the year 19____.
3. What term is used to describe people who are put in prison simply because of what they believe? "Prisoners of C_____."
4. Was Ireland a founding chapter of Amnesty International? Yes/No (circle the correct answer)
5. What is the simple idea upon which Amnesty is founded? (4:30) _____

6. What personal qualities are required for the approach that Amnesty International takes to work? (5:30)

7. How did Colm O’Gorman become involved in activism in the first place? (6:15)

8. What **two** issues did Colm’s maths teacher highlight to him?

9. According to Colm O’Gorman, "At the heart of our humanity is to stand for _____"

10. What organization did Colm co-found in his late 20s as a result of the abuse he had suffered in his childhood? (9:00) _____

Quote of the Day

"Be the change that you want to see in the world"

11. To whom is this quote attributed? _____
12. How is that activist described here? _____
13. Do you think it matters that he didn’t actually say those precise words? Why/why not?

Back to Colm!

14. Name & describe **TWO** national campaigns that Colm was involved with of which he is proud? (11:30)

(i) _____

(ii) _____

15. Colm describes a new idea for inward migrants called “**Community Sponsorship**”. Describe briefly how that programme is designed to work. (13:00) Do **you** think that this will improve migrant integration?

16. Colm is also proud of his involvement in Individual cases. Why was Ibrahim Halawa imprisoned in Egypt and what did Amnesty do to try and help secure his release? (13:50) _____

17. What is the Amnesty ‘Letter-Writing Marathon’?

The Students Strike Back (16:00)

18. How did Beth get involved in student activism? _____

19. How do the #fridaysforfuture climate strike activist get other young people involved?

20. What is the key message that motivates young people?

21. How does Beth reflect back on her own personal experience of activism? (both good and bad!)

Back to Colm! (19:10)

22. What model of media does Colm think has emerged in Ireland? What impact has that had on the 'discourse' (types of discussion) in recent years? _____

23. Instead, what does Colm feel media SHOULD do? (20:40) _____

24. What does the word 'adversarial' mean? _____

25. What is the other thing that Colm feels we need to be able to talk about? Why? (21:30)

26. What was the title of the article Colm wrote in response to this problem (particularly given that he is himself a gay man!) _____

Are Human Rights a Western Concept? (23:30)

How does Colm react to this debate topic? Summarize his response here with a view to informing your own critical writing. Check the 'Episode Notes' on www.polsocpodcast.com to see how this could form part of your conclusion to the sample essay.

Remember the difference between the rights themselves and how they are interpreted in different parts of the world!

27. What's the difference between an IGO and an NGO? Give an example of each. (27:30)

IGO _____

NGO _____

28. What difference does Colm feel that he can achieved by working from outside the government system?

29. How will Amnesty contribute to Ireland's UN Universal Periodic Review (UPR)?

30. "We don't just afford rights to people we agree with!" – How does the case of President Erdogan in Turkey illustrate this idea. Summarize Colm's argument here. Do you agree? (29:45)

"**Human Rights can be Controversial**" – Why did Nobel Peace Prize winner, Aung San Suu Kyi have her award as an "*Ambassador of Conscience*" withdrawn? Summarize what Colm O'Gorman says about the situation with a view to using this as a '**case study**' that you can refer to in your critical essays.

Episode 8 – Trócaire, Fr McDonagh, and Climate

Listen to the episode here: <https://polsocpodcast.com/episode-8-trocaire-fr-mcdonagh-and-climate/> and download and engage with lots of additional resources on the 'Episode Notes' page:

<https://polsocpodcast.com/episode-8-notes/>

1. What was the name of the Papal Encyclical to which Fr McDonagh contributed? (0:45)

2. How many Roman Catholics are there in the World? What percentage of those are in Latin America? _____ Catholics, _____ % in Latin America

3. How did Fr McDonagh end up in the Philippines? (4:10) _____

4. What changes did he see in the rainforests? (5:00) _____

5. What did Fr McDonagh discover when he looked back at Catholic social teaching?

6. Describe Fr McDonagh's work with the T'Boli people. What realization did he make?

7. What is unusual about the Pope's Encyclical in terms of its 'target audience'?

8. What percentage of climate change is due to transport? (7:00) _____

9. What policy change was made by the Swedish car maker (Volvo) from 2019 onwards?

10. What does Emmet Sheerin mean by 'Fossil Fuel Divestment'? (9:00) _____

11. What is the Key focus of Trócaire (in terms of the Irish Government)? What progress has been made? _____

12. How does Fr McDonagh explain Ireland's climate change record? What about the Irish Dinner?
(11:05) _____

13. What reaction would Fr McDonagh have had from Trócaire if he had asked them for funding for afforestation in the 1980s? (11:55) _____

14. What role do NGOs have in this process? _____

15. According to Sorcha Fennel, how (and why) did Trócaire's position on climate change develop?
What were the key moments?

