

PART ONE: REFLECTING ON CONTEXT

Syllabus Objectives	<p><i>Knowledge</i></p> <ul style="list-style-type: none"> • be familiar with the basic principles and methods of social analysis • have a knowledge of the problem of world hunger/ poverty in Ireland / discrimination in Ireland <p><i>Understanding</i></p> <ul style="list-style-type: none"> • have an understanding that individual and community contexts are shaped by economic, political, cultural, and social factors • recognise that examination of these factors can give rise to questions of justice. <p><i>Skills</i></p> <ul style="list-style-type: none"> • use the skills of social analysis in a variety of contexts • be able to compare and contrast the outcomes of social analysis in different contexts. <p><i>Attitudes</i></p> <ul style="list-style-type: none"> • appreciation of potential questions of justice and peace in a given situation • commitment to raise such questions when necessary • sensitivity to issues of justice in the students' own lives and in the lives of others
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Procedure

Topic: 1.1 Social analysis

reflection on one's own situation and context in the light of questions of – resources; power; meaning; relationships; identifying questions of economic, political, cultural and social structures arising out of this situation.

Brainstorm students understanding of social analysis by noting on the chalkboard feedback to the question - What is social analysis?

When all feedback has been noted on the chalkboard present students with the following definition:

“ Social analysis can be defined as an effort to obtain a more complete picture of a social situation by exploring its historical and structural relationships.”
 - Peter Henriot S.J.

Compare and contrast this definition with the students understanding.

Discuss: How can this apply to actual situations at the local, national and international levels?

Explain the steps involved in doing social analysis

e.g. Three-step method:

1. Make explicit the values that we bring to the task i.e. the perspectives, biases, stances which influence the questions we ask and the judgments we make as no investigation is value-free.
2. Make a general description of the situation we are trying to understand so as to enter into the picture and get an initial understanding of the situation i.e. gather facts and trends, stories, talk to people most prominent in the situation, conduct a survey or questionnaire.
3. Analyse the situation i.e. work through a series of questions about the history of the situation, the major structures which influence the situation, the key values operative in the situation, who holds power, what are the key relationships influencing the situation, and what the future direction of the situation might look like. Draw some conclusions about the root elements of the situation.

Case study: Take an issue e.g.

- Economic issues such as labour, poverty, income distribution, employment and unemployment, patterns of production and consumption etc.
 - Political issues will include government, law, justice system, trade unions, lobby groups,
1. Investigate the way things are with the chosen issue

2. Ask why things are so with the chosen issue

3. Get behind the issue to see what are its causes e.g.

Cultural factors – investigating the assumptions we all live by and asking where they come from and how they are maintained i.e. the education system, mass media, and religious influences etc.

Social structures – looking at how society is divided into groups or sections and how these are related i.e. families social classes, vocational types, ethnic groups, etc.

Think critically about, and evaluate, the different ways of understanding how society works (or fails to work), who benefits and who loses, who has power and who is powerless.

Read *Student Work: Social Analysis - Method 1 The Five Whys?*

Give students time to complete the assignment and take feedback feed back.

Discuss: What are the questions that are raised by the issues / problems you stated?

Outcome: As a result of studying this section, students should be able to

- identify the most significant economic, political, cultural, and social structures within their own situation and context that – influence the availability and allocation of resources; determine the types and sources of power; shape key personal, interpersonal and intra personal relationships; determine the meaning and value accorded to people within their situation and context.

Topic: 1.2 Social analysis in action

Here students have to apply the principles of social analysis to one (O.L.) or two (H.L.) areas out of a list of three: World Hunger, Poverty in Ireland, and Discrimination in Ireland. (Higher-level students will be required to compare and contrast the two areas studied.)

- *why are people hungry in the world: addressing this question using some of the principles established in the previous section*
- *the question of poverty in Ireland: using the principles outlined in above to identify the issues involved in the nature and causes of poverty in Ireland*
- *the question of discrimination in Ireland: using the principles outlined to examine the issue of discrimination on the basis of race, ethnic background, religion, disability, class, or gender.*

Read *Student Work: Social Analysis - Method 2 The Compass Rose* and explain how it can be helpful in analysing a problem or issue.

Group work: Divide students into pairs / groups. Present each pair / group with an image from newspapers, magazines etc. that depict people hungry in the world, poverty in Ireland or discrimination in Ireland.

Ask each group to place their image on a large page and then to come up with questions using the compass rose.

Take feedback feed back from each pair / group.

Discuss: What are the natural / ecological questions that are raised by the issues and problems?

What are the social / cultural questions that are raised by the issues and problems?

What are the economic questions that are raised by the issues and problems?

What are the political questions that are raised by the issues and problems?

Or Group work: Divide students into pairs / groups. Present each pair / group with one or more of the following work cards describing an issue which they are to research and analysis using the three-step method outlined above.

Group work cards:

Issue 1

Why are people hungry in the world?

Sources of information:

- Poverty and hunger in the developing world. www.trocaire.org.
- Bread for the World Institute: <http://www.bread.org/>
- United Nations website <http://www.un.org/pubs/cyberschoolbus/index.html>
- Etc.

<i>Issue 2</i>	What is the nature and causes of poverty in Ireland?
Sources of information:	<ul style="list-style-type: none"> • CORI (Conference of Religious of Ireland) Justice site: www.cori.ie/justice. Etc. • Combat Poverty Organisation: http://www.cpa.ie/ • Government of Ireland website: http://www.irlgov.ie/ • Etc.

<i>Issue 3</i>	What is the nature and cause of discrimination in Ireland?
Sources of information:	<ul style="list-style-type: none"> • National 'Know Racism' site: http://www.knowracism.ie/ • National Consultative Committee on racism and Interculturalism: http://www.nccri.com/ • Artists Against Racism: http://www.artistsagainstracism.org • The Equality Authority: http://www.equality.ie/ • Travellers' website: http://www.paveepoint.ie/pav_home_a.html • Etc.

When students have completed the research and analysis take feedback from each pair / group.

Discuss: What are the causes of hunger at a national and international level?
 Are the causes of hunger in a country associate with its economic, political, cultural or social structures?
 Does anybody experience poverty or discrimination in Ireland today?
 What factors contribute to the experience poverty or discrimination in Ireland today?

Written Assignment:

1. Describe the steps involved in doing a social analysis of any problem or issue.
2. Give two causes of hunger in the world and in your answer explain how economic, political, cultural or social structures contribute to this situation.
Or Identify one group who experience poverty in Ireland today and explain why you think they are in poverty. Your answer should mention two structural causes of poverty in Ireland.
Or Choose one example of discrimination in Ireland today and describe how that discrimination works. Your answer should mention two structural causes of discrimination.
3. Pick one social problem in Ireland today and explain how the following factors affect the situation– resources, power, key relationships.
Or Write an essay comparing *two* causes of poverty in Ireland and in the developing world.

Outcomes: As a result of studying this section, students should be able to

- briefly describe one country's experience of hunger and identify two causes of the problem at a national and international level and associate each with economic or political or cultural or social structures OR
- offer a working definition of relative and absolute poverty and identify one group of people who may experience relative poverty in Ireland: establish two structural factors which contribute to poverty in Ireland; show how these factors affect the group identified above OR
- take one form of discrimination and give two examples of how this discrimination is expressed in Ireland: identify two structural factors which contribute to this form of discrimination.