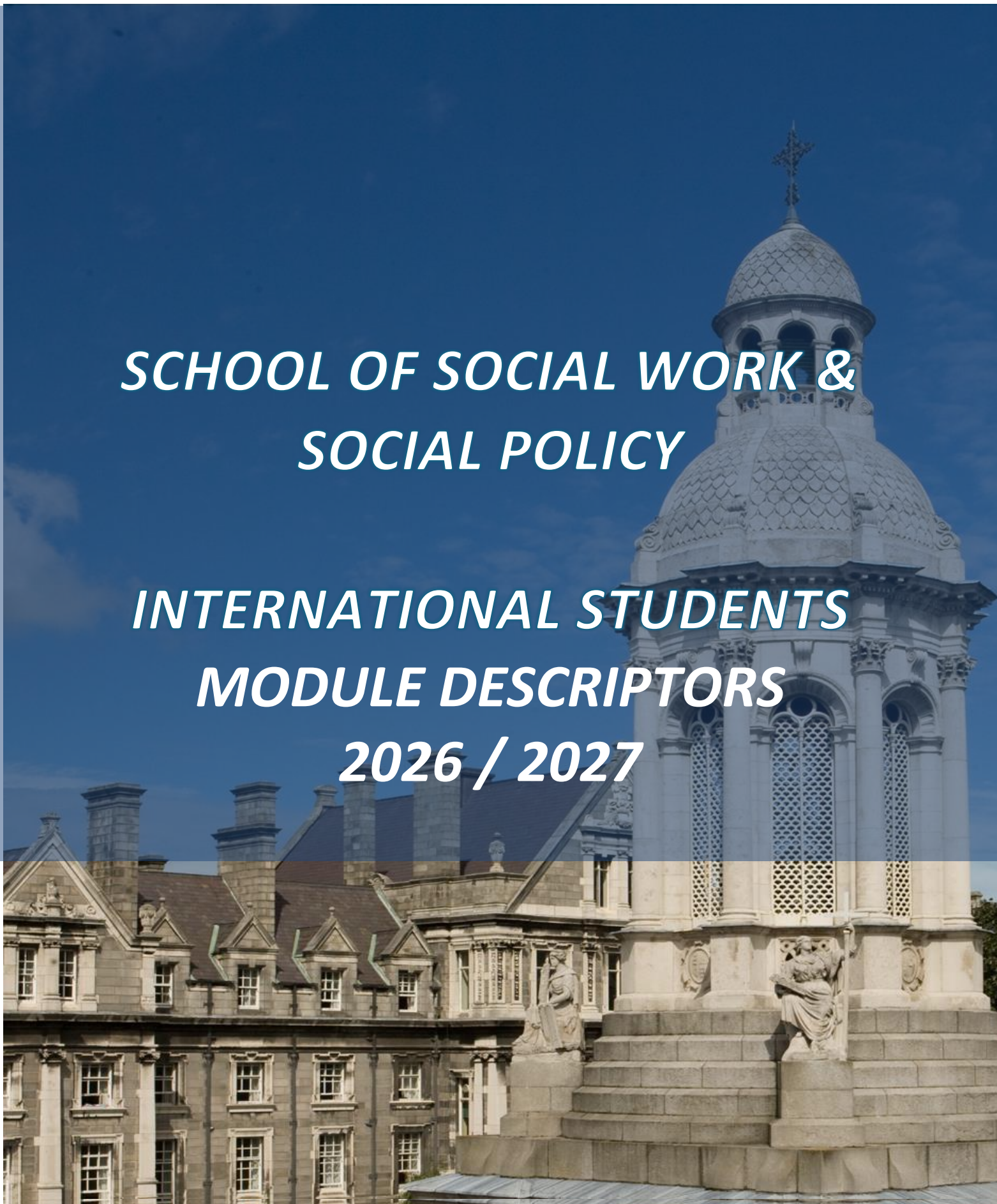




Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

SCHOOL OF SOCIAL WORK & SOCIAL POLICY

INTERNATIONAL STUDENTS MODULE DESCRIPTORS 2026 / 2027





The School of Social Work and Social Policy welcome all International Students.

