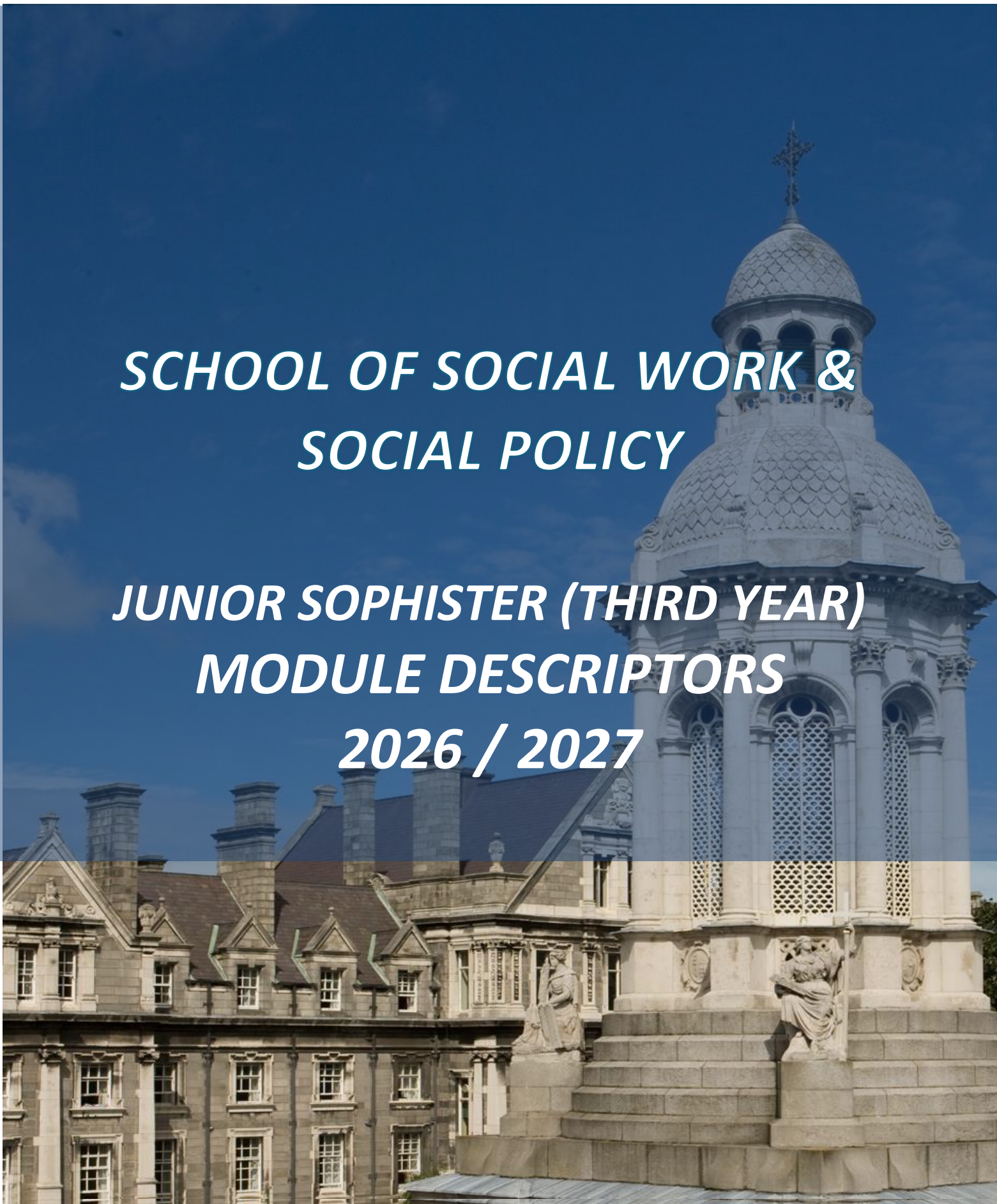




Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

SCHOOL OF SOCIAL WORK & SOCIAL POLICY

JUNIOR SOPHISTER (THIRD YEAR) MODULE DESCRIPTORS 2026 / 2027





Contents

1.3 Junior Sophister Module Descriptors 2026 / 2027 3

SEMESTER 1 (MICHAELMAS TERM)

1.31 Youth & Society, (SSU33011), 5 ECTS..... 3

1.31 Youth & Society, (SSU33022), 10 ECTS..... 8

1.32 Ageing and Intergenerational Relations, (SSU34002), 5 ECTS 13

1.32 Ageing and Intergenerational Relations, (SSU34012), 10 ECTS 20

SEMESTER 2 (HILARY TERM)

1.34 Quantitative Methods for Social Policy, (SSU34052), 5 ECTS..... 27

1.34 Quantitative Methods for Social Policy, (SSU34042), 10 ECTS 30

1.35 Global Social Policy (SSU33802), 5 ECTS..... 33

1.36 Global Social Policy (SSU33702), 10 ECTS 39



1.3 Junior Sophister Module Descriptors 2026 / 2027

1.31 Youth & Society, (SSU33011), 5 ECTS

Module Code	SSU33011
Module Name	Youth & Society
ECTS credit weighting	5 ECTS
Semester taught	Junior Sophister, Semester 1, 2026 / 2027
Module Coordinator/s	Associate Professor Paula Mayock
<u>Module Learning Outcomes with embedded Graduate Attributes</u>	<i>On completion of the module students should:</i> • Have knowledge of the ways in which ‘youth’ and ‘adolescence’ have been conceptualised over time and critical understanding of these conceptualisations. • Be able to identify key concepts and themes that are relevant to understanding the multiple and diverse aspects of youth experience. • Have the knowledge to critically assess popular discourses and dominant debates on young people. • Understand how social inequalities impact the life experiences and life chances of young people in general and marginalised youth, in particular. • Have produced a short (400-word) critical commentary on a media article that addresses a youth-related issue. • Have written a comprehensively researched 2,000 word essay on a topic directly related to one of areas covered in the module.
Module Content	This module is interdisciplinary and draws on research linked to Youth Studies, Sociology, Criminology, Psychology and Social Policy. The core aim is to provide students with an in-depth, research-based understanding of youth, adolescence, and emerging adulthood. The module interrogates key theoretical approaches to understanding youth in society and considers a range of substantive issues and areas within contemporary research on both ‘mainstream’ and ‘marginalised’ youth. There is a strong focus on youth ‘at risk’, including young people who experience homelessness, care experienced youth, and young people who use drugs. Approaches to the study of youth are reviewed and the module examines how social and economic forces shape the lives and experiences of young people generally and marginalised youth, in particular.