16. How are **droughts** and irregular rain pattern affecting the work of farmers in Central and Latin America? (14:30) _____

17. What types of irrigation projects did they introduce to respond to drought? (15:10)

18. How do Irish lifestyles impact on people in other countries? _____

19. Trócaire sees climate change as a '**Justice Issue**' – What specific problems do we face according to Fr McDonagh? (18:30) _____

20. What is happening in **East Africa** that is causing great concern to Trócaire? (19:40) _____

21. What does Stephen Farley suggest it at the heart of what Fr McDonagh and Trócaire are saying? (21:00) _____

22. According to Fr McDonagh what impact is climate change having on other species with whom we share the earth? (21:20) _____

23. According to Colm Hogan, how is Christian Creation **Theology** evolving? (22:40) _____

24. What role does education have in the process of changing our awareness of the human impacts on climate change? (24:50) _____

25. From the “head to the heart” – how does Trócaire hope to bring about positive change on a national level? _____

26. What does Fr McDonagh think we need to do to face the climate challenge? (26:50)

27. What role will **technology** play in this process? _____

28. How does Emmet explain the importance of leaving fossil fuel reserves underground? (27:45)

29. What **two** things does Sorcha think are needed to address climate change? (28:40)
- a. _____
 - b. _____

30. How do Stephen and Emmet explain the idea of “political will”? (30:05) _____

31. What factors will bring about a change in that “political will”? (30:45) _____

32. What did Trócaire do during the last General Election campaign? (31:25) _____

33. What Three pieces of advice does Emmet have for young Irish people?

a. _____

b. _____

c. _____

34. What Two words does Jerome identify that people use to describe the impact humans are having on the planet?

a. A _____

b. C _____

Revision Question:

Using the ideas of Fr McDonagh assess what contribution his ideas can have towards the following issue from the subject specification:

“Development in harmony with nature requires a move away from big industries and urbanisation and towards small scale, self-reliant communities using renewable resources.”

Episode 9 – John Locke

Listen to the episode here: and download and engage with lots of additional resources on the 'Episode Notes' page: <https://polsocpodcast.com/episode-9-notes/>

Historical Context (3:10)

1. What was the name of the politician with whom Locke gets involved? Lord _____
2. What potential punishments might Locke have faced for having a 'seditious' manuscript like the Second Treatise of Government? _____
3. According to Professor Finlay, in what areas was Locke was 'innovative' in his approach? (5:00)
 - a. _____
 - b. _____
 - c. _____
4. What was unusual about the way in which Locke experienced the execution of Charles I?

5. In what way was Locke's view of the social contract different than the way in which Hobbes viewed the social contract? (Pause the podcast here and summarize Prof Finlay's argument)

6. List Locke's three Natural Rights:
 - a. _____
 - b. _____
 - c. _____
7. How were these rights rephrased in the US Declaration of Independence?

8. Some critics of Locke view the idea that you should be able to overthrow a tyrannical government as a "Recipe for A _____" (8:40)
9. Locke's ideas about government were written in response to Robert Filmer, whose book *Patriarcha* was seen as a defence of the "Divine Right of _____"
10. Why did John Locke not 'put his name to' (acknowledge the authorship of) his books?