- The modules outlined in this Handbook are those modules on offer to International Students for the academic year 2026 / 2027.
- All modules are offered at 5 ECTS **only**.
- The information contained in this booklet is subject to change, and all students should rely on Blackboard Ultra and the module lead for the most up to date information.
- Please direct all queries to our Global Office at <https://www.tcd.ie/study/country/> (Please click on your home country, and then contact details, to be directed to the relevant person).



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THE SCHOOL OF SOCIAL WORK AND SOCIAL POLICY

Semester 1 (Michaelmas Term) Module Descriptors 2026 / 2027

Junior Fresh Module Descriptors 2026 / 2027

Introduction to Social Policy Concepts, SSU11061, 2026 / 2027

Module Code	SSU11061
Module Name	Introduction to Social Policy Concepts
ECTS credit weighting	5 ECTS
Semester taught	Junior Fresh, Semester 1, 2026 / 2027
Module Coordinator	Dr Carla Petautschnig
Module Lecturers	Dr Carla Petautschnig
Module Learning Outcomes with embedded Graduate Attributes	At the end of this module the student should be able to: 1. Define and explain the concept and remit of social policy, including its contested goals, key areas and relevance to society. 2. Describe the evolution of the welfare state and the key historical developments influencing its varied organisation. 3. Identify and compare how political ideologies influence social policy goals, design and delivery. 4. Explain Esping-Andersen's welfare regimes model and apply it to categorise welfare systems globally. 5. Describe key theoretical perspectives in relation to the following concepts: social rights, freedom, equality and justice, and identify how varying perspectives on these concepts influence policy.
Module Content	This module provides an essential introduction to the field of social policy, exploring how societies address human needs, promote well-being, and respond to inequality. Students will examine key historical developments, core principles such as rights, justice, equality, and freedom, and major theoretical and ideological approaches to welfare. Through a focus on real-world examples, students will gain foundational understanding of how welfare states operate and evolve. The course also considers current and future challenges facing social policy in a global context.



Module aims:

- To introduce students to the key concepts, values, and issues in social policy.
- To explore the historical and ideological foundations of welfare systems.
- To examine key social principles, including, social rights, freedom, equality, and justice, in relation to policy.
- To develop students' ability to engage critically with social policy debates and systems.

Teaching and Learning Methods¹

The module is delivered through weekly lectures and tutorials.

Lectures and interactive tutorials will be used to support students to develop the learning outcomes. Students will be expected to engage with weekly readings, lectures and tutorials throughout the duration of the module.

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 5 ECTS	LO Addressed	ECTS % of total	Submission due date
Presentation	Tutorial presentation on assigned reading addressing set questions.	LO1, LO3	10%	Weeks 7-8 and 10-14 as per college calendar
Essay	1500-word essay (excluding references) plus 200-word metacognitive reflection	LO1 - LO5	90%	Week 15. Fri 11.12.2026 @ 12 Noon

Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
Recorded presentation	Presentation on newspaper article	LO1 – LO3	10%

¹ Trinity-INC provides tips and resources on how to make your curriculum more inclusive.

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



	addressing set questions		
Essay	1500-word essay (excluding references) plus 200-word metacognitive reflection	LO1, LO5	90%

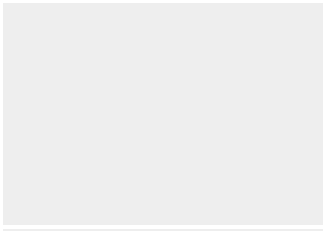
All supplemental assessments must be resubmitted during the college supplemental examination period.