Teaching and Learning Methods¹

[Teaching strategies](#)

Presentation of core teaching material in accessible format during lectures using PowerPoint slides and integrating YouTube videos, short Ted Talks and Case Studies.

Encourage the development of critical thinking skills through classroom and group-based discussion during lectures.

Classroom discussion of assigned readings.

‘Think, pair, share’ classroom-based exercises.

Independent research.

For this module, guidelines for student inputs – which represent the minimum number of hours that students are expected to invest – are as follows:

Class (lecture) attendance and participation: 26 hours

Time spent reviewing instructional material (notes & assigned readings): 28 hours

Time spent on further recommended reading and on independently sourcing and reading supplementary material to prepare for essay writing: 30 hours

Preparing 400-word commentary on a youth-related issue covered in the media: 6 hours

Drafting and finalising writing of 2,000-word essay for written assessment: 35 hours.

Total 125 Hours

[Assessment design](#)

Students are assessed via two modalities: 1) 400-word Written Commentary (30%); 2) End-of-term Essay (70%)

The module’s teaching strategies and assessment design will support student learning and the development of critical thinking, which are essential to the completion of the 400-word Written Commentary and to preparing a well-evidenced end-of-term essay. Students are supported to achieve the module’s learning outcomes and to prepare their assignments through interactive teaching methods in the classroom and the range of resources and materials made available to them (in advance of lectures) via Blackboard.

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



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
Written Commentary	400-word written commentary on a youth-related media article <u>Due Date:</u> Week 10. Fri 06.11.26 @ 5.00 pm	1, 2, 3, 4	30%
End-of-term Essay	2,000-word End-of-term Essay <u>Due Date:</u> Week 16 Mon 14.12.26 @ 5.00 pm	1, 2, 3, 4, 5	70%

Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
Written Commentary	400-word written commentary on a youth-related media article	1, 2, 3, 4	30%
Essay	2,000-word Essay	1, 2, 3, 4, 5	70%

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 (SEE BELOW)	
The module's learning outcomes are outlined clearly and discussed in detail during the first lecture; they are reviewed halfway through the module and again at the end of the module. Module assessment modalities are also set out clearly during the first lecture and revisited at regular intervals. All teaching material is uploaded to Blackboard in advance of each week's lecture to allow students to review content ahead of attending lectures. Blackboard content is structured according to weekly lecture content and corresponds clearly with the subject matter of each lecture. Additional learning supports (e.g. detailed reading lists to correspond with the content of each lecture, links to useful web sites) are provided weekly. Students are communicated with regularly via the Announcement function on Blackboard to inform them about relevant College-based learning support services and to remind them about upcoming requirements and deadlines. Module delivery is designed to support learning through the use of different types of media, including illustrations, visual imagery and video. Interactive web tools are used where available to communicate information. All audio-visual material used has captions. The module uses a number of assessment methods, including in-class group presentations and written assignments. When required and where possible, flexibility in time is offered to students to	



	complete assessments. Written feedback is provided to students on all assessment components of the module via Blackboard. Students can request individual meeting to get feedback. Written and verbal feedback aims to reinforce the positive features of their work and to provide constructive guidance on how to improve
Indicative Reading List (approx. 4-5 titles)	• Furlong, A. (2013) <i>Youth Studies: An Introduction</i>. Abingdon: Routledge. Shelfmark: PL-571-883 • France, A. (2007) <i>Understanding Youth in Late Modernity</i>. Basingstoke: Palgrave Shelfmark: 301.43 P793 • Cieslik, M. & Simpson, D. (2013) <i>Key Concepts in Youth Studies</i>. London: Sage Shelfmark: HL-359-258 (The Library Basement); PB-251-813 (Santry Stacks) • Lalor, K., deRoiste, A. & Devlin, M. (2007) <i>Young People in Contemporary Ireland</i>. Dublin: Gill and Macmillan. Shelfmark: LEN 301.43P72 ** A detailed reading list will be provided each teaching and learning week to correspond with the topic(s) covered during the lectures **
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



1.31 Youth & Society, (SSU33022), 10 ECTS

Module Code	SSU33022
Module Name	Youth & Society
ECTS credit weighting	10 ECTS
Semester taught	Junior Sophister, Semester 1, 2026 / 2027
Module Coordinator/s	Associate Professor Paula Mayock
Module Learning Outcomes with embedded Graduate Attributes	<i>On completion of the module students should:</i> • Have knowledge of the ways in which ‘youth’ and ‘adolescence’ have been conceptualised over time and critical understanding of these conceptualisations. • Be able to identify key concepts and themes that are relevant to understanding the multiple and diverse aspects of youth experience. • Have the knowledge to critically assess popular discourses and dominant debates on young people. • Understand how social inequalities impact the life experiences and life chances of young people in general and marginalised youth, in particular. • Have worked as part of a group to develop an evidence-based, comprehensive presentation and contribute to the oral delivery of the presentation. • Have written a comprehensively researched 2,500 word essay on a topic directly related to one of areas covered in the module.
Module Content	This module is interdisciplinary and draws on research linked to Youth Studies, Sociology, Criminology, Psychology and Social Policy. The core aim is to provide students with an in-depth, research-based understanding of youth, adolescence, and emerging adulthood. The module interrogates key theoretical approaches to understanding youth in society and considers a range of substantive issues and areas within contemporary research on both ‘mainstream’ and ‘marginalised’ youth. There is a strong focus on youth ‘at risk’, including young people who experience homelessness, care experienced youth, and young people who use drugs. Approaches to the study of youth are reviewed and the module examines how social and economic forces shape the lives and experiences of young people generally and marginalised youth, in particular.



Teaching and Learning Methods³

[Teaching strategies](#)

Presentation of core teaching material in accessible format during lectures using PowerPoint slides and integrating YouTube videos, short Ted Talks and Case Studies.

Encourage the development of critical thinking skills through classroom and group-based discussion during lectures.

Classroom discussion of assigned readings.