Political Influence (10:05)

11. It may be unclear the extent to which Locke's ideas were influential in England, but in what **two** geographic areas does Prof Finlay say that his ideas **were** influential?

a. _____

b. _____

12. When your rights have been violated, we are not good judges in our own case? Outline the example that Prof Finlay gives to illustrate the need for coming together to set up a Civil Government: (11:50)

13. Very often the government is seen as a "M_____ " to hear both sides of a dispute and give impartial decisions. (12:40)

14. What is the chief sin of Tyrannical government? _____

15. What examples of tyrannical government does Professor Finlay say would be examples of violating the 'Natural Law', therefore showing that the Government isn't doing its job?

a. _____

b. _____

c. _____

d. _____

16. Explain the difference between Locke's ideas of 'Explicit Consent' and 'Tacit Consent' (15:00) (Pause the podcast here to write your answer)

17. One of Prof Finlay's students was very worried about the resort to violence to overthrow the government. Where was that student from, and why was particularly relevant to him?

Untangling the Terminology (17:15)

Give a brief definition of the two Key Terms from this episode:

Liberalism: _____

Constitutionalism: _____

Natural Rights and Human Rights (19:20)

18. Why are modern ideas of Human Rights unstable/have tensions within them?

19. What is the key idea that Locke’s view of Natural Rights is based upon?

20. Why is it important that these rights are held by Individuals? (Pause the podcast here and jot down your answer) _____

21. How do Americans usually see their Human Rights? They are seen as C_____ Rights, protected within their own constitution.

22. For Locke, the idea of liberty would be to not be under the control of a G_____. (23:15)

23. What name is given to the political perspective that follows on from Locke, which argues that there are only individual rights? L_____

Quote of the Day (24:10) Complete the quotes below:

“There are two kinds of invisibility – one which arises from absence and the other from _____
_____.” Terry Eagleton

“The last thing a fish would ever notice would be _____.” Ralph Linton

“You do not see, Watson, because you do not _____.” Sherlock Holmes

Private Property Rights (26:00)

24. How does Locke justify the right property as being a fundamental Natural Right? (Pause at the end of this section at 34:30 and answer below)

By mixing our labour with an apple.... _____

Don’t forget to consider the final part of Locke’s quote “so long as there is as much and as good remaining for others.”

The Student's Strike Back (34:55) – Listen to the students' input and decided which points you agree/disagree with, justifying your position in each case:

Aimee:

Emma:

Sinead:

Religious Toleration (38:40)

25. What motivated thinkers like Locke to want to find a way to develop ideas of **Toleration**?

26. What does Locke mean by '*matters indifferent*' in religion? (Give two examples)

a. _____

b. _____

27. What was decided by the Treaty of Westphalia (1648) about which religion each state should adopt? (*Cuius Regio Eius Religio!*) _____

28. Why would Locke himself have been in need of 'toleration'? (41:50)

29. Why did Locke not think that you could force people to change their beliefs?

30. Which two groups does Prof Finlay say should be excluded from toleration? (44:00)

a. _____

b. _____

31. Explain why those two groups should be excluded.

- a. _____

- b. _____

Education (47:20) and Gender (51:50)

32. Which 'virtues' were the main focus of Locke's goal for education?

33. Locke was an empiricist. How does Prof Finlay define that term? (49:00) _____

34. Locke suggests that we should be 'somewhat modest' about our belief and what we know. Why is this important. (pause the podcast and explain Locke's thinking on this – do you agree with him? Why/Why Not?)

35. What was the name of Locke's book on Education (the only one he put his name to!)?

36. Does Professor Finlay think Locke would endorse the Leaving Cert, or be critical of it? Justify your answer.

37. (Gender) What was the name of the female philosopher (often overlooked) with whom Locke had a long-term friendship and correspondence? _____

38. Which phrase from the 2nd Treatise on Government that has caused much criticism of Locke on the basis of gender? Men are "A_____ & S_____".

39. What two things does Prof Finlay think might be seen as some of the feminist elements of John Locke's work?

- a. _____
- b. _____

40. Which later female thinker would take up Locke's ideas about the natural rights of women? (55:50)

Three Key “Take-Aways” from John Locke (56:10)

Listen to this section as a whole (twice) and summarize in your own words why you think the Professor Finlay highlighted each of the key concepts below as being Key Take-Aways for modern students:

Rights & Government working for us:

Property:

Toleration:

Based on what you’ve learned about Locke and his impact on the modern world, consider how he might be a useful Key Thinker to use to address some of the following question, drawn from the Subject Specification:

- Q. **“Evaluate how effective the Irish system of government is in representing the will of all the Irish people.”** [Your answer should include examples and evidence to support your position. You should refer to the views of at least two theorists you have studied, one of whom must be named on your course.]

