

# Capstone Descriptions

<b>Module Code</b>	LAU44011
<b>Module Name</b>	ARTIFICIAL INTELLIGENCE AND THE LAW
<b>ECTS weighting</b>	20
<b>Semester/term taught</b>	MHT
<b>Contact Hours and Indicative Student Workload</b>	Eight two hour sessions over both semesters
<b>Module Coordinator/Owner</b>	TBC
<b>Learning Outcomes</b>	<p>Having successfully completed this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate specialised, self-directed knowledge of an area of law through examination of a 'real-life' legal research problem or a theme within a research group.</li> <li>• Collaborate with peers and act in leadership roles;</li> <li>• Constructively evaluate the work of others;</li> <li>• Synthesise and evaluate a variety of legal research methods, legal sources, findings and analysis.</li> <li>• Critically analyse an area of law through independent research;</li> <li>• Consult with and respond to the needs of research users;</li> <li>• Effectively communicate research findings.</li> </ul>
<b>Module Content</b>	<p>Artificial intelligence (AI) is an expanding family of technologies broadly comprising computer systems that can perform tasks normally requiring human intelligence. The rapid development and deployment of AI bring extraordinary societal and economic benefits alongside profound risks, threats and challenges. Lawmakers have recently begun to respond by introducing laws that directly regulate AI to address the broader societal project of harnessing the benefits of AI while mitigating threats and risks associated with it. Other laws addressing a wide range of legal issues also indirectly impact on the development and deployment of AI. Judges are beginning to grapple with the legal implications of this technology in a variety of domains.</p> <p>Participants in this group will develop capstone dissertations broadly relating to law that governs, regulates, or in some other way impacts the development and deployment of AI systems.</p>
<b>Assessment</b>	<p>Individual Project 85%</p> <p>Group Presentation 15%</p> <p>Reflective Journal Pass/Fail</p>

<b>Details@I-MOD-ASSM</b>	Participation Pass/Fail
<b>Module Website</b>	<a href="https://www.tcd.ie/law/programmes/undergraduate/modules">https://www.tcd.ie/law/programmes/undergraduate/modules</a> <a href="https://tcd.blackboard.com/">https://tcd.blackboard.com/</a>

<b>Module Code</b>	LAU44001
<b>Module Name</b>	COMPARATIVE CONSTITUTIONAL LAW
<b>ECTS weighting</b>	20
<b>Semester/term taught</b>	MHT
<b>Contact Hours and Indicative Student Workload</b>	Eight two hour sessions over both semesters
<b>Module Coordinator/Owner</b>	Prof Aileen Kavanagh
<b>Learning Outcomes</b>	<p>Having successfully completed this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate specialised, self-directed knowledge of an area of law through examination of a 'real-life' legal research problem or a theme within a research group.</li> <li>• Collaborate with peers and act in leadership roles;</li> <li>• Constructively evaluate the work of others;</li> <li>• Synthesise and evaluate a variety of legal research methods, legal sources, findings and analysis.</li> <li>• Critically analyse an area of law through independent research;</li> <li>• Consult with and respond to the needs of research users;</li> <li>• Effectively communicate research findings.</li> </ul>
<b>Module Content</b>	<p>In critiquing a constitutional order, it is instructive to examine comparable legal systems and consider how different approaches to the same constitutional issues are resolved.</p> <p>Inquiries into the proper role of the three branches of government within the separation of powers; what rights should be protected; how to ensure rights are protected; how to amend a constitution, etc., all can be clarified by considering the experience of other jurisdictions. However, the usefulness of comparative study can also be dependent upon choosing comparators wisely, to avoid making false equivalences between vastly different legal orders.</p> <p>In this research group, we will undergo a comparative analysis of the constitutions of two legal systems as they pertain to a specific aspect of their constitutions. We will consider what lessons can</p>

	be learnt from the jurisdictions we analyse, and what this can tell us about constitutional law more broadly.
<b>Assessment Details@I-MOD-ASSM</b>	Individual Project 85% Group Presentation 15% Reflective Journal Pass/Fail Participation Pass/Fail
<b>Module Website</b>	<a href="https://www.tcd.ie/law/programmes/undergraduate/modules">https://www.tcd.ie/law/programmes/undergraduate/modules</a> <a href="https://tcd.blackboard.com/">https://tcd.blackboard.com/</a>

<b>Module Code</b>	LAU44026
<b>Module Name</b>	Contemporary Issues in International Law
<b>Module Short Title</b>	
<b>ECTS weighting</b>	20
<b>Semester/term taught</b>	MHT
<b>Contact Hours and Indicative Student Workload</b>	Eight two hour sessions over both semesters
<b>Module Coordinator/Owner</b>	Dr Christiane Ahlborn
<b>Learning Outcomes</b>	<p>Having successfully completed this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate specialised, self-directed knowledge of public international law through examination of a ‘real-life’ legal research problem or a theme within a research group.</li> <li>• Collaborate with peers and act in leadership roles;</li> <li>• Constructively evaluate the work of others;</li> <li>• Synthesise and evaluate a variety of legal research methods, legal sources, findings and analysis.</li> <li>• Critically analyse an area of law through independent research;</li> <li>• Consult with and respond to the needs of research users;</li> <li>• Effectively communicate research findings.</li> </ul>
<b>Module Learning Aims</b>	The primary learning aim of the module is to enable students to gain experience of carrying in depth research on a contemporary issue in international law.
<b>Module Content</b>	From the wars in Ukraine and Gaza, the fight against climate change to the ongoing migration crisis and the rise of new technologies, recent events have underlined the critical importance of international cooperation in tackling the global issues of our time. The purpose of this capstone module is to

	<p>provide students with an opportunity to conduct in depth research on the legal framework that governs the global response to these challenges: the framework of public international law.</p> <p>Over the course of the past century, international law has been transformed. Once the preserve of the foreign ministries of the great powers, international law has dramatically expanded in its scope, reaching deep within national legal systems and into the lives of individuals around the world. With the establishment of the United Nations and other international institutions in the wake of World War II, the international community witnessed the creation of a rules-based international legal order. This led to the development of international law not only in its core areas of interest but also in an increasingly wide range of specialised fields, not least human rights, international criminal law, environmental law and new technologies such as cyberspace and Artificial Intelligence.</p> <p>While some argue that recent events have called into question the post-1945 rules-based international order, challenges to the legal character, effectiveness and legitimacy of international law are not new. In this capstone, students will have the opportunity to engage in depth in research on a contemporary issue of international law of their choice. Topics can include core topics in the field of public international law generally, such as: (i) The sources of international law; (ii) The subjects or actors of international law; (iii) The framework of international responsibility; (iv) Jurisdiction and immunities; (v) The rules governing the use of force; (vi) The system for the peaceful or judicial settlement of disputes. In addition, students may choose to focus on a specialised area of international law of particular interest to them, such as law of international humanitarian law, human rights law, criminal law, environmental law, economic law, law of the sea and law and new technologies.</p> <p>In engaging in this research, students will become familiar with the distinctive sources, tools and methodology of international law and broader debates about the nature of international law. It is strongly recommended that students who choose this module have studied public international law or take the module 'Public International Law' offered in Michaelmas Term. Students without prior knowledge of public international law or enrolment in the 'Public International Law' module must engage in additional foundational readings.</p>
<b>Recommended Reading List</b>	<p>Students may find it useful to consult some of the leading textbooks public international law for the purposes of identifying potential topics such as:</p> <p>(i) James Crawford, <i>Brownlie's Principles of Public International Law</i> (9th ed., Oxford Univ. Press, 2019).</p>