‘Think, pair, share’ classroom-based exercises.

Independent research.

For this module, guidelines for student inputs – which represent the minimum number of hours that students are expected to invest – are as follows:

Class (lecture) attendance and participation: 26 hours

Time spent reviewing instructional material (notes & assigned readings): 30 hours

Time spent on further recommended reading: 60 hours

Independent sourcing, reading and synthesising of relevant supplementary materials to prepare for assessment: 70 hours

Conducting research to inform class presentation and working with group members to prepare the presentation: 30 hours

Drafting and finalising 2,500-word essay for written assessment: 60 hours.

Total: 276 Hours

[Assessment design](#)

Students are assessed via two modalities: 1) Group Presentation (30%); 2) End-of-term Essay (70%)

The module’s teaching strategies and assessment design will support student learning and the development of critical thinking, which are essential to the completion of the Group Presentation and to preparing a well-evidenced end-of-term essay. Students are supported to achieve the module’s learning outcomes and to prepare their assignments through interactive teaching methods in the classroom and the range of resources and materials made available to them (in advance of lectures) via Blackboard.

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
Presentation <u>Due Date:</u> Week 10. Tues 03.11.26 / In-class Presentations	Group Presentation during class	1, 2, 3, 4	30%
End-of-term Essay <u>Due Date:</u> Week 16 Mon 14.12.26 @ 5.00 pm	2,500-word End-of-term Essay	1, 2, 3, 4, 6	70%

Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
Written Commentary	800-word written commentary on a youth-related media article	1, 2, 3, 4	30%
Essay	2,500-word Essay	1, 2, 3, 4, 6	70%

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



Inclusive Curriculum

	PLEASE TICK
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.?	☒
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)?	☒
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?	☒
Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design (SEE BELOW)	
The module's learning outcomes are outlined clearly and discussed in detail during the first lecture; they are reviewed half way through the module and again at the end of the module. Module assessment modalities are also set out clearly during the first lecture and revisited at regular intervals. All teaching material is uploaded to Blackboard in advance of each week's lecture to allow students to review content ahead of attending lectures. Blackboard content is structured according to weekly lecture content and corresponds clearly with the subject matter of each lecture. Additional learning supports (e.g. detailed reading lists to correspond with the content of each lecture, links to useful web sites) are provided weekly. Students are communicated with regularly via the Announcement function on Blackboard to inform them about relevant College-based learning support services and to remind them about upcoming requirements and deadlines. Module delivery is designed to support learning through the use of different types of media, including illustrations, visual imagery and video. Interactive web tools are used where available to communicate information. All audio-visual material used has captions. The module uses a number of assessment methods, including in-class group presentations and written assignments.	



When required and where possible, flexibility in time is offered to students to complete assessments.

Written feedback is provided to students on all assessment components of the module via Blackboard. Students can request individual meeting to get feedback. Written and verbal feedback aims to reinforce the positive features of their work and to provide constructive guidance on how to improve

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

- Furlong, A. (2013) *Youth Studies: An Introduction*. Abingdon: Routledge. Shelfmark: PL-571-883
- France, A. (2007) *Understanding Youth in Late Modernity*. Basingstoke: Palgrave Shelfmark: 301.43 P793
- Cieslik, M. & Simpson, D. (2013) *Key Concepts in Youth Studies*. London: Sage Shelfmark: HL-359-258 (The Library Basement); PB-251-813 (Santry Stacks)
- Lalor, K., deRoiste, A. & Devlin, M. (2007) *Young People in Contemporary Ireland*. Dublin: Gill and Macmillan. Shelfmark: LEN 301.43P72

** A detailed reading list will be provided each teaching and learning week to correspond with the topic(s) covered during the lectures **

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



1.32 Ageing and Intergenerational Relations, (SSU34002), 5 ECTS

Module Code	SSU34002
Module Name	Ageing and Intergenerational Relations
ECTS credit weighting	5 ECTS
Semester taught	Junior Sophister, Semester 1, 2026 / 2027
Module Coordinator/s	Dr Catherine Elliott O'Dare
<u>Module Learning Outcomes</u> with embedded <u>Graduate Attributes</u>	LO1 Demonstrate a critical understanding of the demographic and structural changes in ageing societies and the implications for social policy and for older people. LO2 Critically and reflectively engage with, and apply, the concepts and theories of ageing to interrogate how ageing is understood and constructed, historically and in contemporary societies. LO3 Recognise, and reflect on, the diversity in the 'ways' of ageing for social groups, and the lived experiences, expectations, and outcomes in relation to health, care, finance, leisure, and work. LO4 Frame and critically analyse the concept of 'generations' and ageing and intergenerational relations in everyday life through engagement with empirical data and literature provided on Blackboard to understand how intergenerational relations can be deployed as a conduit to promote equality and social inclusion for older and younger people. LO5 Demonstrate a critical understanding of the concept of age discrimination and exclusion, and the policy measures taken to counter age inequality in the workplace and society.



Module Content

Evidence indicates that societies are ageing, with the World Health Organisation advising that between 2015 and 2050, the proportion of the world's population aged over sixty will nearly double from 12% to 22% (WHO, 2025). This module will provide students with an opportunity to explore and understand the implications of this demographic change. The module takes a critical, social gerontological approach to understanding how ageing and older age is socially constructed, portrayed, understood, and experienced in everyday life at the macro and micro level. Students will engage with theories of ageing, and concepts such as intersectionality, inequality and ageism, the life course, generations, and intergenerational relations. The module content will encourage students to challenge stereotyping and to interrogate the diversity of 'ways' of ageing in contemporary societies.

Students will become conversant with theories, literature, and empirical evidence to critically analyse contemporary policy developments, nationally and internationally in relation to ageing. Finally, students will critically engage with the current international and national policy solutions designed to promote and achieve an equitable and inclusive society for all citizens as they age.

Teaching and Learning Methods⁵

Two hours per week, in-person lectorials are scheduled. Students are encouraged to participate in peer-learning and in-class interactive exercises. Group discussions (4/5 students per group) form part of every lectorial as students are encouraged to learn from each other as they reflect on questions posed in class, designed to prompt understanding and creative solutions to social challenges in relation to ageing and intergenerational relations. Promoting and supporting a clear understanding, reflection and a critical mindset in engaging with lecture materials, class discussions/debates, the broad range of materials provided for them (and by students themselves) on Blackboard such as video clips, interviews, TV ads, podcasts, published media, along with academic materials, will assist the students in completing their assignments (reflective

⁵ [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.



peer-reviewed blogs and a critical policy analysis) and meeting LO 1-5.