Mind Map: (some ideas to consider here – ‘consent of the governed’ – ‘right to revolt’ – ‘protection of property’ – ‘the role of civil government’ – ‘toleration of opposing views’ – ‘Human and Civil rights in society’)

Episode 10 – Children’s Rights

Listen to the episode here and download and engage with lots of additional resources on the ‘Episode Notes’ page: <https://polsocpodcast.com/ep-10-childrens-rights-and-policies/>

1. (2:15) When and why was the Office of the Children’s Ombudsman (OCO) set up?

2. What are some of the ‘statutory’ (under law) responsibilities of the Office of the Children’s Ombudsman?

3. What kind of relationship exists between the OCO and their counterpart in Northern Ireland, the Commissioner for Children and Youth People? (give some specific example that illustrates that relationship)

4. (6:15) Vindication of Children’s Rights) What should children who feel that their rights have been denied do to gain redress of those rights?

5. (from your own perspective...) Why is it important to explain children’s rights in simple language and by using gimmicks like digital games? _____

6. (7:45) How does the Ombudsman explain the relationship between the UNDHR, the ECHR, and the Irish Constitution (Bunreacht na hÉireann)? _____

7. (9:05) Why was the passage of the 2012 Children’s Referendum such a ‘triumph’?

8. What is a 'Periodic Review'? (return to this question at the end of the episode) _____

Untangle the Terminology

9. (10:10) Give a definition of the following terms:
- a. A Right's Holder: _____

 - b. A Duty Bearer: _____

10. How does the European Commission explain the responsibilities of the various groups involved in Children's Rights? _____

Articles 28 & 29 of the UNCRC (Right to Education)

11. How does the Ombudsman explain the inequalities that have arisen out of the Covid-19 crisis in the area of Education? _____

12. (13:10) How did Lockdown particularly impact students with Special Educational Needs?

13. How does the Ombudsman explain the structure of the 'Decision-Making Process' on policies impacting children, focussing on his role in that process and how he works with different NGO and agencies?

14. (15:45) What role does the OCO have when it comes to the UN Committee on the Rights of the Child?

15. What kinds of bills have traditionally NOT been seen as being relevant to children?

16. (17:05) What warning does the OCO give about how difficult it can be to bring about significant change?

17. (17:45) How does the OCO explain the differences between his office and TUSLA?

18. What are the kinds of areas that TUSLA are responsible for does the OCO oversees and raises issues around?

Quote of the Day

19. What does Stacia Tauscher say about how we view children?

The Students' Strike Back – Holly Farrell

20. (20:45) How did Holly Farrell get involved with Children's Rights?

21. (23:30) Briefly outline the research that Holly completed about Teachers' knowledge of Children's Rights?

22. How is it that Holly came to form her ideas about Teachers and Children's Rights?

23. (25:30) What specific 'quantitative' results does Holly mention came out of her research? What specific Children's Rights does she mention? _____

24. (27:05) What specific recommendations does Holly make in terms of how trainee teachers are taught about Children's Rights?

25. (28:20) How was Holly's research impacted by the Covid-19 Lockdown?

26. (29:35) How did Holly go about developing her questionnaire for her survey? What specific areas in that process does she highlight?

27. (from your own perspective) What similarities and differences can you see between how Holly carried out her research and how you developed your own 'Citizenship Project'?

Minister Roderic O'Gorman

28. (31:20) What is the formal title of the new Ministry?

29. (31:40) What are the FOUR areas of responsibilities of the Minister when it comes to Children? Give a **specific example** of each of these areas that the Minister identifies.

i. _____

ii. _____

iii. _____

iv. _____

30. Identify one specific way in which court cases happen, since the passage of the 2012 Children’s Referendum, when a child is involved in the case? What is the name of the legal officer involved?

31. How does the Minister explain his role in the Policy making process? (At the end of the episode return to this section and ask: Does Minister O’Gorman broadly agree or broadly disagree with the process as explained by the Ombudsman for Children?)

Remaining Challenges in the work of the Ombudsman for Children

32. (39:30) How did the OCO make a strategic plan, over his 6-year term, to deal with deficits (gaps) in Children’s Rights that he identified?