	(ii) Malcolm Evans (ed), <i>International Law</i> (5th ed, Oxford Univ. Press, 2018) (iii) David Harris and Sandesh Sivakumaran, <i>Cases and Materials on International Law</i> (Sweet & Maxwell, 2015) (iv) Anders Henriksen, <i>International Law</i> (2nd ed., Oxford University Press, 2019). (v) Gleider Hernández, <i>International Law</i> (Oxford Univ. Press, 2019) (vi) James Crawford & Martti Koskenniemi (eds), <i>The Cambridge Companion to International Law</i> (Cambridge Univ. Press, 2012)
<b>Module Pre-requisite</b>	N/A
<b>Module Co Requisite</b>	N/A
<b>Assessment Details@I-MOD-ASSM</b>	Individual Project 85% Group Presentation 15% Reflective Journal Pass/Fail Participation Pass/Fail
<b>Module Website</b>	<a href="https://www.tcd.ie/law/programmes/undergraduate/modules">https://www.tcd.ie/law/programmes/undergraduate/modules</a> <a href="https://tcd.blackboard.com/">https://tcd.blackboard.com/</a>

<b>Module Code</b>	LAU44433
<b>Module Name</b>	CRIMINAL JUSTICE
<b>ECTS weighting</b>	20
<b>Semester/term taught</b>	MHT
<b>Contact Hours and Indicative Student Workload</b>	Eight two hour sessions over both semesters
<b>Module Coordinator/Owner</b>	Prof. Mary Rogan
<b>Learning Outcomes</b>	<p>Having successfully completed this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate specialised, self-directed knowledge of an area of law through examination of a 'real-life' legal research problem or a theme within a research group.</li> <li>• Collaborate with peers and act in leadership roles;</li> <li>• Constructively evaluate the work of others;</li> <li>• Synthesise and evaluate a variety of legal research methods, legal sources, findings and analysis.</li> <li>• Critically analyse an area of law through independent research;</li> </ul>

	<ul style="list-style-type: none"> <li>Consult with and respond to the needs of research users;</li> <li>Effectively communicate research findings.</li> </ul>
<b>Module Content</b>	This module will facilitate students to engage in extended, self-directed study of an area relating to criminal justice. Students will examine an area relating to criminal justice of their choice, through assessment of the theoretical/empirical context for the particular issue, development of a methodological strategy for its examination, legal analysis, and the creation of arguments relevant to the subject of study e.g. recommendations for reform, suggestions for future research, comparisons between countries, comparisons between current practice and the evidence base for the field. Students may examine any area related to the criminal justice system, including, for example, areas relating to crime prevention, policing, prosecution practices, sentencing, sanctions, and imprisonment.
<b>Assessment Details@I-MOD-ASSM</b>	Individual Project 85% Group Presentation 15% Reflective Journal Pass/Fail Participation Pass/Fail
<b>Module Website</b>	<a href="https://www.tcd.ie/law/programmes/undergraduate/modules">https://www.tcd.ie/law/programmes/undergraduate/modules</a> <a href="https://tcd.blackboard.com/">https://tcd.blackboard.com/</a>

<b>Module Code</b>	LAU44033
<b>Module Name</b>	EMERGENCY LAW
<b>Module Short Title</b>	
<b>ECTS weighting</b>	20
<b>Semester/term taught</b>	MHT
<b>Contact Hours and Indicative Student Workload</b>	Eight two hour sessions over both semesters
<b>Module Coordinator/Owner</b>	Dr Surya Roy
<b>Learning Outcomes</b>	<p>Having successfully completed this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Demonstrate specialised, self-directed knowledge of an area of law through examination of a 'real-life' legal research problem or a theme within a research group.</li> <li>Collaborate with peers and act in leadership roles;</li> <li>Constructively evaluate the work of others;</li> <li>Synthesise and evaluate a variety of legal research methods, legal sources, findings and analysis.</li> <li>Critically analyse an area of law through independent research;</li> </ul>

	<ul style="list-style-type: none"> <li>• Consult with and respond to the needs of research users;</li> <li>• Effectively communicate research findings.</li> </ul>
<b>Module Content</b>	<p>The words ‘emergency’ and ‘crisis’ seem to go against the rule of law, or where decision-making is shaped by situational rather than legal prerogatives. If there are pressing concerns of national safety or security, immediate decisive action appears to compromise the pace and nature of reasoned constitutional rule. Both democratic processes and human rights seem to be relaxed during an event billed as an emergency or crisis, giving way to the discretion of legal institutions, primarily the national executive branch. State and government appear to define law rather than be subject to it. Here one question is whether constitutional emergency powers are necessary or sufficient. A more structural question may also be asked – could an event be a constitutional moment that warrants a substantial shift in constitutional and political arrangements? Legal, political and social theorists working around the time of the world wars grappled with what might explain political events such as revolutions and dramatic legal change including the formation of constitutions. Further, they sought to demonstrate how radical beginnings have an intimate relationship with ordinary politics. Other than a particular event that might warrant a relaxation in procedural and substantive rule of law, it is possible to be in a more continuous state of emergency. For instance, it may be asked whether the concern of climate change means that all human activity now operates within a state of emergency. Scholars have also inquired whether the ‘new normalcy’ of an economic crisis can be understood in an emergency paradigm. The discourse of emergency shapes and at the same time renders invisible ‘normal’ continuous struggles and political choices. This explains attempts to ‘de-exceptionalise’ emergencies to reveal the realities that made them possible, as well as have a hold on what is to follow. Economic disparity, budgetary choices on healthcare, race relations, exclusion through identity documents deserve the attention of the emergency scholar. Another line of inquiry is whether an emergency could be understood as an accident-like situation or one that can be understood through the framework of responsibility.</p> <p>Students seeking to explore questions on shifts in separation of powers, central v state responses to emergencies, human rights derogations within domestic or international legal systems, distributional effects of crises will find the module interesting.</p>
<b>Recommended Reading List</b>	

<b>Module Pre-requisite</b>	N/A
<b>Module Co Requisite</b>	N/A
<b>Assessment Details@I-MOD-ASSM</b>	Individual Project 85% Group Presentation 15% Reflective Journal Pass/Fail Participation Pass/Fail
<b>Module Website</b>	<a href="https://www.tcd.ie/law/programmes/undergraduate/modules">https://www.tcd.ie/law/programmes/undergraduate/modules</a> <a href="https://tcd.blackboard.com/">https://tcd.blackboard.com/</a>

<b>Module Code</b>	LAU44431
<b>Module Name</b>	EU SUBSTANTIVE LAW AND REGULATION
<b>ECTS weighting</b>	20
<b>Semester/term taught</b>	MHT
<b>Contact Hours and Indicative Student Workload</b>	Eight two hour sessions over both semesters
<b>Module Coordinator/Owner</b>	Dr Caoimhín Mac Maoláin
<b>Learning Outcomes</b>	<p>Having successfully completed this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate specialised, self-directed knowledge of an area of law through examination of a ‘real-life’ legal research problem or a theme within a research group.</li> <li>• Collaborate with peers and act in leadership roles;</li> <li>• Constructively evaluate the work of others;</li> <li>• Synthesise and evaluate a variety of legal research methods, legal sources, findings and analysis.</li> <li>• Critically analyse an area of law through independent research;</li> <li>• Consult with and respond to the needs of research users;</li> <li>• Effectively communicate research findings.</li> </ul>
<b>Module Content</b>	<p>Topics can be chosen from any/combination of the following area(s) of EU Substantive Law and Regulation:</p> <ul style="list-style-type: none"> <li>• Free movement of goods in the EU</li> <li>• Free movement of people in the EU</li> <li>• Equal treatment under EU Law</li> <li>• Free movement of Services in the EU</li> <li>• Freedom of Establishment in the EU</li> </ul>



	<ul style="list-style-type: none"> <li>• EU Food Law and Regulation</li> <li>• EU Environmental Law and Regulation</li> <li>• Fundamental Rights in the EU</li> </ul>
<b>Assessment Details@I-MOD-ASSM</b>	Individual Project 85% Group Presentation 15% Participation Pass/Fail
<b>Module Website</b>	<a href="https://www.tcd.ie/law/programmes/undergraduate/modules">https://www.tcd.ie/law/programmes/undergraduate/modules</a> <a href="https://tcd.blackboard.com/">https://tcd.blackboard.com/</a>