Please note: Classes are designed to be interactive, and to prompt students to share reflections, observations and experiences of ageing, age equality and intergenerational relations. Therefore, lectures will not be recorded to protect student confidentiality. Students with LENS accommodations should contact the lecturer directly.

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
Reflective Blog 1 <u>Due Week 5 – Friday 2nd October 2026</u> (Red traffic light system – no AI use)	150 words on a posed question and broad topic area (read, observe, reflect, write, post).	1-3	5%
Reflective Blog 2 <u>Due Week 9 -Friday 30th October</u> (Red traffic light system – no AI use)	150 words on a posed question and broad topic area (read, observe, reflect, write, post). *assignment format may be changed	1-4	5%
Policy Analysis <u>Due Week 16 – Wednesday 16th December</u> (<u>Orange traffic light system – some AI use permitted and outlined in an</u>	1,000-1,500 words critical analysis on a chosen policy area using module materials- choice of three policy options. In essay format or academic poster	1-5	90%

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



<u>accompanying document)</u>	format.		
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Re-Assessment Details

Students retain marks earned for blog posts completed= 5%/10%. If no blogs were completed, blog required at supplementals (10%).

Assessment Component	Assessment Description	LO Addressed	% of total
Reflective Blog 1 &/OR 2 <u>Due</u> Week: Week beginning 16 ^h August <u>(Red traffic light system – no AI use)</u>	150x2 words on a posed question and broad topic area (read, observe, reflect, write, post)	1-4	5% x2
Policy Analysis <u>Due</u> Week: Week beginning 16th August <u>(Orange traffic light system – some AI use permitted and outlined in an</u>	1,000 -1,500 words critical analysis on a chosen policy area using module materials (choice of three options)	1-5	90%



<u>accompanying</u> <u>document)</u>			
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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>Module content is presented in a variety of ways, recognising the diversity in learning styles in our student cohort, for example, each week videos, podcasts, media such as TV advertisements, along with academic journal articles and book chapters are provided to promote learning and engagement. Students are encouraged to share suitable resources that they identify as insightful, thus promoting student-led learning from our diverse student body.</i> <i>Continuous assessment (x2 peer reviewed blogs) based in the principles of</i>	



reflective learning, allows students the freedom to demonstrate their own insights and understanding on course topics, and to view their fellow student's blogs recognising the value of peer learning and diversity (students learning from each other).

*(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)*

Indicative Reading List
(approx. 4-5 titles)

Latest pertinent publications from journals incl, Ageing and Society, Canadian Journal of Ageing, Journal of Ageing Studies, Social Inclusion, Intergenerational relations.

- Biggs, S. Hendricks, J. and Lowenstein, A (2020). Critical approaches to Social Gerontology. New York: Routledge.
- Carney, G & Nash, P (2020). Critical questions for Ageing Societies. Bristol: Policy Press.
- Gendron, T (2022). Ageism unmasked. Exploring age bias and how to end it. UK: Steerforth.
- Gullette, M. M (2017). Ending Ageism, or How not to Shoot Old People. London: Rutgers University Press.
- WHO (2023). Connecting generations: planning and implementing interventions for intergenerational contact. Geneva: World Health Organization;



Module Pre-requisite

Module Co-requisite

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

Guest lecturers such as academic researchers, policy experts, and NGO’s are invited to lecture with students.



1.32 Ageing and Intergenerational Relations, (SSU34012), 10 ECTS

Module Code	SSU34012
Module Name	Ageing and Intergenerational Relations
ECTS credit weighting	10 ECTS
Semester taught	Junior Sophister, Semester 1, 2026 / 2027
Module Coordinator/s	Dr Catherine Elliott O'Dare
<u>Module Learning Outcomes with embedded Graduate Attributes</u>	LO1 Demonstrate a critical understanding of the demographic and structural changes in ageing societies and the implications for social policy and for older people. LO2 Critically and reflectively engage with, and apply, the concepts and theories of ageing to interrogate how ageing is understood and constructed, historically and in contemporary societies. LO3 Recognise, and reflect on, the diversity in the 'ways' of ageing for social groups, and the lived experiences, expectations, and outcomes in relation to health, care, finance, leisure, and work. LO4 Frame and critically analyse the concept of 'generations' and ageing and intergenerational relations in everyday life through engagement with empirical data and literature to understand how intergenerational relations can be deployed as a conduit to promote equality and social inclusion for older and younger people. LO5 Demonstrate a broad critical understanding of the concept of age discrimination and exclusion, and the policy measures taken globally and nationally to counter age inequality in the workplace and society.



Module Content

Evidence indicates that societies are ageing, with the World Health Organisation advising that between 2015 and 2050, the proportion of the world's population aged over sixty will nearly double from 12% to 22% (WHO, 2025). This module will provide students with an opportunity to explore and understand the implications of this demographic change. The module takes a critical, social gerontological approach to understanding how ageing and older age is socially constructed, portrayed, understood, and experienced in everyday life at the macro and micro level. Students will engage with theories of ageing, and concepts such as intersectionality, inequality and ageism, the life course, generations, and intergenerational relations. The module content will encourage students to challenge stereotyping and to interrogate the diversity of 'ways' of ageing in contemporary societies.

Students will become conversant with theories, literature, and empirical evidence to critically analyse contemporary policy developments, nationally and internationally in relation to ageing. Finally, students will critically engage with the current international and national policy solutions designed to promote and achieve an equitable and inclusive society for all citizens as they age.

Teaching and Learning Methods⁷

Two hours per week, in-person lectorials are scheduled. Students are encouraged to participate in peer-learning and in-class interactive exercises. Group discussions (4/5 students per group) form part of every lectorial as students are encouraged to learn from each other as they reflect on a question posed in class, designed to prompt understanding and creative solutions to social challenges in relation to ageing and intergenerational relations. Promoting and supporting a clear understanding, reflection and a critical mindset in engaging with lecture materials, class discussions/debates, the broad range of materials provided for them (and by students themselves) on Blackboard such as video clips, interviews, TV ads, podcasts, published media, along with academic materials, will assist the students in completing their assignments (reflective

⁷ [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.



peer-reviewed blogs and a critical policy analysis) and meeting LO 1-5.

