



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

SCHOOL OF SOCIAL WORK & SOCIAL POLICY

***SENIOR SOPHISTER (FOURTH YEAR)
MODULE DESCRIPTORS
2026 / 2027***





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Senior Sophister Fresh Module Descriptors 2026 / 2027

1.41 Eco Social Policy, (SSU44021) 5 ECTS

Module Code	SSU44021
Module Name	Eco Social Policy
ECTS credit weighting	5 ECTS
Semester taught	Semester 1, Senior Sophister, 2026 / 2027
Module Coordinator/s	Dr Joe Whelan
Module Learning Outcomes with embedded Graduate Attributes	<i>After attending lectures, engaging in discussion and successfully completing the relevant assignment, a student will be able to:</i> <i>1. Think independently and be able to demonstrate knowledge of alternative and radical forms of economic management that are geared towards sustainability.</i> <i>2. Communicate effectively and be able to demonstrate an understanding of core concepts in the area of sustainable social policy also referred to as ecosocial policy.</i> <i>3. Articulate an understanding of alternative, progressive and sustainable social policies and programmes.</i> <i>4. Develop continuously and make concrete connections between social policy as a discipline and practice and the climate emergency.</i> <i>5. Act responsibly and be able scrutinize social policies in the context of sustainability.</i>
Module Content	As the environmental crisis deepens and the effects begin to emerge in the form of disruptive and destructive climate events, more nation-states have ostensibly committed to carbon net zero by 2050. Achieving this target will require a major reconstitution of economies, societies and, thus, the lived realities of peoples. This reconstitution or shift will need to occur most forcibly and rapidly in the developed economies of the global north. This module will interrogate the role of social policy in addressing the climate crisis. Focusing on a range of alternative modes of economic organization along with a series of discrete policy programmes, this module will cover degrowth, postgrowth and green growth along with universal basic income, universal basic services, participation income and a capabilities approach. Current climate policy in both global and domestic contexts will also be scrutinized.



Teaching and Learning Methods¹

2 hours of Lectures per week; in-class discussions and exercises; assigned readings; site visits and guest lectures.

Assessment Details²

Please include the following:

- Assessment Component
- Assessment description
- Learning Outcome(s) addressed
- % of total

It is recommended that module co-ordinators consider assessment types used across the year to ensure varied assessment methods.

Assessment Component	Assessment Description	LO Addressed	% of total
Portfolio	Portfolio developed over the course of the module. Students will be asked to respond to prompts through written submissions and other creative methods. <u>Submission Due: Week 15 Mon 07.12.26, @ 12.00 Noon</u>	1-5	100 %

Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
A written essay which reflects the portfolio prompts.	An essay written up to 2000 words	1-5	100%

¹ [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.

² <https://www.tcd.ie/academicpractice/resources/assessment/>



Inclusive Curriculum

	PLEASE TICK
1. Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?	☒
2. Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (https://www.tcd.ie/disability/teaching-info/TIC/materials.php)?	☒
3. Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?	☒
4. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design This module integrates principles of inclusivity and accessibility in a number of keyways. Assessment The assessment, which is portfolio based, is completed in stages as the module progresses and focuses on rewarding student strengths by allowing them to approach developing their portfolios in a range of ways. Students can write academically or reflectively and can include creative artefacts. Opportunities to work on the portfolio are provided throughout the module and full assessment information is provided at the outset. In class learning Didactic teaching forms only a portion of the approach taken in the classroom. Group work and problem-solving exercises are introduced each week and students take an active role in their learning. This allows students to go at their own pace while still meeting the learning outcomes. Further study Alongside further reading, alternative study materials are made available to students weekly, and this includes podcasts, video clips and summaries.	



**Indicative Reading
List
(approx. 4-5 titles)**

Core text:

Murphy, M.P. (2023). Creating an ecosocial welfare future: Policy Press.

Further reading:

Special themed section of Social Policy and Society: Towards a sustainable welfare state?
Available at:

<https://www.cambridge.org/core/journals/social-policy-and-society/beveridge-report-anniversary-collections/beveridge-report-collections-towards-a-sustainable-welfare-state>

Module Pre-requisite

N/A

Module Co-requisite

N/A

**Are other
Schools/Departments
involved in the
delivery of this
module? If yes,
please provide
details.**

N/A



1.41 Eco Social Policy, (SSU44031) 10 ECTS

Module Code	SSU44031
Module Name	Eco Social Policy
ECTS credit weighting	10 ECTS
Semester taught	Semester 1, Senior Sophister, 2026 / 2027
Module Coordinator/s	Dr Joe Whelan
Module Learning Outcomes with embedded Graduate Attributes	<i>After attending lectures, engaging in discussion and successfully completing the relevant assignment, a student will be able to:</i> <i>1. Think independently and be able to demonstrate knowledge of alternative and radical forms of economic management that are geared towards sustainability.</i> <i>2. Communicate effectively and be able to demonstrate an understanding of core concepts in the area of sustainable social policy also referred to as ecosocial policy.</i> <i>3. Articulate an understanding of alternative, progressive and sustainable social policies and programmes.</i> <i>4. Develop continuously and make concrete connections between social policy as discipline and practice and the climate emergency.</i> <i>5. Act responsibly and be able to scrutinize social policies in the context of sustainability.</i>
Module Content	As the environmental crisis deepens and the effects begin to emerge in the form of disruptive and destructive climate events, more nation-states have ostensibly committed to carbon net zero by 2050. Achieving this target will require a major reconstitution of economies, societies and, thus, the lived realities of peoples. This reconstitution or shift will need to occur most forcibly and rapidly in the developed economies of the global north. This module will interrogate the role of social policy in addressing the climate crisis. Focusing on a range of alternative modes of economic organization along with a series of discrete policy programmes, this module will cover degrowth, postgrowth and green growth along with universal basic income, universal basic services, participation income and a capabilities approach. Current climate policy in both global and domestic contexts will also be scrutinized.
Teaching and Learning Methods ³	What types of teaching and learning strategies will be used to support students in achieving the learning outcomes? 2 hours of Lectures per week; in-class discussions and exercises; assigned readings; site visits and guest lectures.

³ [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.



Assessment Details⁴

Please include the following:

- Assessment Component
- Assessment description
- Learning Outcome(s) addressed
- % of total

It is recommended that module co-ordinators consider assessment types used across the year to ensure varied assessment methods.