<b>Module Code</b>	LAU44030
<b>Module Name</b>	FREEDOM OF EXPRESSION AND DEMOCRACY IN THE AGE OF SOCIAL MEDIA
<b>Module Short Title</b>	
<b>ECTS weighting</b>	20
<b>Semester/term taught</b>	MHT
<b>Contact Hours and Indicative Student Workload</b>	Eight two-hour sessions over both semesters
<b>Module Coordinator/Owner</b>	Dr Ailbhe O'Neill
<b>Learning Outcomes</b>	<p>Having successfully completed this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate specialised, self-directed knowledge of an area of law through examination of a 'real-life' legal research problem or a theme within a research group.</li> <li>• Collaborate with peers and act in leadership roles</li> <li>• Constructively evaluate the work of others</li> <li>• Synthesise and evaluate a variety of legal research methods, legal sources, findings and analysis.</li> <li>• Critically analyse an area of law through independent research</li> <li>• Consult with and respond to the needs of research users</li> <li>• Effectively communicate research findings.</li> </ul>
<b>Module Learning Aims</b>	To develop a research project while achieving the learning outcomes.
<b>Module Content</b>	Modern legal conceptions of freedom of expression have typically eschewed regulation of content save in certain contexts. The commitment to a liberal conception of freedom of expression is

	<p>largely premised on the contribution that the media make to democracy: through their education of the public and scrutiny of current affairs, they support participatory democracy.</p> <p>The evolution of web based media, in particular the growth of social media as a source of news and current affairs content, poses new challenges for this legal treatment and understanding of freedom of expression.</p> <p>Recent developments have highlighted the significant challenges that new media pose to traditional liberal thinking about expression and its role in supporting participatory democracy.</p> <p>In this research strand, students will have the opportunity to explore issues such as the following:</p> <ul style="list-style-type: none"> <li>• The Irish constitutional guarantee of free speech and its modern meaning</li> <li>• The significance of Article 10 ECHR - the importance of political expression</li> <li>• The evolving role of the broadcast media and its regulation</li> <li>• The regulation of social media – self correction vs regulation</li> <li>• Access to the channels of communication – the impact of non-platforming and cancel culture on freedom of expression</li> <li>• The concept of the “citizen journalist” – new media actors and their accommodation in a legal framework</li> <li>• Direct use of the media in the political sphere – campaign finance regulation</li> <li>• Free speech and the market – commercial regulation of the media</li> </ul>
<b>Recommended Reading List</b>	<p>Carolan and O'Neill <i>Media Law in Ireland (2nd ed.)</i></p> <p>F. Schauer, <i>Free Speech – A Philosophical Inquiry</i> (1982, C.U.P.)</p> <p>C. Sunstein, <i>Democracy and the Problem of Free Speech</i> (1993, The Free Press)</p> <p>E. Barendt, <i>Freedom of Speech</i> (2<sup>nd</sup> edition, 2007, O.U.P.)</p> <p>I. Loveland, <i>Importing the First Amendment: Freedom of Expression in American, English and European Law</i> (1998, Hart)</p> <p>J. Oster, “Theory and Doctrine of 'Media Freedom' as a Legal Concept” (2013) 5 <i>Journal of Media Law</i> 57.</p> <p>Justice Brennan, “The Supreme Court and the Meikeljohn interpretation of the First Amendment” (1965) 79 <i>Harvard Law Review</i> 1</p> <p>M. Redish, “The Value of Free Speech” (1982) 130 <i>U. Pa. Law Rev.</i> 591</p>

	<p>T. Scanlon, <i>A Theory of Freedom of Expression</i> (1977) 1 Phil. &amp; Pub. Aff. 204</p> <p>A. Meiklejohn, <i>Free Speech and its Relation to Self-Government</i> (Harper and Brothers, 1948)</p> <p>K. Greenawalt, "Free Speech Justifications" (1989) 89 Columbia Law Review 119</p>
<b>Module Pre-requisite</b>	N/A
<b>Module Co Requisite</b>	N/A
<b>Assessment Details@I-MOD-ASSM</b>	<p>Individual Project 85%</p> <p>Group Presentation 15%</p> <p>Reflective Journal Pass/Fail</p> <p>Participation Pass/Fail</p>
<b>Module Website</b>	<p><a href="https://www.tcd.ie/law/programmes/undergraduate/modules">https://www.tcd.ie/law/programmes/undergraduate/modules</a></p> <p><a href="https://tcd.blackboard.com/">https://tcd.blackboard.com/</a></p>

<b>Module Code</b>	LAU44013
<b>Module Name</b>	LAW AND HAPPINESS
<b>Module Short Title</b>	
<b>ECTS weighting</b>	20
<b>Semester/term taught</b>	MHT
<b>Contact Hours and Indicative Student Workload</b>	Eight two hour sessions over both semesters
<b>Module Coordinator/Owner</b>	Dr Sarah Arduin
<b>Learning Outcomes</b>	<p>Having successfully completed this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate specialised, self-directed knowledge of an area of law through examination of a 'real-life' legal research problem or a theme within a research group.</li> <li>• Collaborate with peers and act in leadership roles;</li> <li>• Constructively evaluate the work of others;</li> </ul>

	<ul style="list-style-type: none"> <li>• Synthesise and evaluate a variety of legal research methods, legal sources, findings and analysis.</li> <li>• Critically analyse an area of law through independent research;</li> <li>• Consult with and respond to the needs of research users;</li> <li>• Effectively communicate research findings.</li> </ul>
<b>Module Learning Aims</b>	
<b>Module Content</b>	<p>Should law promote happiness? Should it prioritize it over other values such as fairness, justice, or rights? To what extent should law intervene in individuals' life? For instance, should law override an individual's choice when that choice is not conducive to her happiness? More generally, what is the relationship between law, choice, and happiness? These questions constitute the core focus of this research group. Going back to Bentham and Mill, the theme traces the lineage of these normative questions to better understand contemporary legal issues associated with state intervention. In particular, the theme provides an opportunity for advanced learning and in-depth research on legal paternalism. Projects can draw on a range of dimensions such as philosophical, economic, regulatory, and/or practical.</p> <p>Sub-topics may include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>- The debate between a consequentialist approach to law and its deontological or expressivist counterpart</li> <li>- Defining happiness</li> <li>- Measuring happiness</li> <li>- The relationship between law, welfare, and rights</li> <li>- Issues surrounding state paternalism and uncertainty</li> <li>- The (il)legitimate use of behavioural sciences in promoting happiness by means of, for instance, nudges</li> </ul>
<b>Recommended Reading List</b>	<ul style="list-style-type: none"> <li>- Kaplow and Shavell (2001) <i>Fairness versus Welfare</i>, Harvard Law Review, 114(4), 961</li> <li>- Posner and Sunstein (2010) <i>Law and Happiness</i> (The University of Chicago Press)</li> </ul> <p>Consequentialism:</p> <ul style="list-style-type: none"> <li>- Walter, 'Consequentialism', in <i>Stanford Encyclopedia of Philosophy</i> (Summer 2019 Edition), Edward N. Zalta (ed.), available at <a href="https://plato.stanford.edu/archives/sum2019/entries/consequentialism/">https://plato.stanford.edu/archives/sum2019/entries/consequentialism/</a></li> </ul> <p>Bentham and Mill:</p> <ul style="list-style-type: none"> <li>- Bentham (1789) <i>An Introduction to the Principles of Morals and Legislation</i> (Oxford: Clarendon Press, 1907)</li> <li>- Mill and Gertrude Himmelfarb, <i>On Liberty</i>, Repr, Penguin Classics (London: Penguin Books, 1985)</li> <li>- Arneson (1980) 'Mill versus Paternalism', <i>Ethics</i> 90(4), 470–89</li> </ul> <p>Paternalism:</p> <ul style="list-style-type: none"> <li>- Dworkin (2019) 'Paternalism' in <i>The Stanford Encyclopedia of Philosophy</i>, ed. Zalta, Edward (Metaphysics Research Lab,</li> </ul>