Please note: Classes are designed to be interactive, and to prompt students to share reflections, observations and experiences of ageing, age equality and intergenerational relations. Therefore, lectures will not be recorded to protect student confidentiality. Students with LENS accommodations should contact the lecturer directly.

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
Reflective Blog 1 <u>Due Week 5 – Friday 2nd October 2026</u> (Red traffic light system – no AI use)	250 words on a posed question and broad topic area (read, observe, reflect, write, post)	1-3	5%
Reflective Blog 2 <u>Due Week 9 -Friday 30th October</u> (Red traffic light system – no AI use)	250 words on a posed question and broad topic area (read, observe, reflect, write, post) *assignment format may be changed	1-4	5%
Policy Analysis <u>Due Week 16 – Wednesday 16th December</u> (<u>Orange traffic light system – some AI use permitted and outlined in an</u>	2,000-2,500 words critical analysis on a chosen policy area - choice of three policy options	1-5	90%

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



Re-Assessment
Details

Students retain marks earned for blog posts completed= 5%/10%. If no blogs were completed, blog required at supplementals (10%).

<u>accompanying document)</u>			
Assessment Component	Assessment Description	LO Addressed	% of total
Reflective Blog 1 &/OR 2 <u>Due</u> Week: Week beginning 16 th August (<u>Red traffic light system – no AI use</u>)	250 words on a posed question and broad topic area (read, observe, reflect, write, post)	1-4	5x2%
Policy Analysis <u>Due</u> Week: Week beginning 16 th August (<u>Orange traffic light system – some AI use permitted and outlined in an accompanying document)</u>	2,000 -2,500 words critical analysis on a chosen policy area (choice of three options)	1-5	90%



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)?	☒
5. 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?	☒
6. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design <i>Module content is presented in a variety of ways, recognising the diversity in learning styles in our student cohort, for example, each week videos, podcasts, media such as TV advertisements, along with academic journal articles and book chapters are provided to promote learning and engagement. Students are encouraged to share suitable resources that they identify as insightful, thus promoting student-led learning from our diverse student body.</i> <i>Continuous assessment (x2 peer reviewed blogs) based in the principles of reflective learning, allows students the freedom to demonstrate their own insights and understanding on course topics, and to view their fellow student's blogs recognising the value of peer learning and diversity</i>	



(students learning from each other).

*(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)*

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

Latest pertinent publications from journals incl, Ageing and Society, Canadian Journal of Ageing, Journal of Ageing Studies, Social Inclusion, Intergenerational relations.

- Biggs, S. Hendricks, J. and Lowenstein, A (2020). Critical approaches to Social Gerontology. New York: Routledge.
- Carney, G & Nash, P (2020). Critical questions for Ageing Societies. Bristol: Policy Press.
- Gendron, T (2022). Ageism unmasked. Exploring age bias and how to end it. UK: Steerforth.
- Gullette, M. M (2017). Ending Ageism, or How not to Shoot Old People. London: Rutgers University Press.
- WHO (2023). Connecting generations: planning and implementing interventions for intergenerational contact. Geneva: World Health Organization;



Module Pre-requisite

Module Co-requisite

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

Guest lecturers such as academic researchers, policy experts, and NGO’s are invited to lecture with students.



1.34 Quantitative Methods for Social Policy, (SSU34052), 5 ECTS

Module Code	SSU34052
Module Name	Quantitative Methods for Social Policy
ECTS credit weighting	5 ECTS
Semester taught	Junior Sophister, Semester 2, 2026 / 2027
Module Coordinator/s	Dr. Philip Curry
Module Learning Outcomes with embedded Graduate Attributes	On completion of this module students should be able to: 1. Comprehend the main forms of quantitative social research 2. Locate quantitative datasets for use in secondary analysis 3. Evaluate the quality of quantitative data 4. Select and use univariate and bivariate statistics to analyse survey and other forms of quantitative data
Module Content	This module focuses on the analysis and interpretation of quantitative data to answer questions about the social world. Common sources of such data are surveys, official records and governmental census. The bulk of this module involves practical instruction in the statistical analysis of such data using univariate and bivariate techniques. How and where to access quantitative data and the evaluation of data quality are also covered. The material is divided into following units: Unit 1: Quantitative measurement Unit 2: Quantitative Social Research Unit 3. Sources of Quantitative data Unit 4. Univariate statistics Unit 5. Crosstabulations Unit 6: Comparing means Unit 7. Covariance Unit 8. Assessing Data Quality
Teaching and Learning Methods⁹	This module is delivered through a combination of live lectures, Q and A, online materials and in-class workshops using real-world examples and datasets.

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
Data Analysis exercise DUE DATE TBC	1200-word data analysis of a provided real-world dataset	1,3,4	80
Data source DUE DATE TBC	Locate a dataset and identify appropriate research questions	2	20

Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
Data Analysis exercise	1200-word data analysis of a provided real-world dataset	1,3,4	80
Data source	Locate a dataset and identify appropriate research questions	2	20

¹⁰ <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 Mathematical equations are presented in an accessible digital format and explained in both mathematical notation and plain simple English. Individual support in completing learning assignments is provided to students in-class, on Blackboard, by e-mail and privately with academic staff. This module provides multiple means of representation including videos, online resources and PowerPoint lectures. Slides and other materials are provided in advance of lectures in an accessible format which can be further manipulated by students.	

Indicative Reading
List
(approx. 4-5 titles)

**Field, A. (2024). Discovering Statistics using SPSS (6th Ed.). Sage: London.

Clark, T., Foster, L., Sloan, L. and Bryman, A. (2021) Bryman's Social Research Methods (6th). OUP, Oxford.

Eichhorn, J. (2022) Survey Research and Sampling (1st Ed). Sage.

deVaus, D. (2013) Surveys in Social Research (6th). Routledge.