Assessment Component	Assessment Description	LO Addressed	% of total
Portfolio 10 ECTs <u>Submission Due: Week 15 Mon 07.12.26, @ 12.00 Noon</u>	Portfolio developed over the course of the module. Students will be asked to respond to prompts through written submissions and other creative methods.	1-5	90 %
Journal entries <u>Submissions Due: Week 7 - 14.10.26 And Week 11 - 11.11.26 Both @ 12 Noon</u>	Requirement to complete 2 Journal Entries over the course of the module	1-5	10 %

Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
A written essay which reflects the portfolio prompts.	An essay written up to 2000 words	1-5	90 %
Journal entries	Requirement to complete 1 Journal Entry.	1-5	10 %

⁴ <https://www.tcd.ie/academicpractice/resources/assessment/>



Inclusive Curriculum

	PLEASE TICK
1. Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?	☒
2. Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (https://www.tcd.ie/disability/teaching-info/TIC/materials.php)?	☒
3. Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?	☒
4. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design This module integrates principles of inclusivity and accessibility in a number of keyways. Assessment The assessment, which is portfolio based, is completed in stages as the module progresses and focuses on rewarding student strengths by allowing them to approach developing their portfolios in a range of ways. Students can write academically or reflectively and can include creative artefacts. Opportunities to work on the portfolio are provided throughout the module and full assessment information is provided at the outset. In class learning Didactic teaching forms only a portion of the approach taken in the classroom. Group work and problem-solving exercises are introduced each week and students take an active role in their learning. This allows students to go at their own pace while still meeting the learning outcomes. Further study Alongside further reading, alternative study materials are made available to students weekly, and this includes podcasts, video clips and summaries.	



**Indicative Reading
List
(approx. 4-5 titles)**

Core text:

Murphy, M.P. (2023). Creating an ecosocial welfare future: Policy Press.

Further reading:

Special themed section of Social Policy and Society: Towards a sustainable welfare state?
Available at:

<https://www.cambridge.org/core/journals/social-policy-and-society/beveridge-report-anniversary-collections/beveridge-report-collections-towards-a-sustainable-welfare-state>

Module Pre-requisite

N/A

Module Co-requisite

N/A

**Are other
Schools/Departments
involved in the
delivery of this
module? If yes,
please provide
details.**

N/A



1.42 Disability and Human Rights: Global Perspectives, (SSU44162), 5 ECTS

Module Code	SSU44162
Module Name	Disability and Human Rights: Global Perspectives
ECTS credit weighting	5 ECTS
Semester taught	Senior Sophister, Semester 1, 2026 / 2027
Module Coordinator/s	Ann Swift
<u>Module Learning Outcomes with embedded Graduate Attributes</u>	This module aims to provide students with: • A critical analysis of disability as a human rights issue and, in particular, of the Convention on the Rights of Persons with Disabilities (CRPD) (UN, 2006) • A comprehensive insight into different models of understanding disability • An in-depth exploration of experiences of disability from a critical and contextual standpoint • An understanding of how the human rights-based approach has influenced policies in relation to decision making, independent living, inclusive education and employment, among others. By the end of the module, students should be able to: LO1. Critically analyse the human rights discourse in relation to disability. LO2. Evaluate the potential and limitations of the Convention on the Rights of Persons with Disabilities (UN, 2006) to support disabled people to achieve dignified lives. LO3. Understand key debates in policy areas such as decision making, independent living, inclusive education, arts and culture, and employment.
Module Content	This module focuses on disability as a human rights issue in a global context. The module explores various models of disability and the influences that they, in particular the human rights-based approach, have in developing disability policy. Specifically, this module examines the Convention on the Rights of Persons with Disabilities (UN, 2006) from local, national and global perspectives using a critical approach. Drawing from current research conducted internationally, policy in the areas of supported decision making, community living, inclusive education, arts and culture, and employment, and personal experiences of disability, students will have the opportunity to gain in-depth knowledge of disability and skills to critically analyse human rights-based policy from a contextual standpoint. Indicative topics: • Introduction to disability • Disability models • The concepts of normalcy and diversity • The disability movement and the human rights-based approach • Decision making and the right to legal capacity • Independent living and the right to live in the community • Education for all and employment



- Inclusive education and UDL
- Disability arts and the right to participation in cultural life
- Researching disability

Teaching and Learning Methods⁵

The module will use a combination of in-person lectures and 'flipped classroom' approaches (where students watch a video lecture in preparation for a class, allowing more time for class discussion and group work). A feature of this module is presentations by guest lecturers, most of whom have lived experience of disability. There will also be presentations by students themselves, small and big group discussions, reading, and group work.

The module takes a Universal Design for Learning approach, which ensures the provision of multiple types of material and content, together with multiple means for students to engage with the material, and a variety of ways for students to demonstrate their learning.

Assessment Details⁶

Please include the following:

- Assessment Component
- Assessment description
- Learning Outcome(s) addressed
- % of total

It is recommended that module co-ordinators consider assessment types used across the year to ensure varied assessment methods.

Assessment Component	Assessment Description	LO Addressed	% of total
Individual essay OR individual project – PLAN Due date: Week 8. Monday 19 October 2026, @12 Noon	A plan for an essay to address a key disability topic covered in the module and <i>drawing from publicly available accounts of personal experience of disability</i> and empirical research OR for a project (the format of the project is open to the student, in consultation with the module coordinator) tackling a key disability topic covered in the module. The project needs to identify an issue relevant to disabled people, situate it within the policy context, <i>and develop an output (e.g., poster, video, presentation, podcast) to raise awareness</i> about it. An outline of the essay/project needs to be submitted for approval by the module lecturer. Formative feedback will be provided.	All	20%
Individual essay OR individual project – FINAL SUBMISSION Due date: Week 14	Final submission, based on the above plan. Essay length is 1,500 for 5 ECTS students. (The expected length/scope of each project will be discussed individually with each student who chooses this option, depending on the selected format).	All	60%

⁵ Trinity-INC provides tips and resources on how to make your curriculum more inclusive.

⁶ <https://www.tcd.ie/academicpractice/resources/assessment/>



Monday 30 November 2026 @ 12 Noon			
Group project – presentation and a record of each individual student’s contribution to the group Due date: Week 16 Monday 14 December 2026 @ 12 Noon	In small groups, students will be required to conduct independent research on a human rights issue relevant to disabled people and to deliver a 10–15-minute (approximately) presentation on their findings. Where possible, presentations will be scheduled to inform the corresponding weekly discussion for the selected topic. Groups will be guided to prepare and submit a group charter before commencing their project. Formative feedback will be provided on the group presentation, before the slides are submitted. The final mark will be awarded based on the original presentation and the final submitted slides. Students will also be asked to record and submit a record of their individual contribution to the group analysis in an individual reflective journal, to be submitted along with the slides.	All	20%

Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
Individual essay OR individual project - PLAN	A plan for an essay to address a key disability topic covered in the module and <i>drawing from publicly available accounts of personal experience of disability</i> and empirical research OR for a project (the format of the project is open to the student, in consultation with the module coordinator) tackling a key disability topic covered in the module. The project needs to identify an issue relevant to disabled people, situate it within the policy context, and develop an output (e.g., poster, video, presentation, podcast) to raise awareness about it. An outline of the essay/project needs to be submitted for approval by the module lecturer. Formative feedback will be provided.	All	20%
Individual essay OR individual project – FINAL SUBMISSION	Final submission, based on the above plan. Essay length is 1,500 for 5 ECTS students. The expected length/scope of the project will be discussed individually with each	All	60%



	student who chooses this option, depending on the selected format).		
Recorded presentation (slides and accompanying audio, or video)	Students will be required to conduct independent research on a human rights issue relevant to disabled people and to deliver a 10 minute (approximately) recorded presentation on their findings. The module coordinator can provide formative feedback on the recorded presentation, before the final slides are submitted (in line with that provided for the module presentation), if the student wishes. The final mark will reflect both the original presentation, and the final submitted slides.	All	20%

Inclusive Curriculum

	PLEASE TICK
1. Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?	☒
2. Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (https://www.tcd.ie/disability/teaching-info/TIC/materials.php)?	☒
3. Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?	☒
4. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design.	
<i>Assessment for this module has been specifically designed to provide multiple means for students to demonstrate their learning. This is particularly true of the optional individual project offered as an alternative to the individual essay.</i>	
<i>The course materials include, where possible, first-hand accounts of disability (most of the guest speakers also have lived experience of disability), and also literature and other material from the Global South.</i>	

Indicative Reading List (approx. 4-5 titles)

Davis L. J. (2017). The Disability Studies Reader, 5th Edition. p. 1 - 16. NY: Routledge.

Garcia Iriarte, E., McConkey, R., & Gilligan, R. (2016). Disability and human rights: Global perspectives. London: Palgrave Macmillan.

Goodley, D. (2012). Disability Studies: An interdisciplinary introduction. London: Sage.

Justesen, P. (2020). From the periphery: Real life stories of disability. Chicago:



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	Lawrence Hill Books Sabatello, M. & Schulze, M. (2014). Human rights and Disability Advocacy. Philadelphia: University of Pennsylvania Press.
Module Pre-requisite	NA
Module Co-requisite	NA
Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.	NA



1.42 Disability and Human Rights: Global Perspectives, (SSU44152), 10 ECTS

Module Code	SSU44152
Module Name	Disability and Human Rights: Global Perspectives
ECTS credit weighting	10 ECTS
Semester taught	Senior Sophister, Semester 1, 2026 / 2027
Module Coordinator/s	Ann Swift
<u>Module Learning Outcomes with embedded Graduate Attributes</u>	This module aims to provide students with: • A critical analysis of disability as a human rights issue and, in particular, of the Convention on the Rights of Persons with Disabilities (CRPD) (UN, 2006) • A comprehensive insight into different models of understanding disability • An in-depth exploration of experiences of disability from a critical and contextual standpoint • An understanding of how the human rights-based approach has influenced policies in relation to decision making, independent living, inclusive education and employment, among others. By the end of the module, students should be able to: LO1. Critically analyse the human rights discourse in relation to disability. LO2. Evaluate the potential and limitations of the Convention on the Rights of Persons with Disabilities (UN, 2006) to support disabled people to achieve dignified lives. LO3. Understand key debates in policy areas such as decision making, independent living, inclusive education, arts and culture, and employment.
Module Content	This module focuses on disability as a human rights issue in a global context. The module explores various models of disability and the influences that they, in particular the human rights-based approach, have in developing disability policy. Specifically, this module examines the Convention on the Rights of Persons with Disabilities (UN, 2006) from local, national and global perspectives using a critical approach. Drawing from current research conducted internationally, policy in the areas of supported decision making, community living, inclusive education, arts and culture, and employment, and personal experiences of disability, students will have the opportunity to gain in-depth knowledge of disability and skills to critically analyse human rights-based policy from a contextual standpoint. Indicative topics: • Introduction to disability • Disability models • The concepts of normalcy and diversity • The disability movement and the human rights-based approach • Decision making and the right to legal capacity • Independent living and the right to live in the community



- Education for all and employment
- Inclusive education and UDL
- Disability arts and the right to participation in cultural life
- Researching disability

Teaching and Learning Methods⁷

The module will use a combination of in-person lectures and 'flipped classroom' approaches (where students watch a video lecture in preparation for a class, allowing more time for class discussion and group work). A feature of this module is presentations by guest lecturers, most of whom have lived experience of disability. There will also be presentations by students themselves, small and big group discussions, reading, and group work.

The module takes a Universal Design for Learning approach, which ensures the provision of multiple types of material and content, together with multiple means for students to engage with the material, and a variety of ways for students to demonstrate their learning.

Assessment Details⁸

Please include the following:

- **Assessment Component**
- **Assessment description**
- **Learning Outcome(s) addressed**
- **% of total**

It is recommended that module co-ordinators consider assessment types used across the year to ensure varied assessment methods.

Assessment Component	Assessment Description	LO Addressed	% of total
Individual essay OR individual project – PLAN Due date: Week 8. Monday 19 October 2026, @12 Noon	A plan for an essay to address a key disability topic covered in the module and <i>drawing from publicly available accounts of personal experience of disability</i> and empirical research OR for a project (the format of the project is open to the student, in consultation with the module coordinator) tackling a key disability topic covered in the module. The project needs to identify an issue relevant to disabled people, situate it within the policy context, <i>and develop an output (e.g., poster, video, presentation, podcast) to raise awareness</i> about it. An outline of the essay/project needs to be submitted for approval by the module lecturer. Formative feedback will be provided.	All	20%
Individual essay OR individual project – FINAL SUBMISSION	Final submission, based on the above plan. Essay length is 3,000 words for 10ECTS students. (The expected length/scope of each project will be discussed individually with each student who chooses this option,	All	60%

⁷ Trinity-INC provides tips and resources on how to make your curriculum more inclusive.

⁸ <https://www.tcd.ie/academicpractice/resources/assessment/>



	Due date: Week 14 Monday 30 November 2026 @ 12 Noon	depending on the selected format).		
	Group project – presentation and a record of each individual student’s contribution to the group Due date: Week 16 Monday 14 December 2026 @ 12 Noon	In small groups, students will be required to conduct independent research on a human rights issue relevant to disabled people and to deliver a 10–15-minute (approximately) presentation on their findings. Where possible, presentations will be scheduled to inform the corresponding weekly discussion for the selected topic. Groups will be guided to prepare and submit a group charter before commencing their project. Formative feedback will be provided on the group presentation, before the slides are submitted. The final mark will be awarded on the basis of the original presentation and the final submitted slides. Students will also be asked to record and submit a record of their individual contribution to the group analysis in an individual reflective journal, to be submitted along with the slides.	All	20%
Re-Assessment Details	Assessment Component	Assessment Description	LO Addressed	% of total
	Individual essay OR individual project - PLAN	A plan for an essay to address a key disability topic covered in the module and <i>drawing from publicly available accounts of personal experience of disability</i> and empirical research OR for a project (the format of the project is open to the student, in consultation with the module coordinator) tackling a key disability topic covered in the module. The project needs to identify an issue relevant to disabled people, situate it within the policy context, <i>and develop an output (e.g., poster, video, presentation, podcast) to raise awareness</i> about it. An outline of the essay/project needs to be submitted for approval by the module lecturer. Formative feedback will be provided.	All	20%
	Individual essay OR individual	Final submission, based on the above plan. Essay length is 3,000 words for 10 ECTS	All	60%