33. What THREE specific area did the OCO identify as areas that need focus? What additional issues were added to that list after the first three years?

a. Initial 3 areas

b. Two Areas added after the 1st plan was completed

Rounding Up

34. What THREE suggestions does the podcast suggest that you keep in mind about Children’s Rights in the future? Do you agree with this suggestion? Explain why or why not...

a.

- b. _____

- c. _____

35. When was the UNCRC passed originally and ratified by Ireland?

- a. Passed: _____ b: Ratified by Ireland: _____

36. When was the first statement on Children’s Rights first attempted, and by whom?

- a. When: _____ b. By whom (including her position) _____

Mind Map: See if you can draw a “Mind Map” of the ways in which different elements of Children’s Rights and the Policy-Making process relating to Children interact and overlap. Where would the following groups fit into that overall diagram?

Minister for Children Ombudsman for Children Children’s Rights NGOs TUSLA Activists IHREC

Below each group in your mind map, identify what the specific responsibilities each group has.

Episode 11 – The Irish Constitution

Find the episode here: <https://polsocpodcast.com/ep-11-the-irish-constitution/>

Dr Jennifer Kavanagh – Lecturer in Law at Waterford Institute of Technology

1. How does Dr Kavanagh describe what a constitution actually is and how it relates to the laws passed by the Houses of the Oireachtas? (2:50) _____

2. In what year was Ireland’s Constitution written? (3:30) _____
3. What are the main similarities/commonalities that exist between different types of constitutions? (4:00)

4. What is the main difference between the Irish and British constitutions? Why is it more difficult to interpret the British Constitution? (4:40)

5. The United States and French constitutions are examples of the ‘Early Constitutional Tradition’. What does this mean in terms of how their constitutions are laid out? (5:10)

6. What two countries does Dr Kavanagh mention as having been influenced by the Irish Constitution? (5:30)
_____ and _____
7. How did the 1937 Constitution emerge? What **two** documents directly preceded it? (6:00)
 - i. _____
 - ii. _____
8. What ‘really important point’ does Dr Kavanagh make about the 1937 Constitution when compared with what was happening in other European countries? (7:45)

9. Why does Dr Kavanagh think that parts of the Irish Constitution were ‘pioneering’? (8:05)

10. What is the traditional way of changing (amending) the Constitution? (8:55)

11. How does Dr Kavanagh describe the Constitutional Convention (later the Citizens' Assembly)? (9:30)

12. From your own knowledge of Data & Sampling, what is meant by the term "Representative Sample"? (9:55)

13. What example of a recent Amendment to the Constitution is described as having emerged from the deliberations of the Citizens' Assembly? Pause the Podcast and briefly jot down how that process worked? (10:30)

14. What are the different parts of the Constitution described by Dr Kavanagh? (11:45)

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____

15. What is the 'quirky' part of Constitution? What is the link between that idea and 'Socio-Economic Rights'? (13:50)

Untangle the Terminology

16. Why is Eoin Ó Broin well placed to address the issue of the Homelessness crisis in Ireland? (15:40)

17. Why does Deputy Ó Broin think that having the right to housing 'enshrined' (included in) in the Irish Constitution? (16:10)

18. Briefly outline the 5 Stages that a bill (such as a Constitutional Amendment Bill) needs to go through to pass through the two houses of the Oireachtas:

- i. 1st Stage: _____
- ii. 2nd Stage: _____
- iii. 3rd Stage: _____
- iv. 4th Stage: _____
- v. 5th Stage: _____

19. What unusual feature of Constitutional Amendment Bills does Deputy Ó Broin flag for us? (18:40)

20. When does the formal 'Campaign' start? (19:05)

21. What **TWO** pieces of research does Deputy Ó Broin suggest you examine around this issue? (19:35) (See the Episode Notes for more on this!)

i. _____

ii. _____

22. What 'variety of measures' are suggested here that would be needed to address the Homelessness crisis more comprehensively? (20:30)

23. How would a Constitutional Amendment act as an "impetus" (stimulus) for that process? (20:55)

24. How does Deputy Ó Broin think that this issue will develop into the future? (23:40)

25. How is the role of the 'Civil Society Organization' 'Home for Good' and their efforts to bring about the referendum described in this section? (24:40)