	<p>Stanford University), available at <a href="https://plato.stanford.edu/archives/fall2019/entries/paternalism/">https://plato.stanford.edu/archives/fall2019/entries/paternalism/</a>.</p> <ul style="list-style-type: none"> <li>- Ambuehl, Bernheim, and Ockenfels (2019) 'Projective Paternalism' (Cambridge, MA: National Bureau of Economic Research).</li> <li>- Conly (2013) <i>Against Autonomy: Justifying Coercive Paternalism</i> (Cambridge: Cambridge University Press)</li> <li>- Conly (2017) 'Paternalism, coercion and the unimportance of (some) liberties', <i>Behavioural Public Policy</i>, 1(2), 207-218</li> <li>- Adrian Vermeule, (2015) 'Rationally Arbitrary Decisions in Administrative Law', <i>The Journal of Legal Studies</i> 44, 475</li> </ul> <p>Behavioural economics, happiness, and state paternalism:</p> <ul style="list-style-type: none"> <li>- Jolls, Sunstein, and Thaler (1998) 'A Behavioral Approach to Law and Economics', <i>Stanford Law Review</i>, 50, 1471–1550</li> <li>- Sunstein and Thaler (2003) 'Libertarian Paternalism Is Not an Oxymoron', <i>The University of Chicago Law Review</i> 70(4), 1159–1202</li> <li>- Thaler and Sunstein (2009) <i>Nudge: Improving Decisions about Health, Wealth, and Happiness</i>, Rev. and expanded ed (New York: Penguin Books)</li> <li>- Sunstein (2015) 'The Ethics of Nudging', <i>Yale Journal on Regulation</i> 32, 413–50</li> <li>- Camerer et al. (2003) 'Regulation for Conservatives: Behavioral Economics and the Case for 'Asymmetric Paternalism'', <i>University of Pennsylvania Law Review</i> 151(3), 1211</li> <li>- Bernheim (2016) 'The Good, the Bad, and the Ugly: A Unified Approach to Behavioral Welfare Economics', <i>Journal of Benefit-Cost Analysis</i>, 7(1), 12–68.</li> <li>- Goldin (2015) 'Which Way To Nudge? Uncovering Preferences in the Behavioral Age', <i>The Yale Law Journal</i> 125, 226–70</li> </ul>
<b>Module Pre-requisite</b>	N/A
<b>Module Co Requisite</b>	N/A
<b>Assessment Details@I-MOD-ASSM</b>	<p>Individual Project 85%</p> <p>Group Presentation 15%</p> <p>Reflective Journal Pass/Fail</p> <p>Participation Pass/Fail</p>
<b>Module Website</b>	<p><a href="https://www.tcd.ie/law/programmes/undergraduate/modules">https://www.tcd.ie/law/programmes/undergraduate/modules</a></p> <p><a href="https://tcd.blackboard.com/">https://tcd.blackboard.com/</a></p>

<b>Module Code</b>	LAU44426
<b>Module Name</b>	LAW AND TECHNOLOGY
<b>Module Short Title</b>	

<b>ECTS weighting</b>	20
<b>Semester/term taught</b>	MHT
<b>Contact Hours and Indicative Student Workload</b>	Eight two hour sessions over both semesters
<b>Module Coordinator/Owner</b>	Dr Maria Grazia Porcedda
<b>Learning Outcomes</b>	<p>Having successfully completed this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate specialised, self-directed knowledge of an area of law through examination of a 'real-life' legal research problem or a theme within a research group.</li> <li>• Collaborate with peers and act in leadership roles;</li> <li>• Constructively evaluate the work of others;</li> <li>• Synthesise and evaluate a variety of legal research methods, legal sources, findings and analysis.</li> <li>• Critically analyse an area of law through independent research;</li> <li>• Consult with and respond to the needs of research users;</li> <li>• Effectively communicate research findings.</li> </ul>
<b>Module Learning Aims</b>	
<b>Module Content</b>	<p>Modern computers are almost 90 years old, and the Internet is approaching its 50th birthday. The time passed since the creation of computers and the Internet has not been conducive to resolving the many legal issues raised by their adoption and the information and communication technologies (ICTs) they support.</p> <p>Part of the reason is that those legal issues relate to the interplay between law and technology, which predates and, to an extent transcends, digital technologies as we know them. The crux of the matter is how to enhance the benefits of technology while reducing their potential for damage and whether the law can take an active stance in shaping technology and its use. Such concerns have longstanding roots and raise fundamental questions that are constantly being examined and are unlikely to be answered once and for all.</p>

	<p>In this research group you will have the opportunity to explore the interplay between law and technology, with a focus on <b>digital technologies and information technology law</b>.</p> <p>You will have the chance to explore not only how the law regulates technology, but also how technology – and its architects– can have a regulatory effect. You will be able to investigate the legal techniques typically used to direct and mould Information and Communication Technologies, and the way how the development of new technologies puts to the test existing legal definitions and concepts, including fundamental rights.</p> <p>Examples of topics falling within the remit of this group include, but are not limited to: the legal challenges posed by disruptive digital technologies; legislative initiatives in the field of information technology law; case law, law and policy on digital rights such as privacy and data protection; technology law theory; and the interplay between technology and security, including cybercrime, cybersecurity and surveillance.</p> <p>Note that questions that pertain to intellectual property law, copyright law, media law, medical law and the digital dimension of other legal sub-disciplines are outside the scope of this module.</p> <p>In our preparatory readings, we will look at law and technology theory, some case studies of legislation, case law and new technologies to give you examples of the field. You will be able to pick your own topic within the remit of ICTs, subject to my approval. I will work closely with you in selecting the topic, the appropriate methodology and readings to guide your research.</p>
<b>Recommended Reading List</b>	
<b>Module Pre-requisite</b>	N/A
<b>Module Co Requisite</b>	N/A
<b>Assessment Details@I-MOD-ASSM</b>	Individual Project 85% Group Presentation 15% Reflective Journal Pass/Fail Participation Pass/Fail
<b>Module Website</b>	<a href="https://www.tcd.ie/law/programmes/undergraduate/modules">https://www.tcd.ie/law/programmes/undergraduate/modules</a> <a href="https://tcd.blackboard.com/">https://tcd.blackboard.com/</a>

<b>Module Code</b>	LAU44015
--------------------	----------

<b>Module Name</b>	LAW, SUSTAINABILITY AND FINANCE
<b>ECTS weighting</b>	20
<b>Semester/term taught</b>	MHT
<b>Contact Hours and Indicative Student Workload</b>	Eight two hour sessions over both semesters
<b>Module Coordinator/Owner</b>	Dr Felix Mezzanotte
<b>Learning Outcomes</b>	<p>Having successfully completed this module, students should be able to:</p> <p>Demonstrate specialised, self-directed knowledge of an area of law through examination of a 'real-life' legal research problem or a theme within a research group.</p> <p>Collaborate with peers and act in leadership roles;</p> <p>Constructively evaluate the work of others;</p> <p>Synthesise and evaluate a variety of legal research methods, legal sources, findings and analysis.</p> <p>Critically analyse an area of law through independent research;</p> <p>Consult with and respond to the needs of research users;</p> <p>Effectively communicate research findings.</p>
<b>Module Content</b>	<p>In recent years, the financial sector in Europe has been given an increasingly important role in promoting policies that mitigate climate change and global warming and policies that foster fairer societies. Climate risk affects the performance of companies and the real economy. It translates into greater financial risk, affecting investment returns and threatening the stability in the financial sector. On the sustainable investing front, while accelerating sustainable investing (investments that pursue environmental or social investment objectives) can be a highly beneficial tenet, it also generates greenwashing risk, that is, the risk that investment products be marketed and sold to investors as making an environmental or societal contribution when in reality they do not. This way, greenwashing exposes investors (including shareholders) to abuse and loss.</p> <p>This research group will focus on the law and policy of sustainable finance and address important legal problems arising from the policy of integrating sustainability in the financial sector. Potential research topics include:</p> <ol style="list-style-type: none"> <li>1. Investor decision-making and sustainability</li> <li>2. Corporate governance, shareholder engagement and sustainability</li> <li>3. Regulatory response to greenwashing (SFDR, CSRD,</li> </ol>