project – FINAL SUBMISSION	students. The expected length/scope of the project will be discussed individually with each student who chooses this option, depending on the selected format).		
Recorded presentation (slides and accompanying audio, or video)	Students will be required to conduct independent research on a human rights issue relevant to disabled people and to deliver a 10 minute (approximately) recorded presentation on their findings. The module coordinator can provide formative feedback on the recorded presentation, before the final slides are submitted (in line with that provided for the module presentation), if the student wishes (this is optional). The final mark will reflect both the original presentation, and the final submitted slides.	All	20%

Inclusive Curriculum

	PLEASE TICK
1. Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?	☒
2. Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (https://www.tcd.ie/disability/teaching-info/TIC/materials.php)?	☒
3. Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?	☒
4. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design.	
<i>Assessment for this module has been specifically designed to provide multiple means for students to demonstrate their learning. This is particularly true of the optional individual project offered as an alternative to the individual essay.</i>	
<i>The course materials include, where possible, first-hand accounts of disability (most of the guest speakers also have lived experience of disability), and also literature and other material from the Global South.</i>	

Indicative Reading List (approx. 4-5 titles)

Davis L. J. (2017). The Disability Studies Reader, 5th Edition. p. 1 - 16. NY: Routledge.

Garcia Iriarte, E., McConkey, R., & Gilligan, R. (2016). Disability and human rights: Global perspectives. London: Palgrave Macmillan.

Goodley, D. (2012). Disability Studies: An interdisciplinary introduction. London: Sage.

Justesen, P. (2020). From the periphery: Real life stories of disability. Chicago:



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	Lawrence Hill Books Sabatello, M. & Schulze, M. (2014). Human rights and Disability Advocacy. Philadelphia: University of Pennsylvania Press.
Module Pre-requisite	NA
Module Co-requisite	NA
Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.	NA



1.43 Crime and Justice – Theories, Responses and Contemporary Debates, (SSU44112), 5 ECTS

Module Code	SSU44112
Module Name	Crime and Justice – Theories, Responses and Contemporary Debates
ECTS credit weighting	5 ECTS
Semester taught	Senior Sophister, Semester 2, 2026 / 2027
Module Coordinator/s	Professor Nicola Carr
Module Learning Outcomes with embedded Graduate Attributes	Module Aims: • To equip students with an understanding of the various ways in which crime and criminal behaviour have been defined across time and place. • To equip students with an understanding of policies and strategies that have emerged to address the problem of crime, both in historic and contemporary contexts. • To equip students with a knowledge of the rationalities that inform sentencing and the justifications for imposing punishment for criminal offences. • To equip students with an understanding of the main institutions and agencies within the criminal justice system, including their functions and critiques. • To ground students' understanding of crime and justice within the context of broader social policy and contemporary culture and debates. <i>After attending lectures, engaging in discussion, and successfully completing the course assessments, a student will be able to:</i> • Demonstrate a critical understanding of the ways in which definitions of crime and justice are shaped by social and cultural contexts. • Engage with and apply concepts and criminological theories to interrogate how crime is understood and constructed, historically and in contemporary societies. • Demonstrate a critical understanding of institutions and agencies within the criminal justice system and their interactions with other domains of social policy. • Critically analyse policies aimed at addressing crime. • Apply research, critical analysis, writing, digital and presentation skills.
Module Content	Crime and justice are key topics in contemporary policy debates as well as in popular culture. Questions of what constitutes criminal behaviour and how best to respond to crime and social harms have been preoccupations across many societies across time. These include considerations about how we define criminal behaviour and what strategies should be in place to prevent, intervene and respond to crime. The module begins with an exploration of some of the influential criminological theories of crime and criminality, it then proceeds to look at how responses to behaviour defined as criminal have emerged and changed over time. The module will explore the rationalities of punishment including deterrence, retribution, rehabilitation, and incapacitation, as well as the institutions and practices that have been developed to



give these rationalities effect. This will include a focus on policing, prison, and wider sites of detention as well as probation and community sanctions. The module will also explore the coverage of crime and justice in contemporary culture, and how this influences public perceptions. The module will draw on contemporary criminological examples and historical case studies and will explore these issues from both an international and Irish perspective.

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Teaching and Learning Methods⁹

Teaching Strategies

Teaching will be delivered in weekly two-hour lectures. Classes will include taught content and real-world examples of contemporary policy issues in criminal justice. As well as lecture content, a range of reading and resources will be provided for self-directed learning. In-class discussions will focus on contemporary debates in criminal justice policy and include research examples as well as media reports. Discussions will involve small group exercises as well as larger class discussions. These methods are intended to develop critical thinking skills and analysis and encourage the application of theory to practice.

This module will cover key criminological theories that have shaped understandings of crime and criminality, including sociological and constructionist perspectives such as labelling theory. It will also cover rationalities of sentencing and punishment, including concepts such as retribution, deterrence, rehabilitation, and incapacitation. Key authors featured include Michele Foucault, Stan Cohen, David Garland, Jonathan Simon, Nicole Rafter and Michelle Brown.

Assessment Design

The module will include two forms of assessment. 1) A blog in which students are required to choose a contemporary news story on criminal justice to explore the operation of the criminal justice system. 2) An essay in which students are required to choose from an option of four topics. The essay will enable students to engage with theory, demonstrate critical understanding.

⁹ [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.



Assessment Details¹⁰

Please include the following:

- Assessment Component
- Assessment description
- Learning Outcome(s) addressed
- % of total

It is recommended that module co-ordinators consider assessment types used across the year to ensure varied assessment methods.