1.34 Quantitative Methods for Social Policy, (SSU34042), 10 ECTS

Module Code	SSU34042
Module Name	Quantitative Methods for Social Policy
ECTS credit weighting	10 ECTS
Semester taught	Junior Sophister, Semester 2, 2026 / 2027
Module Coordinator/s	Dr. Philip Curry
Module Learning Outcomes with embedded Graduate Attributes	On completion of this module students should be able to: 1. Comprehend the main forms of quantitative social research 2. Locate quantitative datasets for use in secondary analysis 3. Evaluate the quality of quantitative data 4. Select and use univariate and bivariate statistics to analyse survey and other forms of quantitative data 5. Using simple scaling techniques to create multi-item measures of variables. 6. Develop statistical models of social phenomenon using simple applications of Multiple Regression and other multivariate techniques.
Module Content	This module focuses on the analysis and interpretation of quantitative data to answer questions about the social world. Common sources of such data are surveys, official records and governmental census. The bulk of this module involves practical instruction in the statistical analysis of such data using univariate, bivariate and multivariate techniques. How and where to access quantitative data and the evaluation of data quality are also covered. The material is divided into following units: Unit 1: Quantitative measurement Unit 2: Quantitative Social Research Unit 3. Sources of Quantitative data Unit 4. Univariate statistics Unit 5. Crosstabulations Unit 6: Comparing means Unit 7. Covariance Unit 8. Assessing Data Quality Unit 9: Scaling analysis Unit 10: Multiple Regression Unit 11: Regression diagnostics / Other multivariate techniques
Teaching and Learning Methods¹¹	This module is delivered through a combination of live lectures, Q and A, online materials and in-class workshops using real-world examples and datasets.

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
Data Analysis exercise DUE DATE TBC	2000-word data analysis of a provided real-world dataset	1,3,4,5,6	80
Data source DUE DATE TBC	Locate a dataset and identify appropriate research questions	2	20

Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
Data Analysis exercise	2000-word data analysis of a provided real-world dataset	1,3,4,5,6	80
Data source	Locate a dataset and identify appropriate research questions	2	20

¹² <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	
Mathematical equations are presented in an accessible digital format and explained in both mathematical notation and plain simple English. Individual support in completing learning assignments is provided to students in-class, on Blackboard, by e-mail and privately with academic staff. This module provides multiple means of representation including videos, online resources and PowerPoint lectures. Slides and other materials are provided in advance of lectures in an accessible format which can be further manipulated by students.	

Indicative Reading
List
(approx. 4-5 titles)

**Field, A. (2024). Discovering Statistics using SPSS (6th Ed.). Sage: London.

Clark, T., Foster, L., Sloan, L. and Bryman, A. (2021) Bryman's Social Research Methods (6th). OUP, Oxford.

Eichhorn, J. (2022) Survey Research and Sampling (1st Ed). Sage.

deVaus, D. (2013) Surveys in Social Research (6th). Routledge.



1.35 Global Social Policy (SSU33802), 5 ECTS.

Module Code	SSU33802
Module Name	Global Social Policy
ECTS credit weighting	5 ECTS
Semester taught	Junior Sophister, Semester 2, 2026 / 2027
Module Coordinator/s	Dr Kasia Wodniak
<u>Module Learning Outcomes with embedded Graduate Attributes</u>	By the end of this module, students will be able to: 1. Critically analyse social policy challenges and responses from a global and comparative perspective. 2. Evaluate the relationship between social policy, economic models, and ecological sustainability, including the principles of degrowth and post-growth. 3. Apply the Doughnut Economics model as an analytical framework for diagnosing social and ecological imbalances and designing integrated policy responses. 4. Apply the concept of polycentricity to identify the roles and limitations of diverse actors in addressing complex global-local social issues. 5. Assess the potential and limitations of participatory and deliberative democratic mechanisms for shaping social policy. 6. Analyse the relationship between global challenges and urban responses through the lens of glocalisation. 7. Identify and critique existing social innovations and policy solutions through an eco-social lens. 8. Design an ecosocial system for a specific neighbourhood-level challenge that integrates degrowth principles, social justice, and ecological limits.
Module Content	This module examines social policy through a critical, global, and historical lens, reflecting the core concerns of Global Social Policy as a field: the study of how social problems and their solutions transcend national borders, involve transnational actors, and require responses that address shared planetary challenges. Rather than describing discrete national systems, we build a dynamic "library of solutions", a comparative toolkit of policy innovations that can be adapted across contexts. We begin by establishing the conceptual foundations for the course. In our first session, we introduce the Doughnut Economics model as our guiding compass, a framework that explicitly integrates social foundations (meeting everyone's basic needs) with ecological ceilings (respecting planetary boundaries). This



model provides a shared vocabulary for the entire semester, framing our diagnosis of global crises and our exploration of solutions. We then turn to a diagnosis of the most pressing contemporary issues: rising inequalities, and the intersecting crisis of climate change. We analyse their root causes, the influence of outdated yet powerful economic discourses, and the power dynamics among global actors. Central to this diagnosis is a critique of growth-dependent economic models and an introduction to degrowth and post-growth thinking as alternative paradigms for social prosperity. We explore how eco-social policies can simultaneously address social justice and environmental sustainability, moving beyond trade-offs toward integrated solutions. This introductory section also establishes the rationale for a global perspective and introduces the "library of solutions" as our comparative framework.

From this critical foundation, we introduce the promise of polycentricity as an alternative governance approach, examining how loosely connected actors, from international bodies and central governments to local communities and civil society, can manage social issues in a coordinated or uncoordinated manner to create systems that are complex yet adaptive. We then explore democratisation across both political and economic spheres, examining civic participation mechanisms such as citizen assemblies, deliberative forums, and participatory budgeting alongside economic models like cooperativism and worker-owned enterprises. Together, these approaches reimagine who holds power in shaping social policy.

We then transition from the macro level of global and national policy to the meso level of cities. This shift is not a departure from the global but rather an exploration of the glocal - the recognition that global challenges manifest locally, and that cities are increasingly influential actors in global governance networks. Cities are simultaneously sites where global crises (housing affordability, energy poverty, food insecurity) are most acutely felt, and laboratories where innovative solutions are developed that can scale up or diffuse across borders. We apply our theoretical framework to concrete urban challenges, focusing on how social policy can make cities more sustainable, and equitable. We investigate how degrowth principles, circularity, and eco-social innovation can be operationalised in three critical areas: housing, energy, and food, revisiting the Doughnut model at each stage to assess progress toward social and ecological balance.