	<p>Taxonomy Regulation, Green Bonds, Labels, ESG ratings, etc.)</p> <ol style="list-style-type: none"> <li>Greenwashing and law enforcement</li> <li>Corporate sustainability reporting and 'double materiality' approach</li> <li>Corporate sustainability due diligence</li> <li>Obligations of investment firms in a sustainable finance context</li> <li>Managing climate risk in the banking system</li> <li>Challenges to the effective compliance with sustainable finance rules</li> <li>Crypto assets and sustainability concerns</li> </ol> <p>To catch up with recent events in the topic of law, sustainability, and finance, it is suggested that you visit the following websites:</p> <p>European Commission  <a href="https://finance.ec.europa.eu/sustainable-finance_en">https://finance.ec.europa.eu/sustainable-finance_en</a></p> <p>European Securities and Markets Authority  <a href="https://www.esma.europa.eu/esmas-activities/sustainable-finance">https://www.esma.europa.eu/esmas-activities/sustainable-finance</a></p> <p>Eurosif  <a href="https://www.eurosif.org/">https://www.eurosif.org/</a></p> <p>UNEP Finance Initiative  <a href="https://www.unepfi.org/">https://www.unepfi.org/</a></p> <p>Trinity Library: for journal articles/books on law, sustainability, and finance  <a href="https://www.tcd.ie/library/">https://www.tcd.ie/library/</a></p>
<b>Recommended Reading List</b>	<p>The reading list will be determined by the student and the academic leader at the start of the module. This is a novel area of research. Research material will largely consist of primary sources of law and regulation, and secondary sources including recent journal articles, report and studies produced by NGOs, government, consulting firms and international agencies involved in sustainability, corporate and finance. Depending on the topic chosen, court decisions may also serve as legal source underpinning the research.</p> <p>Importantly, this is an area of research characterised by interdisciplinarity. Student should be willing to utilise in their research literature produced in the area of business, economics, finance, environment, society, among other disciplines.</p>
<b>Module Co Requisite</b>	N/A
<b>Learning Outcomes</b>	<p>Having successfully completed this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Demonstrate specialised, self-directed knowledge of an area of</li> </ul>

	<p>law through examination of a 'real-life' legal research problem or a theme within a research group.</p> <ul style="list-style-type: none"> <li>• Collaborate with peers and act in leadership roles;</li> <li>• Constructively evaluate the work of others;</li> <li>• Synthesise and evaluate a variety of legal research methods, legal sources, findings and analysis.</li> <li>• Critically analyse an area of law through independent research;</li> <li>• Consult with and respond to the needs of research users;</li> <li>• Effectively communicate research findings.</li> </ul>
<b>Assessment Details@I-MOD-ASSM</b>	<p>Individual Project 85%</p> <p>Group Presentation 15%</p> <p>Reflective Journal Pass/Fail</p> <p>Participation Pass/Fail</p>
<b>Module Website</b>	<p><a href="https://www.tcd.ie/law/programmes/undergraduate/modules">https://www.tcd.ie/law/programmes/undergraduate/modules</a></p> <p><a href="https://tcd.blackboard.com/">https://tcd.blackboard.com/</a></p>

<b>Module Code</b>	LAU44016
<b>Module Name</b>	NEW TRENDS IN INTELLECTUAL PROPERTY LAW
<b>ECTS weighting</b>	20
<b>Semester/term taught</b>	MHT
<b>Contact Hours and Indicative Student Workload</b>	Eight two hour sessions over both semesters
<b>Module Coordinator/Owner</b>	TBC
<b>Learning Outcomes</b>	<p>Having successfully completed this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate specialised, self-directed knowledge of an area of law through examination of a 'real-life' legal research problem or a theme within a research group.</li> <li>• Collaborate with peers and act in leadership roles;</li> <li>• Constructively evaluate the work of others;</li> <li>• Synthesise and evaluate a variety of legal research methods, legal sources, findings and analysis.</li> <li>• Critically analyse an area of law through independent research;</li> <li>• Consult with and respond to the needs of research users;</li> <li>• Effectively communicate research findings.</li> </ul>
<b>Module Content</b>	<p>The idea of multi-level, supranational legislation on industrial, literary and artistic property goes back to the end of the 19th century. At that time, international agreements were a natural response to the consequences and challenges posed by the</p>

industrial revolution in Western Europe. When individual creators, inventors and enterprises started being increasingly able to distribute and commercially exploit copies of their works and products embodying new technologies and distinctive marks on a cross-border basis, their governments started establishing common standards of protection for such intangible goods. From then onwards, the definition of minimum standards regarding the scope and enforcement of intellectual property rights has progressively expanded to the entire world. This phenomenon significantly accelerated from 1994 onwards, with the creation of the World Trade Organisation (WTO) and the adoption of a sort of global “constitution” for intellectual property (‘Trade Related Aspects of Intellectual Property Rights’ or ‘TRIPS’ Agreement, 1994).

Members of this research group will be encouraged to examine the socio-economic, commercial and legal implications of the TRIPS Agreement and of other international agreements including the World Intellectual Property Organization (WIPO) Internet treaties (1996). In particular, students will advance their knowledge on issues that evidence the influence of WTO law on jurisdictions which barely had a system of copyright, patent or trademark protection before 1994. Research group activities will allow students to better understand pros and cons of EU regulations and directives which sought to facilitate the goal of a ‘Single Market’ by harmonizing or unifying intellectual property systems on the grounds of international standards.

Drawing on the Intellectual Property Law module (LAU 44072), students will be able to explore new trends related to topics and issues which evidence goals, priorities but also contradictions and problems that national lawmakers and courts, such as the Irish ones, can no longer solve by themselves in light of obligations and limits created under international and EU laws.

Sub-topics may include (but are not limited to) the following:

- Access to medicines, patent protection and the right to health;
- Biotechnological inventions, patent protection and their impact on morals;
- Digital copyright protection and its consequences for Internet freedom and free speech;
- Online intermediary liability regimes and their impact on remuneration of content creators;
- Overlapping intellectual property rights and their consequences for competition policy;
- Copyright implications of artificial intelligence;
- Patent law, innovation and artificial intelligence;
- Expansion of trademarks’ scope and its consequences for competition policy and freedom of speech;
- Trade secrecy as an alternative to intellectual property;

	<ul style="list-style-type: none"> <li>Intellectual property rights in data.</li> </ul>
<b>Assessment Details@I-MOD-ASSM</b>	Individual Project 85% Group Presentation 15% Reflective Journal Pass/Fail Participation Pass/Fail
<b>Module Website</b>	<a href="https://www.tcd.ie/law/programmes/undergraduate/modules">https://www.tcd.ie/law/programmes/undergraduate/modules</a> <a href="https://tcd.blackboard.com/">https://tcd.blackboard.com/</a>

<b>Module Code</b>	LAU44434
<b>Module Name</b>	PRISON LAW (PENAL REFORM TRUST)
<b>Module Short Title</b>	
<b>ECTS weighting</b>	20
<b>Semester/term taught</b>	MHT
<b>Contact Hours and Indicative Student Workload</b>	Eight two hour sessions over both semesters
<b>Module Coordinator/Owner</b>	Prof Mary Rogan
<b>Learning Outcomes</b>	Having successfully completed this module, students should be able to: <ul style="list-style-type: none"> <li>Demonstrate specialised, self-directed knowledge of an area of law through examination of a 'real-life' legal research problem or a theme within a research group.</li> <li>Collaborate with peers and act in leadership roles;</li> <li>Constructively evaluate the work of others;</li> <li>Synthesise and evaluate a variety of legal research methods, legal sources, findings and analysis.</li> <li>Critically analyse an area of law through independent research;</li> <li>Consult with and respond to the needs of research users;</li> <li>Effectively communicate research findings.</li> </ul>
<b>Module Learning Aims</b>	<ol style="list-style-type: none"> <li>To support the development of independent research skills;</li> <li>To support the development of skills in group work;</li> <li>To support the development of presentation skills;</li> <li>To support the development of understanding about the real world application of law;</li> <li>To provide an opportunity to collaborate with an NGO partner.</li> </ol>
<b>Module Content</b>	This module comprises a series of workshops. An NGO partner provides a research brief on a topic with which it requires support. The topic changes each year, depending on the NGO involved and its needs. In 2021/22 students will work with the