Assessment Component	Assessment Description	LO Addressed	% of total
Blog (500 Words) <i>Week 25 Fri 19.02.27 @ 12.00 Noon</i>	For this assignment, students are required to choose a contemporary media report about an aspect of the criminal justice system and consider what it indicates about operation and effectiveness of the system	Critically analyse policies aimed at addressing crime. Apply research, critical analysis, writing, digital and presentation skills.	20%
Essay (2000 words) <i>Week 34 Mon 19.04.27 @ 12.00 Noon</i>	For this assignment students will be provided with a choice of four essay topics based on material covered in the lectures.	Demonstrate a critical understanding of the ways in which definitions of crime and justice are shaped by social and cultural contexts. Engage with and apply concepts and criminological theories to interrogate how crime is understood and constructed, historically and in contemporary societies. Demonstrate a critical understanding of institutions and agencies within the criminal justice system and their interactions with other domains of social policy. Critically analyse policies aimed at addressing crime. Apply research, critical analysis, writing, digital and presentation skills.	80%

¹⁰ <https://www.tcd.ie/academicpractice/resources/assessment/>



Re-Assessment
Details

Assessment Component	Assessment Description	LO Addressed	% of total
Blog (500 Words)	As above		
Essay (2000 words)	As above		

Inclusive Curriculum

	PLEASE TICK
1. Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?	☒
2. Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (https://www.tcd.ie/disability/teaching-info/TIC/materials.php)?	☒
3. Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?	☒
4. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design (i.e. supports engagement and representation of all Trinity students, presents information and content in a variety of ways, and offers variety and options of assessment type. See: <u>Universal Design for Learning - AHEAD</u> for more information and guidance, and <u>Inclusive Curriculum - Equality - Trinity College Dublin (tcd.ie)</u> for insights from Trinity students)	

Indicative Reading
List
(approx. 4-5 titles)

Carvalho, H. & Chamberlen, A. (2023) **Questioning Punishment**. London: Routledge.
Geiran, V. & McCarthy, S. (2022) **Probation and Parole in Ireland: Law and Practice**. Dublin: Clarus Press.
Healy et al (Eds.) (2016) **The Routledge Handbook of Irish Criminology**. London: Routledge.
Kiely, E. & Swirak, K. (2022) **The Criminalisation of Social Policy in Neoliberal Societies**. Bristol: Bristol University Press.

Useful Web Based content:

- Association for Criminal Justice Research and Development (ACJRD):
<https://www.acjrd.ie>
- Central Statistics Office (CSO) – Crime and Justice Statistics:



<https://www.cso.ie/en/statistics/crimeandjustice/>

- Irish Penal Reform Trust: <https://www.iprt.ie>
- Irish Prison Service: <https://www.irishprisons.ie>
- Policing Authority: <https://www.policingauthority.ie/en>
- Probation Service: <https://www.probation.ie>
- SPACE Council of Europe Penal Statistics: <https://www.coe.int/en/web/prison/space>

Relevant Journals:

[*Punishment and Society*](#)
[*Criminology and Criminal Justice*](#)
[*Theoretical Criminology*](#)
[*European Journal of Criminology*](#)
[*Irish Probation Journal*](#)

Module Pre-requisite None

Module Co-requisite None

**Are other
Schools/Departments
involved in the
delivery of this
module? If yes,
please provide
details.**

No



**1.43 Crime and Justice – Theories, Responses and Contemporary Debates, (SSU44102),
10 ECTS**

Module Code	SSU44102
Module Name	Crime and Justice – Theories, Responses and Contemporary Debates
ECTS credit weighting	10 ECTS
Semester taught	Senior Sophister, Semester 2, 2026 / 2027
Module Coordinator/s	Professor Nicola Carr
Module Learning Outcomes with embedded Graduate Attributes	Module Aims: • To equip students with an understanding of the various ways in which crime and criminal behaviour have been defined across time and place. • To equip students with an understanding of policies and strategies that have emerged to address the problem of crime, both in historic and contemporary contexts. • To equip students with a knowledge of the rationalities that inform sentencing and the justifications for imposing punishment for criminal offences. • To equip students with an understanding of the main institutions and agencies within the criminal justice system, including their functions and critiques. • To ground students' understanding of crime and justice within the context of broader social policy and contemporary culture and debates. <i>After attending lectures, engaging in discussion, and successfully completing the course assessments, a student will be able to:</i> • Demonstrate a critical understanding of the ways in which definitions of crime and justice are shaped by social and cultural contexts. • Engage with and apply concepts and criminological theories to interrogate how crime is understood and constructed, historically and in contemporary societies. • Demonstrate a critical understanding of institutions and agencies within the criminal justice system and their interactions with other domains of social policy. • Critically analyse policies aimed at addressing crime. • Apply research, critical analysis, writing, digital and presentation skills.
Module Content	Crime and justice are key topics in contemporary policy debates as well as in popular culture. Questions of what constitutes criminal behaviour and how best to respond to crime and social harms have been preoccupations across many societies across time. These include considerations about how we define criminal behaviour and what strategies should be in place to prevent, intervene and respond to crime. The module begins with an exploration of some of the influential criminological theories of crime and criminality, it then proceeds to look at how responses to behaviour defined as criminal have emerged and changed over time. The module will explore the rationalities of punishment including deterrence, retribution, rehabilitation, and incapacitation, as well as the institutions and practices that have been developed to give these rationalities effect. This will include a focus on policing, prison, and wider sites of detention as well as probation and community sanctions. The module will also explore



the coverage of crime and justice in contemporary culture, and how this influences public perceptions. The module will draw on contemporary criminological examples and historical case studies and will explore these issues from both an international and Irish perspective.

Teaching and Learning Methods¹¹

Teaching Strategies

Teaching will be delivered in weekly two-hour lectures. Classes will include taught content and real-world examples of contemporary policy issues in criminal justice. As well as lecture content, a range of reading and resources will be provided for self-directed learning. In-class discussions will focus on contemporary debates in criminal justice policy and include research examples as well as media reports. Discussions will involve small group exercises as well as larger class discussions. These methods are intended to develop critical thinking skills and analysis and encourage the application of theory to practice.

This module will cover key criminological theories that have shaped understandings of crime and criminality, including sociological and constructionist perspectives such as labelling theory. It will also cover rationalities of sentencing and punishment, including concepts such as retribution, deterrence, rehabilitation, and incapacitation. Key authors featured include Michele Foucault, Stan Cohen, David Garland, Jonathan Simon, Nicole Rafter and Michelle Brown.

Assessment Design

The module will include two forms of assessment. 1) A blog in which students are required to choose a contemporary news story on criminal justice to explore the operation of the criminal justice system. 2) An essay in which students are required to choose from an option of four topics. The essay will enable students to engage with theory, and demonstrate critical understanding.

¹¹ [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.



Assessment Details¹²

Please include the following:

- Assessment Component
- Assessment description
- Learning Outcome(s) addressed
- % of total

It is recommended that module co-ordinators consider assessment types used across the year to ensure varied assessment methods.