A central aim of this course is to break down the boundaries of our imagination, to challenge growth-oriented orthodoxies, and to redefine what is feasible in the pursuit of social and environmental justice.

Module aims:



- To situate social policy analysis within the interdisciplinary field of Global Social Policy, recognising transnational challenges and actors.
- To critically diagnose social policy challenges through the intersecting lenses of inequality, climate change, and ecological limits.
- To apply the Doughnut Economics model as a unifying analytical and design framework throughout the module.
- To explore degrowth and post-growth perspectives as frameworks for rethinking social prosperity and sustainable welfare.
- To explore and apply the concept of polycentricity as a framework for governance and social policy.
- To examine democratisation across political and economic spheres, including civic participation and cooperativism.
- To build a comparative "library of solutions" to foster creativity and context-specific policy design.
- To challenge conventional assumptions and broaden the scope of what is considered feasible in social policy.

Topics:

1. The Doughnut Model as Compass: Introducing the framework; diagnosis of global crises (inequalities, climate change, ecological limits); degrowth, post-growth, and eco-social approaches; the library of solutions as a comparative framework
2. Actors & Governance: Polycentricity and multi-level systems in a global context
3. Democratising Policy: Civic participation (citizen assemblies, deliberative forums, participatory budgeting) and economic democracy (cooperativism)
4. From Global to Glocal: Cities as sites of crisis and laboratories of innovation; the role of cities in transnational governance networks
5. Cities as Labs (I): Doughnut Housing & Circularity
6. Cities as Labs (II): Doughnut Food Systems
7. Cities as Labs (III): Doughnut Energy & Energy Communities
8. Cities as Labs (IV): Doughnut Transport

Teaching and Learning Methods¹³

Didactic teaching inputs from a range of academics in the SWSP with interactive methods and self-directed learning complemented by practice-based tutorial supports.

[Teaching strategies](#)

[Assessment design](#)

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



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 year to ensure varied assessment methods.

Assessment Component	Assessment Description	LO Addressed	% of total
Critique Week 24 Monday 08.02.27 @ 12 Noon	Critical reflection on an academic text (in-class)	1-7	15%
Group project Week 34 Monday 19.04.27 @ 12 Noon	A collaborative project where students design a doughnut system for a specific neighbourhood (e.g., a local energy community, a circular housing initiative, a local food system). The project must synthesize degrowth/eco-social principles and the Doughnut model to propose a viable social policy intervention.	1-8	60%
Individual viva-style follow-up Week 34 Thurs – Fri 22/23.04.27 @ 12 Noon Depending on Class Size. It will be 10 minutes per person in individual slots.	A short, individual oral examination following the group project, allowing students to reflect on their specific contributions, defend their group's design choices, and demonstrate their individual grasp of the course material.	1-8	25%

Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
Critique	Critical reflection on an academic text (in-class)	1-7	15%

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



Individual project	A collaborative project where students design a doughnut system for a specific neighbourhood (e.g., a local energy community, a circular housing initiative, a local food system). The project must synthesize degrowth/eco-social principles and the Doughnut model to propose a viable social policy intervention.	1-8	60%
Individual viva-style follow-up	A short, individual oral examination following the group project, allowing students to reflect on their specific contributions, defend their group's design choices, and demonstrate their individual grasp of the course material.	1-8	25%

Inclusive Curriculum

	PLEASE TICK
7. 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.?	☒
8. 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)?	☒
9. 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?		
	10. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design		
	This module provides a variety of assessment methods, namely group project, critical reflections and practical exercises. This module uses a variety of teaching formats that include lectures, group discussions and multimedia presentations. The module's teaching materials are made available on Blackboard in formats that are accessible before a class.		
Indicative Reading List (approx. 4-5 titles)	• Hickel, J. (2020) Less is More. Penguin Random House • Murphy, M. P. (2023) Creating an Ecosocial Welfare Future. Bristol: Bristol University Press • Raworth, K. (2017) Doughnut Economics. Random House: UK • Ostrom, E., 1990. Governing the commons. Cambridge: Cambridge University Press. • Piketty, T. (2023) A brief history of inequality. Harvard University Press		
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		



1.36 Global Social Policy (SSU33702), 10 ECTS

Module Code	SSU33702
Module Name	Global Social Policy
ECTS credit weighting	10 ECTS
Semester taught	Junior Sophister, Semester 2, 2026 / 2027
Module Coordinator/s	Dr Kasia Wodniak
Module Learning Outcomes with embedded Graduate Attributes	By the end of this module, students will be able to: 9. Critically analyse social policy challenges and responses from a global and comparative perspective. 10. Evaluate the relationship between social policy, economic models, and ecological sustainability, including the principles of degrowth and post-growth. 11. Apply the Doughnut Economics model as an analytical framework for diagnosing social and ecological imbalances and designing integrated policy responses. 12. Apply the concept of polycentricity to identify the roles and limitations of diverse actors in addressing complex global-local social issues. 13. Assess the potential and limitations of participatory and deliberative democratic mechanisms for shaping social policy. 14. Analyse the relationship between global challenges and urban responses through the lens of glocalisation. 15. Identify and critique existing social innovations and policy solutions through an eco-social lens. 16. Design an ecosocial system for a specific neighbourhood-level challenge that integrates degrowth principles, social justice, and ecological limits.
Module Content	This module examines social policy through a critical, global, and historical lens, reflecting the core concerns of Global Social Policy as a field: the study of how social problems and their solutions transcend national borders, involve transnational actors, and require responses that address shared planetary challenges. Rather than describing discrete national systems, we build a dynamic "library of solutions", a comparative toolkit of policy innovations that can be adapted across contexts. We begin by establishing the conceptual foundations for the course. In our first session, we introduce the Doughnut Economics model as our guiding compass, a framework that explicitly integrates social foundations (meeting everyone's



basic needs) with ecological ceilings (respecting planetary boundaries). This model provides a shared vocabulary for the entire semester, framing our diagnosis of global crises and our exploration of solutions. We then turn to a diagnosis of the most pressing contemporary issues: rising inequalities, and the intersecting crisis of climate change. We analyse their root causes, the influence of outdated yet powerful economic discourses, and the power dynamics among global actors. Central to this diagnosis is a critique of growth-dependent economic models and an introduction to degrowth and post-growth thinking as alternative paradigms for social prosperity. We explore how eco-social policies can simultaneously address social justice and environmental sustainability, moving beyond trade-offs toward integrated solutions. This introductory section also establishes the rationale for a global perspective and introduces the "library of solutions" as our comparative framework.