	<p>Irish Penal Reform Trust on a topic in the area of imprisonment, with the precise area to be agreed with the NGO partner by the beginning of the module.</p> <p>During these workshops, students will agree, together with the academic leader, the division of responsibilities for completing the research brief. Roles within the group will include: project manager; production manager; and lead liaison with the community-based organisation. Students will also decide, with the academic leader, on the allocation of responsibilities for research, writing and presentation tasks. Students will engage in regular contact with the community partner and respond to its needs as appropriate. Progress and challenges will be discussed and acted upon at each workshop.</p> <p>The workshops involve students working together to develop a plan to respond to this brief, sharing out research, writing and presentation tasks. A research report will be created along with a presentation to the NGO partner. This is a community-based research project. Group work is a central feature of the module, with a single mark for the group project and group presentation being applied to each member of the group.</p> <p>Each group will sign a 'group contract', which will agree timelines, division of responsibilities, methods of communication and contain provision for challenges which may arise. The group will produce a single report of their findings for the community-based organisation. The group will also provide a presentation on their findings to the community-based organisation. Students will also engage in reflection throughout the process, and create an individual reflective learning journal. Students will be supported in the creation of this journal. Students will be encouraged to meet outside of the workshop format on a more regular basis; these meetings will not be supervised by the academic leader. One-on-one supervision is <b>not</b> provided in this module.</p>
<b>Recommended Reading List</b>	<p>The resources required will depend on the themes and topics chosen each year. However, the following resource will be generally useful:</p> <p>Cahillane and Schweppe, ed., <i>Legal Research Methods: Principles and Practicalities</i> (Clarus, 2016)</p>
<b>Module Pre-requisite</b>	N/A
<b>Module Co Requisite</b>	N/A
<b>Assessment Details@I-MOD-ASSM</b>	<p>Group project: Project 85%</p> <p>Group Presentation: 15%</p> <p>Reflective Journal Pass/Fail</p> <p>Participation Pass/Fail</p>

<b>Module Website</b>	<a href="https://www.tcd.ie/law/programmes/undergraduate/modules">https://www.tcd.ie/law/programmes/undergraduate/modules</a> <a href="https://tcd.blackboard.com/">https://tcd.blackboard.com/</a>
-----------------------	--

<b>Module Code</b>	LAU44017
<b>Module Name</b>	Property and Constitutions: Regulating People and Places
<b>ECTS weighting</b>	20
<b>Semester/term taught</b>	MHT
<b>Contact Hours and Indicative Student Workload</b>	Eight two hour sessions over both semesters
<b>Module Coordinator/Owner</b>	Dr Rachael Walsh
<b>Learning Outcomes</b>	<p>Having successfully completed this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate specialised, self-directed knowledge of an area of law through examination of a 'real-life' legal research problem or a theme within a research group.</li> <li>• Collaborate with peers and act in leadership roles;</li> <li>• Constructively evaluate the work of others;</li> <li>• Synthesise and evaluate a variety of legal research methods, legal sources, findings and analysis.</li> <li>• Critically analyse an area of law through independent research;</li> <li>• Consult with and respond to the needs of research users;</li> <li>• Effectively communicate research findings.</li> </ul>
<b>Module Content</b>	<p>Constitutional property law and property theory are two related, burgeoning fields of academic and professional interest amongst lawyers internationally. Guarantees for private property rights, in both domestic constitutions and international conventions and treaties (most notably, the European Convention on Human Rights), are increasingly the focus of litigation in common law jurisdictions, including the UK, responding to the rapid expansion that has occurred in regulatory control of private ownership in contexts as diverse as land-use, financial services, public infrastructure development and industrial licensing. This trend has further accelerated as a result of the global economic crisis, which forced governments throughout the world to introduce various measures that restrict the exercise of property rights, or deprive owners of property rights, sometimes in dramatic and far-reaching ways.</p> <p>However, the function of constitutional property rights guarantees in controlling such regulatory interventions is often ambiguous, at least beyond paradigm cases such as compulsory acquisition of</p>

	<p>real property. Moreover, the values that constitutional or human rights protection of private ownership seeks to realise are various, complex, and at times conflicting. That complexity is heightened by the fact that in common law jurisdictions, such public law guarantees for private ownership interact with a long-standing private law tradition of protecting property rights. Within such jurisdictions, scholars continue to debate the relative merits of a focus on individual or social values within property law, which is a debate with heightened stakes in the context of an economic crisis.</p> <p>This research project module will explore a number of themes at the interface between property law and constitutional law comparatively, as well as through the prism of European Human Rights Law, including but not limited to:</p> <ol style="list-style-type: none"> <li>1. Property Rights and Climate Mitigation: Partners or Adversaries?</li> <li>2. Constitutionalising Housing Rights</li> <li>3. Institutional Goals – Property Rights as an Economic Agenda</li> <li>4. Property Rights and Social Policy – the Interface of the Directive Principles</li> <li>5. “New Property” in the European Court of Human Rights</li> <li>6. “New Property” in the Irish Courts</li> <li>7. Assessing the Potential of Citizen Deliberation in Mediating Property Rights and the Public Interest</li> <li>8. COVID-19 and the Public/Private Balance in Property</li> <li>9. Property, Austerity, and the Impact of Constitutionalisation</li> </ol>
<b>Assessment Details@I-MOD-ASSM</b>	<p>Individual Project 80%</p> <p>Group Presentation 20%</p> <p>Reflective Journal Pass/Fail</p> <p>Participation Pass/Fail</p>
<b>Module Website</b>	<p><a href="https://www.tcd.ie/law/programmes/undergraduate/modules">https://www.tcd.ie/law/programmes/undergraduate/modules</a></p> <p><a href="https://tcd.blackboard.com/">https://tcd.blackboard.com/</a></p>

<b>Module Code</b>	LAU44027
<b>Module Name</b>	RESPONDING TO MASS VIOLATIONS OF HUMAN RIGHTS
<b>ECTS weighting</b>	20
<b>Semester/term taught</b>	MHT
<b>Contact Hours and Indicative Student Workload</b>	Eight two-hour sessions over both semesters
<b>Module Coordinator/Owner</b>	Mr Michael Becker
<b>Learning Outcomes</b>	Having successfully completed this module, students should be able to:

	<ul style="list-style-type: none"> <li>• Demonstrate specialised, self-directed knowledge of an area of law through examination of a 'real-life' problem or a theme within the research group.</li> <li>• Collaborate with peers and act in leadership roles.</li> <li>• Constructively evaluate the work of others.</li> <li>• Synthesise and evaluate a variety of legal research methods, legal sources, findings and analysis.</li> <li>• Critically analyse an area of law through independent research.</li> <li>• Consult with and respond to the needs of research users.</li> <li>• Effectively communicate research findings.</li> </ul>
<b>Module Content</b>	<p>Situations involving the mass violation of human rights pose some of the greatest challenges to the international legal system. The long-running conflicts in Syria and Yemen, the Russian invasion of Ukraine, the return to Taliban rule in Afghanistan, and military rule in Myanmar expose how human rights violations on a massive scale confound the promise of a world order organized around the promotion and protection of human rights. Moreover, each failure to prevent or respond effectively to the next human rights crisis risks undermines the elaborate system of international norms and institutions that purportedly exist to protect human rights. This capstone will provide students with the opportunity to conduct in-depth research on legal issues relating to gross and systemic human rights violations, including the range of responses available to states, international institutions, and civil society. Such responses may aim at the cessation of mass violations of human rights already underway, the prevention of future violations, or the pursuit of accountability for past violations. Potential topics could include:</p> <ul style="list-style-type: none"> <li>• The role of the UN Security Council, the UN Human Rights Council, or other international and regional bodies in preventing and responding to mass violations of human rights;</li> <li>• Legal issues relating to specific types of responses (e.g., economic sanctions, countermeasures, peacekeeping, fact-finding bodies, humanitarian intervention);</li> <li>• Litigation in domestic, regional, or international courts, as well as international criminal law responses, arising from mass human rights violations;</li> <li>• The relationship between international human rights law and other specialised areas of international law, such as international humanitarian law, refugee law, or international disaster law; and</li> <li>• Responses to systemic human rights violations, including racism and other forms of discrimination, endemic poverty, or authoritarianism.</li> </ul> <p>In engaging in this research, students will become familiar with the distinctive sources and structures of public international law and the specialized field of international human rights law, in addition</p>



	to broader debates about the relationship among international law, human rights, and global politics.
<b>Assessment Details@I-MOD-ASSM</b>	Individual Project 85% Group Presentation 15% Reflective Journal Pass/Fail Participation Pass/Fail
<b>Module Website</b>	<a href="https://www.tcd.ie/law/programmes/undergraduate/modules">https://www.tcd.ie/law/programmes/undergraduate/modules</a> <a href="https://tcd.blackboard.com/">https://tcd.blackboard.com/</a>