Assessment Component	Assessment Description	LO Addressed	% of total
Blog (500 Words) <i>Week 25 Fri 19.02.27 @ 12.00 Noon</i>	For this assignment, students are required to choose a contemporary media report about an aspect of the criminal justice system and consider what it indicates about operation and effectiveness of the system	Critically analyse policies aimed at addressing crime. Apply research, critical analysis, writing, digital and presentation skills.	20%
Essay (3000 words) <i>Week 34 Mon 19.04.27 @ 12.00 Noon</i>	For this assignment students will be provided with a choice of four essay topics based on material covered in the lectures.	Demonstrate a critical understanding of the ways in which definitions of crime and justice are shaped by social and cultural contexts. Engage with and apply concepts and criminological theories to interrogate how crime is understood and constructed, historically and in contemporary societies. Demonstrate a critical understanding of institutions and agencies within the criminal justice system and their interactions with other domains of social policy. Critically analyse policies aimed at addressing crime. Apply research, critical analysis, writing, digital and presentation skills.	80%

¹² <https://www.tcd.ie/academicpractice/resources/assessment/>



Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
Blog (500 Words)	As above		
Essay (2000 words)	As above		

Inclusive Curriculum

	PLEASE TICK
1. Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?	☒
2. Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (https://www.tcd.ie/disability/teaching-info/TIC/materials.php)?	☒
3. Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?	☒
4. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design <i>(i.e. supports engagement and representation of all Trinity students, presents information and content in a variety of ways, and offers variety and options of assessment type. See: Universal Design for Learning - AHEAD for more information and guidance, and Inclusive Curriculum - Equality - Trinity College Dublin (tcd.ie) for insights from Trinity students)</i>	

Indicative Reading List (approx. 4-5 titles)

Carvalho, H. & Chamberlen, A. (2023) **Questioning Punishment**. London: Routledge.
Geiran, V. & McCarthy, S. (2022) **Probation and Parole in Ireland: Law and Practice**. Dublin: Clarus Press.
Healy et al (Eds.) (2016) **The Routledge Handbook of Irish Criminology**. London: Routledge.
Kiely, E. & Swirak, K. (2022) **The Criminalisation of Social Policy in Neoliberal Societies**. Bristol: Bristol University Press.

Useful Web Based content:

- Association for Criminal Justice Research and Development (ACJRD):
<https://www.acjrd.ie>
- Central Statistics Office (CSO) – Crime and Justice Statistics:



<https://www.cso.ie/en/statistics/crimeandjustice/>

- Irish Penal Reform Trust: <https://www.iprt.ie>
- Irish Prison Service: <https://www.irishprisons.ie>
- Policing Authority: <https://www.policingauthority.ie/en>
- Probation Service: <https://www.probation.ie>
- SPACE Council of Europe Penal Statistics: <https://www.coe.int/en/web/prison/space>

Relevant Journals:

[Punishment and Society](#)
[Criminology and Criminal Justice](#)
[Theoretical Criminology](#)
[European Journal of Criminology](#)
[Irish Probation Journal](#)

Module Pre-requisite None

Module Co-requisite None

**Are other
Schools/Departments
involved in the
delivery of this
module? If yes,
please provide
details.**

No



1.44 Social Citizenship for the 21st Century, (SSU44202) 5 ECTS

Module Code	SSU44202
Module Name	Social Citizenship for the 21st Century
ECTS credit weighting	5 ECTS
Semester taught	Senior Sophister, Semester 2, 2026 / 2027
Module Coordinator/s	Professor Virpi Timonen
Module Learning Outcomes with embedded Graduate Attributes	Students will be able to – LO1 Think critically about social citizenship: what social citizenship has meant in the past, how its meaning has evolved, and the challenges it faces now. Example 1: Compare how concepts like welfare and equality are applied to citizens vs. others. Example 2: Discuss how established social citizenship concepts - such as rights and recognition – are being applied to environmental issues. LO2 Communicate effectively the tensions inherent in the established definitions of social citizenship. Example 1: Outline how employment and earned incomes relate to the traditional understanding of social citizenship, and the challenge of combining these with environmental justice. Example 2: Explain the connections between care, reproduction and social citizenship in their traditional framing, and the challenges involved in orienting caring citizenship towards non-human life. LO3 Reflect on what constitute responsible actions in view of the challenges to citizenship that are emerging at societal and global level. For example, describe technology's influence on how humans relate to social, environmental, and political concerns, and how this shapes the meaning of citizenship. LO4 Recognise challenges that communities, citizens and those currently excluded from social citizenship face, thereby developing awareness of the need to rethink citizenship locally, nationally, and globally.
Module Content	When it was first introduced, social citizenship was a radical idea: people should have civil, political, <i>and</i> social rights. Over time, social citizenship has come under criticism for a variety of reasons, often related to unequal access to social rights due to policies that advantage some groups (e.g., labour market insiders) and exclude others (e.g., immigrants). Over recent decades, growing environmental justice concerns have challenged the idea of social citizenship as rights to social protection that focus exclusively on human needs. At a time when security is threatened on many different levels - ranging from personal income security to climate turbulence and wars - what meaning can secure and sustainable social citizenship have? This module is an invitation to reconceptualise social citizenship to make it fit - or at



least fitter - for the 21st century. Students will engage with aspects of social citizenship that are unequal, unsustainable, and in need of a rethink.

The module focuses on eight interconnected topics:

1 Defining social citizenship

Who is a (social) citizen? How do freedom, equality and justice connect to social citizenship? Is global or universal social citizenship possible? What are the implications of broadening the scope of rights to natural environments and entities?

2 Participatory social citizenship

Traditionally, social citizenship has been closely intertwined with paid employment. How can we address challenges relating to the nature of work within growth-oriented economies that need to be made ecologically and socially sustainable? How does employment connect with social citizenship today and in the future?

3 Technology and social citizenship

What are the implications of technology for social citizenship? Does technology open new possibilities for inclusion, or does it pose profound challenges for the possibility of belonging and participation?

4 Inclusive social citizenship

Traditionally, social citizenship was based on inclusion and recognition of all citizens. What happens when divisions in society become so extreme that groups no longer recognise each other as equal or deserving members of society? How can social policies and practices lessen polarisation in society and foster inclusive social citizenship?

5 Caring social citizenship

How can the joys and burdens of care be divided more equally? What needs to change for care – both formal and informal - to become more sustainable, rewarding and equitable? What would *caring* social citizenship entail? What would *reproductive* social citizenship look like in a world where ultra-low fertility is a concern in many countries, while population growth globally will continue to stretch environmental sustainability in the medium term?

6 Eco-social citizenship

What kinds of policy changes are necessary to ensure that the transition towards environmental sustainability is just? How can we address challenges relating to working and not working within growth-oriented economies that need to be made ecologically and socially sustainable?

7 Environmental citizenship

What are the key tensions between social policies and environmental policies? What are the challenges involved in bringing these policy fields together to care for both people and non-human species and entities? Is it possible to take future human generations and non-human entities into account in policymaking, thereby implicating them in *future-oriented* social citizenship?



8 Secure social citizenship

What is the meaning of security, social or otherwise, in situations where militarism and war have become more widespread and even seemingly normalised? How do social citizenship and restitutive justice relate to displaced people and damaged environments?