From this critical foundation, we introduce the promise of polycentricity as an alternative governance approach, examining how loosely connected actors, from international bodies and central governments to local communities and civil society, can manage social issues in a coordinated or uncoordinated manner to create systems that are complex yet adaptive. We then explore democratisation across both political and economic spheres, examining civic participation mechanisms such as citizen assemblies, deliberative forums, and participatory budgeting alongside economic models like cooperativism and worker-owned enterprises. Together, these approaches reimagine who holds power in shaping social policy.

We then transition from the macro level of global and national policy to the meso level of cities. This shift is not a departure from the global but rather an exploration of the glocal - the recognition that global challenges manifest locally, and that cities are increasingly influential actors in global governance networks. Cities are simultaneously sites where global crises (housing affordability, energy poverty, food insecurity) are most acutely felt, and laboratories where innovative solutions are developed that can scale up or diffuse across borders. We apply our theoretical framework to concrete urban challenges, focusing on how social policy can make cities more sustainable, and equitable. We investigate how degrowth principles, circularity, and eco-social innovation can be operationalised in three critical areas: housing, energy, and food, revisiting the Doughnut model at each stage to assess progress toward social and ecological balance.

A central aim of this course is to break down the boundaries of our imagination, to challenge growth-oriented orthodoxies, and to redefine what is feasible in the pursuit of social and environmental justice.



Module aims:

- To situate social policy analysis within the interdisciplinary field of Global Social Policy, recognising transnational challenges and actors.
- To critically diagnose social policy challenges through the intersecting lenses of inequality, climate change, and ecological limits.
- To apply the Doughnut Economics model as a unifying analytical and design framework throughout the module.
- To explore degrowth and post-growth perspectives as frameworks for rethinking social prosperity and sustainable welfare.
- To explore and apply the concept of polycentricity as a framework for governance and social policy.
- To examine democratisation across political and economic spheres, including civic participation and cooperativism.
- To build a comparative "library of solutions" to foster creativity and context-specific policy design.
- To challenge conventional assumptions and broaden the scope of what is considered feasible in social policy.

Topics:

9. The Doughnut Model as Compass: Introducing the framework; diagnosis of global crises (inequalities, climate change, ecological limits); degrowth, post-growth, and eco-social approaches; the library of solutions as a comparative framework
10. Actors & Governance: Polycentricity and multi-level systems in a global context
11. Democratising Policy: Civic participation (citizen assemblies, deliberative forums, participatory budgeting) and economic democracy (cooperativism)
12. From Global to Glocal: Cities as sites of crisis and laboratories of innovation; the role of cities in transnational governance networks
13. Cities as Labs (I): Doughnut Housing & Circularity
14. Cities as Labs (II): Doughnut Food Systems
15. Cities as Labs (III): Doughnut Energy & Energy Communities
16. Cities as Labs (IV): Doughnut Transport

Teaching and Learning Methods¹⁵

Didactic teaching inputs from a range of academics in the SWSP with interactive methods and self-directed learning complemented by practice-based tutorial supports.

[Teaching strategies](#)

[Assessment design](#)

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
Critical reflection on a seminar (1) Week 22 Weds 27.01.27 @ 12 Noon	Short reflective piece referencing issues discussed in class	1-7	5%
Critique (1) Week 24 Monday 08.02.27 @ 12 Noon	Critical reflection on an academic text (in-class)	1-7	10%
Critical reflection on a seminar (2) Week 26 Weds 24.02.27 @ 12 Noon	Short reflective piece referencing issues discussed in class	1-7	5%
Critique (2) Week 28 Weds 10.03.27 @ 12 Noon	Critical reflection on an academic text (own time)	1-7	10%
Group project Week 34 Monday 19.04.27 @ 12 Noon	A collaborative project where students design a doughnut system for a specific neighbourhood (e.g., a local energy community, a circular housing initiative, a local food system). The project must synthesize degrowth/eco-social principles and the Doughnut model to propose a viable social policy intervention.	1-8	50%
Individual viva-style follow-up Week 34	A short, individual oral examination following the group	1-8	20%

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



Thurs – Fri 22/23.04.27 @ 12 Noon Depending on Class Size. It will be 10 minutes per person in individual slots.	project, allowing students to reflect on their specific contributions, defend their group’s design choices, and demonstrate their individual grasp of the course material.		
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Re-Assessment
Details



Assessment Component	Assessment Description	LO Addressed	% of total
Critical reflection on a seminar (1)	Short reflective piece referencing issues discussed in class	1-7	5%
Critique (1)	Critical reflection on an academic text (in-class)	1-7	10%
Critical reflection on a seminar (2)	Short reflective piece referencing issues discussed in class	1-7	5%
Critique (2)	Critical reflection on an academic text (own time)	1-7	10%
Individual project	A collaborative project where students design a doughnut system for a specific neighbourhood (e.g., a local energy community, a circular housing initiative, a local food system). The project must synthesize degrowth/eco-social principles and the Doughnut model to propose a viable social policy intervention.	1-8	50%
Individual viva-style follow-up	A short, individual oral examination following the group project, allowing students to reflect on their specific contributions, defend their group's design choices, and demonstrate their individual grasp of the course material.	1-8	20%



Inclusive Curriculum

	PLEASE TICK
11. 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.?	☒
12. 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)?	☒
13. 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?	☒
14. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design This module provides a variety of assessment methods, namely group project, critical reflections and practical exercises. This module uses a variety of teaching formats that include lectures, group discussions and multimedia presentations. The module's teaching materials are made available on Blackboard in formats that are accessible before a class.	

Indicative Reading List
(approx. 4-5 titles)

- Hickel, J. (2020) Less is More. Penguin Random House
- Murphy, M. P. (2023) Creating an Ecosocial Welfare Future. Bristol: Bristol University Press
- Raworth, K. (2017) Doughnut Economics. Random House: UK
- Ostrom, E., 1990. Governing the commons. Cambridge: Cambridge University Press.
- Piketty, T. (2023) A brief history of inequality. Harvard University Press

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