26. How has this issue shifted in the Oireachtas Housing Committee in recent years? (25:30)

27. What final point does Deputy Ó Broin make about the value of a referendum? (26:50)

The Students' Strike Back

28. What part of the Irish Constitution does Kate want to change and why? (28:30)

The Referendum Commission

29. Based on the information provided by Sean Garvey in the opening question of this section, do you feel that he is a reliable source? Justify your answer. (30:30) _____

30. What are the Three main roles set out in legislation? (31:40)

i. _____

ii. _____

iii. _____

31. What does Sean Garvey say specifically **isn't** a role of the Referendum Commission? (32:05)

32. Which is more clear in terms of the outcome of a referendum – the 'Yes' or 'No' outcome? Why do you think this? (32:40)

33. What 'mechanism' has been used in the last 3 referendums? (33:05)

34. What does Sean Garvey suggest is the best way to find out about the work of the Referendum Commission and the reports on previous referendums? (35:20)

Back to Dr Kavanagh!

35. Identify and explain TWO of the weaknesses of the Irish Constitution that Dr Kavanagh identifies? (36:50)

i. _____

ii. _____

36. Does Dr Kavanagh think that our constitution has 'stood up well' in comparative terms? (38:50)

37. How does Dr Kavanagh think our Constitution might develop in the future? (39:50)

i. Possible Future Referendums: _____

ii. Impact of a United Ireland on our Constitution: _____

38. What is the 'mechanism' that is suggested that might best address the issue of reconciling Ulster Unionists into a United Ireland? (42:00) _____

39. "Technical Question!" In the event of a conflict of interpretation arising between the Irish and English version of the text? (43:05) _____

40. Does Dr Kavanagh think that the Irish system of government (as laid out in the 1937 Constitution) represent the "Will of the People"? How does she justify this answer? (44:00)

MIND MAP! – Based on the information presented in this episode, draw a mind map that includes the core articles of the Irish constitution, making sure to note the specific parts of the Politics and Society Course to which each article/aspect of the Constitution is relevant.

Episode 12 - IHREC

Listen to the episode here: <https://polsocpodcast.com/ep-12-ihrec/> Download and engage with lots of additional resources on the 'Episode Notes' page: <https://polsocpodcast.com/episode-notes-episode-12-the-irish-human-rights-and-equality-commission/>

Chief Commissioner Sinead Gibney of the Irish Human Rights and Equality Commission (2:30)

1. When was IHREC established and how did emerge? _____

2. What is IHREC's Mandate? _____

3. Why is it important to promote those values within Irish society? (3:20)

4. How has the Human Rights landscape in Ireland changed in the last 20 years?

5. What areas does Chief Commissioner Gibney think still need to be address? How does she justify her response? (5:10) _____

6. What 'smaller' issues make it difficult for people in Direct provision access employment? (6:30)

Untangling the Terminology: Briefly describe each of the following phrases – (8:20)

7. What is a Green Paper? _____

8. What is a White Paper? _____

9. Why is it important to keep the pressure on until a bill has been fully passed into law? (9:00)

Back to Chief Commissioner Gibney (9:45)

10. How is the Commission made up and what do those commissioners do? _____

11. Why does the commission need the following skills? (10:10)
 - a. Legal: _____

 - b. NGOs & Activists: _____

- c. Academics: _____

- d. People with lived Experience of being denied Rights: _____

12. What is the difference between the time commitment of the Chief Commissioner and the other Commissioners? (11:00) _____

13. How often must IHREC put in place a strategic plan? _____

14. What example does the Chief Commissioner give as a time when other commissioners might make valuable contributions? (13:15) _____

15. What does Chief Commissioner Gibney say is one of the most important principles of Human Rights and Equality? (13:30) _____

Quote of the Day (14:00) Complete the phrase: “**Nothing about us,** _____”

16. What does it mean for people to be marginalized? (14:40) _____

17. What benefits does the policy of inclusivity have in the policy-making process?

Back to Chief Commissioner Gibney (16:25)

18. How is the relationship between IHREC and the State described? Why does IHREC need to have a high level of independence? _____

19. How does IHREC interact with ‘Civil Society Groups’? (18:20) _____

20. How does IHREC interact with other groups like Ombudsmen Offices? (20:00)

21. How does IHREC fit in within a broader network of Human Rights groups on a global level? (20:45)

22. How does the 'General Public' interact with IHREC? (23:00)

a. "Your Rights":

b. "Providing Legal Assistance":

The Students' Strike Back (24:45): What does it mean for Human Rights to be:

23. Universal: _____

24. Inalienability: _____

25. Indivisible:

26. What kind of influence does Chief Commissioner Gibney think IHREC can have over the process of "Power and Decision-Making"?