Teaching and Learning Methods¹³

The in-person classes focus on understanding and applying the key concepts. In addition to didactic content, each class will involve discussion and individual and/or group work, designed to reinforce understanding of concepts and frameworks relevant to social citizenship.

These discussions support the completion of assessments. The two written assessments – analysing and applying what has been learned in class and through independent study and observations – build on what each student documents of their learning during the classes. The final class is dedicated to roundtable discussions that constitutes the third assessment.

Students are encouraged to draw on research and current developments relating to politics, sociology, anthropology, economics, socioenvironmental studies, science and technology studies, and other fields. They are equally encouraged to be attuned to developments, practices and initiatives in their own communities, in the media, and globally.

Assessment Details¹⁴

Please include the following:

- **Assessment Component**
- **Assessment description**
- **Learning Outcome(s) addressed**
- **% of total**

It is recommended that module co-ordinators consider assessment types used across the

The module is assessed through three components: two written assignments and one assessed in-class discussion. All three build on students' engagement with, and application of, module content, and together they document how each student's thinking about social citizenship develops across the term.

Assessment 1 addresses topics 1–5 and Assessment 2 addresses topics 6–8. Assessment 3 takes the form of an assessed discussion held in the final class, in which students share and compare their learning across the module; it is graded for engagement and connection to module topics.

The written work for Assessments 1 and 2 is expected to reflect engagement and learning throughout the module, documenting how the student's thinking about the topics has evolved.

The maximum limits of word count indicated in the Table do not include references, words in tables, graphs, figures, illustrations, or similar ways of supporting the text.

¹³ [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.

¹⁴ <https://www.tcd.ie/academicpractice/resources/assessment/>



year to ensure varied
assessment methods.

Assessment Component	Assessment Description	LO Addressed	% of total for 5 ECTS
Assessment 1 Briefing: Mon 22nd Feb '27 <u>Due Date:</u> Week 26. Fri 26.02.27 @5.00pm	1,500 words addressing topics 1–5 . At least half of the word count must consist of personally-written responses that explicitly reference specific in-class material (discussions, exercises, cases, or texts) from named class dates.	1-4	40 %
Assessment 2 Briefing: Mon 22nd Mar '27 <u>Due Date:</u> Week 30. Fri 26.03.27 @5.00pm	1,000 words addressing topics 6–8 . At least half of the word count must consist of personally-written responses that explicitly reference specific in-class material (discussions, exercises, cases, or texts) from named class dates.	1-4	40 %
Assessment 3 <u>Due Date:</u> Week 32. Mon 05.04.27 (final class)	Assessed in-class discussion (roundtable) held in the final class, graded for engagement and connection to module topics. Students unable to attend for a valid, documented reason will complete an equivalent short individual conversation with the module instructor, covering the same ground.	1-4	20 %



Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total for 5 ECTS
Assessment 1	1,500 words addressing topics 1–5 . At least half of the word count must consist of personalised responses to prompts that are provided.	1-4	40 %
Assessment 2	1,000 words addressing topics 6–8 . At least half of the word count must consist of personalised responses to prompts that are provided.	1-4	40 %
Assessment 3	10 – 15-minute individual conversation with the module instructor, assessed for engagement and connection to module topics.	1-4	20 %

Inclusive Curriculum

	PLEASE TICK
1. Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?	☒
2. Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (https://www.tcd.ie/disability/teaching-info/TIC/materials.php)?	☒
3. Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?	☒
4. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design	
1: The written work documents personal learning journeys, allowing students to draw on a wide range of experiences and social contexts. Emphasis is on learning and development, not 'perfect answers'. 2: The final assessment component enables students who enjoy verbal expression and conversational mode, while also offering an alternative of one-on-one conversation. 2: The study materials, including literature, will include works and authors from a broad range of backgrounds.	



Indicative Reading List (approx. 4-5 titles)

Dean, Hartley (2013) [The translation of needs into rights: Reconceptualising social citizenship as a global phenomenon](#) *International Journal of Social Welfare* 22: S32 – S49

Fraser, Nancy (2020) From redistribution to recognition. Dilemmas of justice in a 'postsocialist' age. In: *The New Social Theory Reader* (2nd edition), edited by Steven Seidman and Jeffrey C. Alexander. London: Routledge.

<https://doi.org/10.4324/9781003060963>

Mbembe, Achille (2003) [Necropolitics](#) *Public Culture* 15(1): 11-40. Translated by Libby Meintjes.

Shafik, Minouche (2021) *What We Owe Each Other: A New Social Contract for a Better Society*. Princeton University Press.

Timonen, Virpi (2025) [Social Policy: The Quest for Freedom, Equality and Justice](#) Cambridge: Polity.

Module Pre-requisite

-

Module Co-requisite

-

Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.

-



1.44 Social Citizenship for the 21st Century, (SSU44202) 10 ECTS

Module Code	SSU44192
Module Name	Social Citizenship for the 21st Century
ECTS credit weighting	10 ECTS
Semester taught	Senior Sophister, Semester 2, 2026 / 2027
Module Coordinator/s	Professor Virpi Timonen
<u>Module Learning Outcomes with embedded Graduate Attributes</u>	Students will be able to – LO1 Think critically about social citizenship: what social citizenship has meant in the past, how its meaning has evolved, and the challenges it faces now. Example 1: Compare how concepts like welfare and equality are applied to citizens vs. others. Example 2: Discuss how established social citizenship concepts - such as rights and recognition – are being applied to environmental issues. LO2 Communicate effectively the tensions inherent in the established definitions of social citizenship. Example 1: Outline how employment and earned incomes relate to the traditional understanding of social citizenship, and the challenge of combining these with environmental justice. Example 2: Explain the connections between care, reproduction and social citizenship in their traditional framing, and the challenges involved in orienting caring citizenship towards non-human life. LO3 Reflect on what constitute responsible actions in view of the challenges to citizenship that are emerging at societal and global level. For example, describe technology's influence on how humans relate to social, environmental, and political concerns, and how this shapes the meaning of citizenship. LO4 Recognise challenges that communities, citizens and those currently excluded from social citizenship face, thereby developing awareness of the need to rethink citizenship locally, nationally, and globally.
Module Content	When it was first introduced, social citizenship was a radical idea: people should have civil, political, <i>and</i> social rights. Over time, social citizenship has come under criticism for a variety of reasons, often related to unequal access to social rights due to policies that advantage some groups (e.g., labour market insiders) and exclude others (e.g., immigrants). Over recent decades, growing environmental justice concerns have challenged the idea of social citizenship as rights to social protection that focus exclusively on <i>human</i> needs. At a time when security is threatened on many different levels - ranging from personal income security to climate turbulence and wars - what meaning can secure and sustainable social citizenship have? This module is an invitation to reconceptualise social citizenship to make it fit - or at



least fitter - for the 21st century. Students will engage with aspects of social citizenship that are unequal, unsustainable, contradictory, and in need of a rethink.

