1. Defines patriarchy as a system of social structures in which men dominate, oppress, and exploit women.
2. Patriarchy operates through a series of unique structures.
3. There are two distinctive forms of patriarchy: public and private.

---

1. Western ideas of the east are not based on facts but on prejudices and stereotypes.
2. There is a belief in western superiority which is used to justify imperialism.
3. No one today is purely one thing.

---

1. Examined the causes of inequality in Irish education.
2. Suggests a rights-based approach needs to better represent carers and those they care for.

---

1. In a post-cold war world, wars are fought not between countries, but between cultures.
2. The west must abandon the idea of democratic universality.
3. Western power must increase in order to counter its loss of prominence.
1. Critical of banking pedagogy.
2. Wanted to develop education for critical thinking (problem posing education).
3. All education is political as it either supports or critiques the status quo.

1. Globalisation has occurred too fast, unequal and uneven.
2. The intense pace of globalisation has led to crises in cultural identity, economics, and the environment.
3. A clash of scales between the global and the local has led to people feeling powerless.

1. Criticised individualism.
2. Believed all societies to be based on mechanical solidarity (created by birth) and organic solidarity (created by societal roles).
3. Pioneered functionalism, the belief that each aspect of society is interdependent.

1. Believed that one attains freedom by entering a contract with a ruler.
2. A government’s role is to do what is in the common will (interest) of the people.
3. It is the duty of all people to have a say in the decisions of government.
1. By nature, people are driven by self interest.
2. The state must be able to command obedience from every citizen.
3. The main aim of a government is stability and peace, not individual freedom.

Vandana Shiva

1. Opposes globalisation.
2. Believes all human beings have the right to grow their own seeds.

Andre Gunder Frank

1. Dependency theory: the people of less developed nations are not to blame for the failure of their societies to develop.
2. Developed nations (metropolises) exploit developing nations (peripherals).
3. Capitalism is a cause of underdevelopment, not a solution to it.

Karl Marx

1. Capitalism is doomed to fail, and socialism is destined to replace it.
2. Production is the most important of all human actions.
3. History has been a struggle between the oppressed proletariat and the oppressive bourgeoisie.
Martha Nussbaum

1. Promotes the capabilities approach over a rights-based one.
2. Argues for positive liberty - the freedom to make the world a better place.
3. Believes development should be measured on the opportunities of a country’s citizens.

Robert Nozick

1. Libertarian - the less government intervention the better.
2. Believed in a rights-based approach valuing liberty, life, and property.
3. Opposed to wealth redistribution.

John Locke

1. Believed people were born with a blank mind (tabular rasa).
2. Believed that the only legitimate power came from the will of the people.
3. Argued an inalienable right to property.

Political philosophy

Reflection on how best to arrange our collective life.
Identity

How an individual or group view and define themselves.

Western Culture

Shared cultures and traditions of North America and Europe.

Non-Western Culture

Cultures which do not originate in the west and do not imitate western values or principles.

Culture

The accepted beliefs, customs and behaviours of a society or group.
The main way of life accepted by a society.

Differ from the dominant culture.

A group that shares a common identity based on an ancestral lineage or social, cultural and national experiences.

A group or community who share a sense of common identity.
State

An independent sovereign territory.

Globalisation

The process by which the world is becoming ever more interconnected.

Types of Integration

Cultural, economic, political, social, environmental.

Multiculturalism

The acceptance and promotion of multiple cultural traditions within a single jurisdiction.
Monoculturalism

The promotion of a dominant culture among all members of a society.

Sectarian

Strongly supporting a particular religious group and being unwilling to accept other religious groups or beliefs.

Cultural appropriation

The process of taking a traditional culture and adapting it to suit the needs of a recipient culture.

Sovereignty

The right and independent authority of a state to control its own government.
Supranational organisations

Bodies which states can join, where decision making is shared on issues of common interest. (The EU)

Cultural diffusion

When the ideas or cultural elements of one society are borrowed and incorporated into the culture of another society.

Cultural divergence

Local or traditional cultures reassert themselves in the face of threats from a global culture.

Cultural convergence

The idea that global cultures are becoming increasingly similar.
Cultural hybridisation

When two cultures are combined to produce a new cultural product.

Cultural integration

The majority and minority cultures exist side by side.

Cultural assimilation

The minority cultures are absorbed into the ways and views of the dominant.

The role of the IMF

Monitors and produces annual reports on the state of national economies. Based upon these reports, recommendations are made on policy.
The role of the WTO

A forum for decision making on trade controlling tariffs and quotas.

The role of the World Bank

Offers financial assistance, advice, and loans to countries in need.

The role of the European Commission

The executive branch of the European Union, responsible for proposing legislation, implementing decisions, upholding the EU treaties and managing the day-to-day business of the EU.

The role of the UN

To achieve international co-operation in solving international economic, social, cultural, and humanitarian problems.
The nine grounds of discrimination:

- Gender, marital status, family status, age, disability, race, sexual orientation, religious belief, membership of the travelling community.

Role of the Council of Europe:

- To promote human rights, democracy, and the rule of law in Europe.

Role of the European Court of Human Rights:

- Ensures that countries guarantee their citizens fundamental rights.