LO 5.4: How does understanding the work of IHREC help us to understand the following two ideas?

“rights provide a framework that protects us all from powerful groups in society”

and **“Rights provide a basis for ensuring equality in society”**

LO 5.5: How does this episode (and ‘Domestic HR Handout’) help you start to engage with the following:

“Discuss the roles and functions of human rights bodies in both jurisdictions on the island of Ireland”

IHREC

NIHRC

Episode 13 - Ireland, the UN and Human Rights

Principle Organs of the United Nation:

1. When was the UDHR signed? _____
2. Briefly Name and explain the 'Principle Organs' of the United Nations:
 - a. General A _____: Explanation _____

 - b. Security C _____: Explanation _____

 - c. ECOSOC – E _____ and S _____ C _____
Explanation _____

Other bodies involved in ECOSOC:

 - d. Trustee Council – Defunct
 - e. International C _____ of J _____: Explanation: _____

 - f. The S _____: Explanation _____

Headed by: _____
3. (4:15) Under which part of the United Nations does the Human Rights Council lie?

4. Which position oversees Human Rights in the UN? (Name the former Irish President who held this role).

Commissioner Dr Lucy Michael

5. How does Dr Michael describe working on the Irish Human Rights and Equality Commission? (5:05)

6. Do you think that Dr Michael is a well-qualified commissioner? Justify your answer.

7. Which Key Thinker from the Pol Soc course was recently appointed as a IHREC Commissioner? (6:50)

8. **UPR (7:35)**. At the end of this section, pause the podcast and explain the workings of the Universal Periodic Review in your own words.

9. What key concept is at the heart of Human Rights & Equality structures? Explain why this is the case. (9:05)

10. What benefits come to Ireland from interacting with this human rights system? (9:45)

11. How does Dr Michael explain the concept of 'Progressive Realisation'? (10:25)

12. How does the example of Traveller Education programmes and the Equality Authority after the Celtic Tiger illustrate how NOT to deal with the provision of Human Rights?

13. Explain the difference between 'Progressive' and 'Immediate' realisation of rights.

Back to Dr Michael (13:30)

14. What is CERD? _____

15. What kinds of questions does the treaty committee for CERD ask the member state being reviewed? (give 3 examples) _____

16. Name two other groups that submit "Shadow Reports" for the committee to consider in its deliberations:

- a. _____
- b. _____

17. What is the benefit for one of the groups in question 16 in 'airing' those complaints in an international setting? Explain your answer. (16:00) _____

18. What name is given to the recommendations made by the UN treaty committees? How can it benefit students to examine these recommendations? (17:15) _____

19. How do the treaty committees view the idea of human rights - not just existing in a convention? (17:15)

Quote of the Day (20:45)

20. What was the Quote of the Day?

21. Research Frederick Douglass and his role as an abolitionist and former enslaved person and summarize them briefly here: _____

22. Investigate the Douglas-in-Cork week events (see episode notes). How might they be of relevance to an essay on Human Rights or Power and Decision-Making in a Pol Soc essay? _____

The Students Strike Back (22:20)

23. How do the students explain and illustrate the following Human Rights concepts?
a. Absolute Rights: _____

b. Limited Rights: _____

c. Qualified Rights: _____

24. Can you improve upon those rights and/or give other examples of those rights?

MINDMAP: How does Dr Michael respond to the following idea from our Subject Specification? *“Political rights can be set aside for a period in order to enable a country to develop so that it can provide for its citizens”* (L.O. 6.2)

Pros and Cons

Examples

Key Terms to Recognize and Utilize

Your Personal Conclusions

MINDMAP: How does Dr Michael respond to the following idea from our Subject Specification? *“Identify what it means for states to agree to implement economic, social and cultural rights within the framework of international cooperation.”* (L.O. 6.3)

Pros and Cons

Examples

Key Terms to Recognize and Utilize

Your Personal Conclusions