The module focuses on eight interconnected topics:

1 Defining social citizenship

Who is a (social) citizen? How do freedom, equality and justice connect to social citizenship? Is global or universal social citizenship possible? What are the implications of broadening the scope of rights to natural environments and entities?

2 Participatory social citizenship

Traditionally, social citizenship has been closely intertwined with paid employment. How can we address challenges relating to the nature of work within growth-oriented economies that need to be made ecologically and socially sustainable? How does employment connect with social citizenship today and in the future?

3 Technology and social citizenship

What are the implications of technology for social citizenship? Does technology open new possibilities for inclusion, or does it pose profound challenges for the possibility of belonging and participation?

4 Inclusive social citizenship

Traditionally, social citizenship was based on inclusion and recognition of all citizens. What happens when divisions in society become so extreme that groups no longer recognise each other as equal or deserving members of society? How can social policies and practices lessen polarisation in society and foster inclusive social citizenship?

5 Caring social citizenship

How can the joys and burdens of care be divided more equally? What needs to change for care – both formal and informal - to become more sustainable, rewarding and equitable? What would *caring* social citizenship entail? What would *reproductive* social citizenship look like in a world where ultra-low fertility is a concern in many countries, while population growth globally will continue to stretch environmental sustainability in the medium term?

6 Eco-social citizenship

What kinds of policy changes are necessary to ensure that the transition towards environmental sustainability is just? How can we address challenges relating to working and not working within growth-oriented economies that need to be made ecologically and socially sustainable?

7 Environmental social citizenship

What are the key tensions between social policies and environmental policies? What are the challenges involved in bringing these policy fields together to care for both people and non-human species and entities? Is it possible to take future human generations and non-human entities into account in policymaking, thereby implicating them in *future-oriented* social citizenship?



8 Secure social citizenship

What is the meaning of security, social or otherwise, in situations where militarism and war have become more widespread and even seemingly normalised? How do social citizenship and restitutive justice relate to displaced people and damaged environments?

Teaching and Learning Methods¹⁵

The in-person classes focus on understanding and applying the key concepts. In addition to didactic content, each class will involve discussion and individual and/or group work, designed to reinforce understanding of concepts and frameworks relevant to social citizenship.

These discussions support the completion of assessments. The two written assessments – analysing and applying what has been learned in class and through independent study and observations – build on what each student documents of their learning during the classes. The final class is dedicated to roundtable discussions that constitutes the third assessment.

Students are encouraged to draw on research and current developments relating to politics, sociology, anthropology, economics, socioenvironmental studies, science and technology studies, and other fields. They are equally encouraged to be attuned to developments, practices and initiatives in their own communities, in the media, and globally.

The module is assessed through three components: two written assignments and one assessed in-class discussion. All three build on students' engagement with, and application of, module content, and together they document how each student's thinking about social citizenship develops across the term.

Assessment 1 addresses topics 1–5 and Assessment 2 addresses topics 6–8. Assessment 3 takes the form of an assessed discussion held in the final class, in which students share and compare their learning across the module; it is graded for engagement and connection to module topics.

The written work for Assessments 1 and 2 is expected to reflect engagement and learning throughout the module, documenting how the student's thinking about the topics has evolved.

The maximum limits of word count indicated in the Table do not include references, words in tables, graphs, figures, illustrations, or similar ways of supporting the text.

¹⁵ [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.



Assessment Details¹⁶

Please include the following:

- Assessment Component
- Assessment description
- Learning Outcome(s) addressed
- % of total

It is recommended that module co-ordinators consider assessment types used across the year to ensure varied assessment methods.

Assessment Component	Assessment Description	LO Addressed	% of total for 10 ECTS
Assessment 1 Briefing: Mon 22nd Feb '27 <u>Due Date:</u> Week 26. Fri 26.02.27 @5.00pm	2,000 words addressing topics 1–5 . At least half of the word count must consist of personally-written responses that explicitly reference specific in-class material (discussions, exercises, cases, or texts) from named class dates.	1-4	40 %
Assessment 2 Briefing: Mon 22nd Mar '27 <u>Due Date:</u> Week 30. Fri 26.03.27 @5.00pm	1,500 words addressing topics 6–8 . At least half of the word count must consist of personally-written responses that explicitly reference specific in-class material (discussions, exercises, cases, or texts) from named class dates.	1-4	40 %
Assessment 3 <u>Due Date:</u> Week 32. Mon 05.04.27 (final class)	Assessed in-class discussion (roundtable) held in the final class, graded for engagement and connection to module topics. Students unable to attend for a valid, documented reason will complete an equivalent short individual conversation with the module instructor, covering the same ground.	1-4	20 %

¹⁶ <https://www.tcd.ie/academicpractice/resources/assessment/>



Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total for 5 ECTS
Assessment 1	1,500 words addressing topics 1–5 . At least half of the word count must consist of personalised responses to prompts that are provided.	1-4	40 %
Assessment 2	1,000 words addressing topics 6–8 . At least half of the word count must consist of personalised responses to prompts that are provided.	1-4	40 %
Assessment 3	10 – 15-minute individual conversation with the module instructor, assessed for engagement and connection to module topics.	1-4	20 %

Inclusive Curriculum

	PLEASE TICK
1. Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?	☒
2. Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (https://www.tcd.ie/disability/teaching-info/TIC/materials.php)?	☒
3. Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?	☒
4. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design	
1: The written work documents personal learning journeys, allowing students to draw on a wide range of experiences and social contexts. Emphasis is on learning and development, not 'perfect answers'.	
2. The final assessment component enables students who enjoy verbal expression and conversational mode, while also offering an alternative of one-on-one conversation.	
2: The study materials, including literature, will include works and authors from a broad range of backgrounds.	



Indicative Reading List (approx. 4-5 titles)

Dean, Hartley (2013) [The translation of needs into rights: Reconceptualising social citizenship as a global phenomenon](#) *International Journal of Social Welfare* 22: S32 – S49

Fraser, Nancy (2020) From redistribution to recognition. Dilemmas of justice in a 'postsocialist' age. In: *The New Social Theory Reader* (2nd edition), edited by Steven Seidman and Jeffrey C. Alexander. London: Routledge.

<https://doi.org/10.4324/9781003060963>

Mbembe, Achille (2003) [Necropolitics](#) *Public Culture* 15(1): 11-40. Translated by Libby Meintjes.

Shafik, Minouche (2021) *What We Owe Each Other: A New Social Contract for a Better Society*. Princeton University Press.

Timonen, Virpi (2025) [Social Policy: The Quest for Freedom, Equality and Justice](#) Cambridge: Polity.

Module Pre-requisite

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Module Co-requisite

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Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.

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