<b>Module Code</b>	LAU44029
<b>Module Name</b>	THE FUTURE OF WORK
<b>ECTS weighting</b>	20
<b>Semester/term taught</b>	MHT
<b>Contact Hours and Indicative Student Workload</b>	Eight two-hour sessions over both semesters
<b>Module Coordinator/Owner</b>	Dr Alan Eustace
<b>Learning Outcomes</b>	<p>Having successfully completed this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate specialised, self-directed knowledge of an area of law through examination of a 'real-life' legal research problem or a theme within a research group.</li> <li>• Constructively evaluate the work of others;</li> <li>• Synthesise and evaluate a variety of legal research methods, legal sources, findings and analysis.</li> <li>• Critically analyse an area of law through independent research;</li> <li>• Effectively communicate research findings.</li> </ul>
<b>Module Learning Aims</b>	
<b>Module Content</b>	<p>This module will examine how the law is adapting, and should continue to adapt, to the rapid changes in the world of work. Participants will address the themes of technological, economic and social change and the role of legal regulation in both driving and responding to these. Indicative topics to be considered during the module include:</p> <ul style="list-style-type: none"> <li>• Worker voice and representation</li> <li>• Status of workers</li> <li>• Work-life balance</li> <li>• Remote working</li> <li>• Artificial intelligence and algorithmic management</li> <li>• Surveillance and privacy</li> </ul>

	<ul style="list-style-type: none"> <li>• Economic security</li> <li>• Freedom of expression, accommodation of belief, and other human rights in the workplace</li> <li>• Globalisation and labour-trade policy</li> </ul>
<b>Recommended Reading List</b>	
<b>Module Co Requisite</b>	
<b>Assessment Details@I-MOD-ASSM</b>	Individual Project 85% Group Presentation 15% Reflective Journal Pass/Fail Participation Pass/Fail
<b>Module Website</b>	<a href="https://www.tcd.ie/law/programmes/undergraduate/modules">https://www.tcd.ie/law/programmes/undergraduate/modules</a> <a href="https://tcd.blackboard.com/">https://tcd.blackboard.com/</a>

<b>Module Code</b>	LAU44035
<b>Module Name</b>	THE LIVING CONSTITUTION
<b>ECTS weighting</b>	20
<b>Semester/term taught</b>	MHT
<b>Contact Hours and Indicative Student Workload</b>	Eight two-hour sessions over both semesters
<b>Module Coordinator/Owner</b>	Prof Aileen Kavanagh
<b>Learning Outcomes</b>	Having successfully completed this module, students should be able to: <ul style="list-style-type: none"> <li>• Demonstrate specialised, self-directed knowledge of an area of law through examination of a 'real-life' legal research problem or a theme within a research group.</li> <li>• Constructively evaluate the work of others;</li> <li>• Synthesise and evaluate a variety of legal research methods, legal sources, findings and analysis.</li> <li>• Critically analyse an area of law through independent research;</li> <li>• Effectively communicate research findings.</li> </ul>
<b>Module Learning Aims</b>	
<b>Module Content</b>	Constitutional law changes over time, just as society changes and develops. In this capstone, you will have the opportunity to study constitutional and societal change in tandem. Exploring such controversial issues as abortion, contraception, same-sex marriage,

	assisted dying, and others, you will examine how law, society, morality, politics, and popular opinion interact to form a living constitution. You will also explore the ways in which different constitutional actors have contributed to constitutional change in Ireland, including eg the courts, government, legislature, interest groups, and 'ordinary' people when voting in constitutional referendums. This capstone will allow you to focus on a particular issue of your choice and examine how it was constitutional protected over time.
<b>Recommended Reading List</b>	
<b>Module Co Requisite</b>	
<b>Assessment Details@I-MOD-ASSM</b>	Individual Project 85% Group Presentation 15% Reflective Journal Pass/Fail Participation Pass/Fail
<b>Module Website</b>	<a href="https://www.tcd.ie/law/programmes/undergraduate/modules">https://www.tcd.ie/law/programmes/undergraduate/modules</a> <a href="https://tcd.blackboard.com/">https://tcd.blackboard.com/</a>

<b>Module Code</b>	LAU44432
<b>Module Name</b>	THE LAW AND THEORY OF OBLIGATIONS: TORT, CONTRACT, REMEDIES
<b>ECTS weighting</b>	20
<b>Semester/term taught</b>	Michaelmas/Hilary Term
<b>Contact Hours and Indicative Student Workload</b>	8 x 2 hour sessions over two semesters
<b>Module Coordinator/Owner</b>	Daniel Gilligan
<b>Learning Outcomes</b>	<p>Having successfully completed this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate specialised, self-directed knowledge of an area of law through examination of a 'real-life' legal research problem or a theme within a research group.</li> <li>• Collaborate with peers and act in leadership roles.</li> <li>• Constructively evaluate the work of others.</li> <li>• Synthesise and evaluate a variety of legal research methods, legal sources, findings and analysis.</li> <li>• Critically analyse an area of law through independent research.</li> <li>• Consult with and respond to the needs of research users.</li> </ul>

	<ul style="list-style-type: none"> <li>Effectively communicate research findings.</li> </ul>
<b>Module Content</b>	<p>For the purposes of this capstone group, the “law of obligations” includes the law of tort, contract, and private law remedies (all broadly construed).</p> <p>Students are encouraged to research whatever aspects of the doctrine, theory, practice, or reform of these legal areas (or their overlap) they find most interesting. Projects might therefore range from close black-letter studies of particular doctrines, to more abstract theoretical treatments of the nature and justification of tort, contract, and the law of remedies in general.</p> <p>Though students will thus largely chart their own course, the seminars throughout the year look to draw out general themes common to all group-members’ projects. In the first instance, they are designed to help students to situate their project within the law of obligations more generally. Secondly, they look to draw out the connections between questions in the law of obligations and questions that occur persistently to all of us in our everyday lives, quite apart from the law. What do we owe to other people? Who has to pick up the pieces when things go awry? Who amongst us gets to make the rules, and why?</p> <p>Indicatively, questions that might be examined include:</p> <ul style="list-style-type: none"> <li>Why is it wrong to defame? Is our current law of defamation compatible with the sustenance of robust debate on matters of public importance? Are recently proposed statutory reforms wrong-headed?</li> <li>What is the law on the tort of “causing loss by unlawful means” in this jurisdiction? What should it be?</li> <li>Under what conditions can P recover “vindictory” damages for D’s private wrong, even though D’s wrong has caused P no loss? Was <i>GE v Commissioner of An Garda Síochána</i> [2022] IESC 51 rightly decided?</li> <li>What is the relationship between contract and promise? What should it be?</li> <li>What, if anything, justifies the doctrine of consideration?</li> <li>Is the law of contract sufficiently sensitive to imbalances of economic power between contracting parties? If not, what should our legal system do about it?</li> <li>What are the implications for contract law of the decision in <i>Braganza v BP Shipping Limited</i> [2015] UKSC 17?</li> <li>What is distinctively <i>private</i> about private law? Is private law compatible with, or inimical to, distributive justice? Does private law suffer from a democratic deficit?</li> <li>What is the role of punishment in private law? What should it be?</li> <li>Does the remedy of compensatory damages aim to make it as though a wrong never happened? In what sense, if any, can it succeed? Why are past wrongs not just spilt milk?</li> </ul>