Inalienable rights:

- Can not be taken away under any circumstances.
<table>
<thead>
<tr>
<th><strong>NIHRC</strong></th>
<th><strong>Northern Irish Human Rights Commission</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IHREC</strong></td>
<td><strong>Irish Human Rights &amp; Equality Commission</strong></td>
</tr>
<tr>
<td><strong>Rights holder</strong></td>
<td><strong>A person who has rights.</strong></td>
</tr>
<tr>
<td><strong>Duty bearer</strong></td>
<td><strong>The actor who has an obligation or responsibility to respect, promote and fulfil human rights.</strong></td>
</tr>
</tbody>
</table>
Immediate obligation

The duty bearer must respect certain human rights with immediate effect (the right to life, freedom from violence).

Progressive realisation

The obligation to work gradually towards the realisation of certain rights. The duty bearer must ensure that they are doing so to the best of their abilities and to the maximum extent of their available resources.

Universal rights

Apply to all the peoples of the world (right to life)

Limited rights

Can be removed temporarily by the duty bearer (freedom of movement)
### Inalienable rights

Can not be taken away without good reason and due process.

### Qualified rights

Rights the duty bearer can decide to withhold.

### Indivisible rights

Rights can not be fulfilled unless all other rights are fulfilled.

### Absolute rights

Rights that can never be removed (protection from violence).
Civil rights

Rights that guarantee personal liberty (freedom of thought, to vote).

Political rights

Rights that enable individuals to participate in the decision-making process. (Freedom of assembly, expression).

Economic rights

Rights which create the conditions needed for wellbeing (property, work).

Social rights

Necessary for an adequate standard of living (food, healthcare).
<table>
<thead>
<tr>
<th>Cultural rights</th>
<th>Rights which allow people to participate in cultural life.</th>
</tr>
</thead>
</table>
| The right to education in Bunreacht na hÉireann | Article 42  
It is the right and obligation of the parent to provide education for the child.  
The state reviews conditions in which this education is provided.  
The state shall provide free primary education. |
| The right to education in the UNCRC | Article 28  
Right to good quality education and encouragement to reach the highest attainable level of education.  
Article 29  
Education should help to develop abilities and talents and teach you to live peacefully. |
| The process for taking a case to the ECHR | Exhaust all domestic remedies. The court reviews the case. The judgement is legally binding. |
| The right to education in the UNDHR | Article 26  
Everyone has the right to free primary education. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Article 14 the UNCRC</td>
<td>The right to freedom, conscience and religion.</td>
</tr>
<tr>
<td>Article 31 of the UNCRC</td>
<td>The right to leisure, play and culture.</td>
</tr>
</tbody>
</table>
| Role of the ombudsman for children office | Protect the rights of children and young people.  
Investigate complaints against public figures, advise government policy. |
Every human has the right to social, cultural, and political education. All human beings have a responsibility for their own development and to contribute to collective development.

States have primary duty to ensure conditions are right for development within their nations and to contribute to international development.

The United Nations Convention on the Rights of the Child

The Universal Declaration of Human Rights
Role of the courts in government

Decides whether laws are constitutional.

Role of the executive in government

Enacts the law

Role of the legislative in government

Makes laws and monitors the executive.

PR-STV

Proportional representation by the single transferable vote.
Role of the civil service
To create, develop and advise on policy.

Lobbying
Actions taken by groups outside government aimed at influencing the outcome of decisions.

Political party
A group of people who organise to win power in government.

Social contract
A complicit agreement among the members of a society to co-operate for common benefit.
Citizen

A person who is legally recognised as a member of a particular country and is thereby entitled to certain rights.

Political representation

Making sure that the voices, views and opinions of citizens are included in the decision-making process.

Civil society

Groups or organisations that work for and represent the interests of specific groups of citizens.

Autocracy

Rule by one
<table>
<thead>
<tr>
<th>Monarchy Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absolute monarchy</td>
<td>Monarch has total power</td>
</tr>
<tr>
<td>Constitutional monarchy</td>
<td>Monarch’s power is limited by government.</td>
</tr>
<tr>
<td>Oligarchy</td>
<td>Rule by a few elites</td>
</tr>
<tr>
<td>Democracy</td>
<td>Government of the people, by the people, for the people (Lincoln quote).</td>
</tr>
</tbody>
</table>

Lincoln quote: Government of the people, by the people, for the people.
<table>
<thead>
<tr>
<th>Democracy Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct democracy</td>
<td>When decisions made are voted on by the people.</td>
</tr>
<tr>
<td>Representative democracy</td>
<td>Citizens select leaders to represent their interests in government.</td>
</tr>
<tr>
<td>Theocracy</td>
<td>Recognises god as the ultimate authority.</td>
</tr>
<tr>
<td>Anarchy</td>
<td>The absence of government.</td>
</tr>
<tr>
<td>Media</td>
<td>All main forms of communication</td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Mass media</td>
<td>Refers to agencies that transmit to large audiences.</td>
</tr>
<tr>
<td>Traditional media</td>
<td>Any form of media available before the advent of digital media. (Print, radio, television)</td>
</tr>
<tr>
<td>Digital media</td>
<td>Content used and stored via computer technology.</td>
</tr>
</tbody>
</table>
Provides news and information, educates, supports democracy, entertains, connects.

Agenda-setting theory

The theory that the media has power and influence in establishing the public agenda. The more media coverage an issue gets, the more attention it receives.

Framing

The angle or perspective from which a story or issue is presented.

Propaganda

Information that is used to promote a political cause or point of view.
Believing that individuals or groups who appear to share a particular characteristic are all the same.

The right of media professionals to report the news and circulate opinions without government censorship.

The process by which media ownership is becoming more concentrated.

The existence of multiple media outlets owned by different groups. Necessary for a diversity of opinion.