	<ul style="list-style-type: none"> <li>• What differences are there between the rules of remoteness in tort and contract damages? What justifies these differences?</li> <li>• “No man should profit from his own wrong”? Why so? Does our private law reflect this principle?</li> <li>• Ought courts be readier to order specific performance of contracts instead of confining plaintiffs to damages for breach?</li> </ul>
<b>Assessment</b>	Individual Project 85% Group Presentation 15% Reflective Journal Pass/Fail Participation Pass/Fail
<b>Module Website</b>	<a href="https://www.tcd.ie/law/programmes/undergraduate/modules">https://www.tcd.ie/law/programmes/undergraduate/modules</a> <a href="https://tcd.blackboard.com/">https://tcd.blackboard.com/</a>

<b>Module Code</b>	LAU44028
<b>Module Name</b>	ADMINISTRATIVE LAW
<b>ECTS weighting</b>	20
<b>Semester/term taught</b>	MHT
<b>Contact Hours and Indicative Student Workload</b>	Five two-hour sessions over both semesters. Students taking this Capstone will also be required to attend Administrative Law (LAU34001) and complete associated assessments.
<b>Module Coordinator/Owner</b>	Prof. Hilary Biehler
<b>Learning Outcomes</b>	<p>Having successfully completed this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate specialised, self-directed knowledge of an area of law through examination of a ‘real-life’ legal research problem or a theme within a research group.</li> <li>• Constructively evaluate the work of others;</li> <li>• Synthesise and evaluate a variety of legal research methods, legal sources, findings and analysis.</li> <li>• Critically analyse an area of law through independent research;</li> <li>• Effectively communicate research findings.</li> </ul>
<b>Module Learning Aims</b>	The aim of this module is to facilitate in-depth research of a self-directed and collaborative nature in the area of judicial review of administrative action. It aims to foster the ability to engage in critical analysis of legal doctrine and principles by reference to a dynamic area of law.
<b>Module Content</b>	Dependant on numbers, there may be a variety of related themes. One such theme will be Judicial Review of Administrative Action.

	<p>Further themes will be rolled out in before Michaelmas Term. Contents of which are below:</p> <p>This research theme provides an opportunity for in-depth research and analysis of various aspects of judicial review of administrative action. The underlying theme in the research module is to analyse the extent to which the courts have achieved an appropriate balance between protecting the rights of individuals and safeguarding the interests of public authorities in judicial review proceedings, particularly in this jurisdiction. Another overarching theme is the extent to which administrative law delivers an appropriate level of accountability for the decisions made by administrative and quasi-judicial decision-makers. Research projects may draw on a range of perspectives doctrinal, theoretical and/or comparative.</p> <p>Some of the research topics in this area may be formulated in broad terms whereas others may be focussed more on specific grounds for judicial review. However, the common factor is that they are underpinned by the rationale of exploring the relationship between protecting the rights and interests of individuals on the one hand and public authorities on the other hand.</p>
<b>Recommended Reading List</b>	<p>Hogan, Morgan and Daly, <i>Administrative Law in Ireland</i> (5th ed., 2013)</p> <p>Biehler, <i>Judicial Review of Administrative Action</i> (3<sup>rd</sup> ed., 2013)</p> <p>Donnelly and Hare, <i>Principles of Judicial Review</i> (2<sup>nd</sup> ed, 2020)</p> <p>Woolf, Jowell, le Sueur, Donnelly &amp; Hare, <i>De Smith's Judicial Review</i> (8<sup>th</sup> ed, 2018)</p> <p>De Blacam, <i>Judicial Review</i> (3<sup>rd</sup> ed., 2017)</p> <p>Craig, <i>Administrative Law</i> (9<sup>th</sup> ed., 2021)</p> <p>Endicott, <i>Administrative Law</i> (4th ed., 2018)</p>
<b>Module Co Requisite</b>	This will be delivered in conjunction with Administrative Law (LAU34001).
<b>Assessment Details@I-MOD-ASSM</b>	<p>Research Project 100% (7,000 words)</p> <p>Reflective Journal Pass/Fail</p> <p>Participation Pass/Fail</p> <p>Students taking this Capstone will also be required to complete Administrative Law (LAU34001) in the same academic year.</p> <p>Students will be required to select a further 20 ECTS of modules in each semester</p>
<b>Module Website</b>	<p><a href="https://www.tcd.ie/law/programmes/undergraduate/modules">https://www.tcd.ie/law/programmes/undergraduate/modules</a></p> <p><a href="https://tcd.blackboard.com/">https://tcd.blackboard.com/</a></p>

<b>Module Code</b>	LAU44024
<b>Module Name</b>	EVIDENCE
<b>ECTS weighting</b>	20

<b>Semester/term taught</b>	MHT
<b>Contact Hours and Indicative Student Workload</b>	Three two-hour sessions in HT One two-hour session in MT
<b>Module Coordinator/Owner</b>	Dr Liz Heffernan
<b>Learning Outcomes</b>	<p>Having successfully completed this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate specialised, self-directed knowledge of an area of law through examination of a 'real-life' legal research problem or a theme within a research group.</li> <li>• Constructively evaluate the work of others;</li> <li>• Synthesise and evaluate a variety of legal research methods, legal sources, findings and analysis.</li> <li>• Critically analyse an area of law through independent research;</li> <li>• Effectively communicate research findings.</li> </ul>
<b>Module Learning Aims</b>	<p>The aim of this module is to facilitate in-depth research of a self-directed and collaborative nature in the area of the law of evidence. It aims to foster the ability to engage in critical analysis of legal doctrine and principles by reference to a dynamic area of law.</p>
<b>Module Content</b>	<p>This research strand provides an opportunity for in-depth research and analysis of various aspects of the law of evidence. Trials in the Irish courts are grounded in the common law, adversarial tradition with its historical emphasis on in-court proceedings, the role of the jury and rules relating to the admissibility of evidence.</p> <p>One theme that will be explored in this module is the adaptability of traditional evidentiary law to meet the needs of contemporary society. Topics on this theme include the evolving role of the trial judge and the jury in relation to evidence, increased recourse to scientific and technological evidence, and developments that seek to support vulnerable witnesses.</p> <p>Another theme in this research module is the evidentiary rights of individuals under the Constitution and international human rights law. This includes the right of the accused in criminal proceedings (e.g. to a fair trial, to access to legal advice and to silence) and the rights of parties and witnesses in civil proceedings.</p> <p>Collectively, students taking this module will explore issues and trends relating to evidentiary adjudication in our courts and the evidentiary rights of participants in the trial process.</p>

<b>Recommended Reading List</b>	<p>Liz Heffernan, <i>Evidence in Criminal Trials</i> (2<sup>nd</sup> edn, Bloomsbury Professional 2020);</p> <p>Declan McGrath, <i>Evidence</i> (3<sup>rd</sup> edn, Thomson Round Hall, 2020);</p> <p>Caroline Fennell, <i>Law of Evidence in Ireland</i> (4<sup>th</sup> edn, Bloomsbury Professional, 2020);</p> <p>Peter Charleton et al, <i>Charleton &amp; McDermott's Criminal Law and Evidence</i> (2<sup>nd</sup> edn, Bloomsbury Professional, 2020).</p>
<b>Module Co Requisite</b>	<p>This module must be taken in conjunction with LAU34011 Evidence.</p>
<b>Assessment Details@I-MOD-ASSM</b>	<p>Individual Project 100% (7,000 words)</p> <p>Reflective Journal Pass/Fail</p> <p>Participation Pass/Fail</p> <p>Students taking this Capstone will also be required to complete Evidence (LAU34011) in the same academic year.</p> <p>Students will be required to select a further 20 ECTS of modules in each semester</p>
<b>Module Website</b>	<p><a href="https://www.tcd.ie/law/programmes/undergraduate/modules">https://www.tcd.ie/law/programmes/undergraduate/modules</a></p> <p><a href="https://tcd.blackboard.com/">https://tcd.blackboard.com/</a></p>