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 includes multiple assessment types, both oral and written - The module incorporates multiple teaching methods including lectures and small group tutorial discussion	

Indicative Reading List (approx. 4-5 titles)

- Alcock, P., Haux, T., May, M. and Wright, S. (2016) *The Students Companion to Social Policy*. Chichester: Wiley
- Considine, M., and Dukelow, F., (2017) *Irish Social Policy. A Critical Introduction*. 2nd Edition. Bristol: Policy Press
- Dean, H. (2012) *Social Policy* (2nd Edition). Cambridge: Polity.



- Esping-Andersen, G. (1990). *The Three Worlds of Welfare Capitalism*. Polity Press.
- Timonen, T (2024) Social Policy: *The Quest for Freedom, Equality and Justice*. Polity 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.



Senior Fresh Module Descriptors 2026 / 2027

Introduction to Social Policy In Action, SSU22191, 5 ECTS

Module Code	SSU22191
Module Name	Introduction to Social Policy In Action
ECTS credit weighting	5 ECTS
Semester taught	Senior Fresh, Semester 1, 2026 / 2027
Module Coordinator/s	Dr Carla Petautschnig
Module Learning Outcomes with embedded Graduate Attributes	On successful completion of this module, students should be able to: 1. Explain the key components, actors and stages involved in the policy-making process. 2. Apply key analytical models and frameworks to the analysis of the policy-making process. 3. Assess how adequately frameworks offered within policy science capture social policy action. 4. Analyse and compare how the policy-making process unfolds in specific policy case studies. 5. Independently analyse specific policy initiatives to identify key aspects and approaches involved in policymaking. 6. Use the conventions of essay writing to analyse models and stages of policy making illustrated with reference to applied policy examples.
Module Content	This module aims to give students insight into basic frameworks and models for systematically analysing the policy-making process, which they will then apply to specific policy issues through a group project (10 ECT students) or a written individual analysis exercise (5 ECT students) and an individual essay. This module looks at social policy <i>in action</i> and considers how it is devised and implemented, asking: How do issues come onto the agenda? Who are key policy actors? How do principles and ideologies that students learned in the first semester feature in policy responses? What are the key national and supra-national institutions framing policy, and how is policy reviewed and evaluated? To address these questions, the module uses specific Irish and international case studies to illustrate and analyse concepts, frameworks and models. This module will equip students for deeper exploration of further specific policy issues and debates as they progress in their study of social policy.



Teaching and Learning Methods³

The module is delivered through two weekly lectures. Students are expected to engage in advance with the materials assigned for each lecture/topic and participate in class discussions. Materials and recommended readings are provided to expand on topics of interest after each class. Assignment preparation requires students to conduct independent research and source relevant publications.

Guidelines for student inputs to the module are detailed below and represent the minimum number of hours that students are expected to invest:

Large group lectures attendance and participation: 20 hours

Time spent reviewing instructional material (notes & assigned readings): 40 hours

Time spent on further recommended reading: 40 hours

Independent sourcing and reading of relevant supplementary materials to prepare for assessment: 40

Researching current social policy issues to inform class discussion and written assessment: 30

Preparation of analysis exercise for assessment: 10 hours

Drafting and finalising writing of essay for written assessment: 40 hours

TOTAL: 230

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
Policy analysis exercise. <i>Due Date: Week 8. Tuesday 20.10.26 @ 12 Noon.</i>	850-word analysis of a policy initiative using frameworks from the module.	1, 2, 4, 5, 6	20%
End of term Essay <i>Due Date: Week 15 Tuesday 08.12.26 @ 12 Noon</i>	2,000-word Policy Analysis Essay.	1, 2, 3, 4, 5, 6	80%

³ Trinity-INC provides tips and resources on how to make your curriculum more inclusive.

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



Re-Assessment Details

Same As Original 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 (<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: <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</i>)	
- Power point presentations, videos and other materials that are shared with students will be reviewed for accessibility with reference to Accessibility Tips - Equality, Diversity and Inclusion Trinity College Dublin. - BlackBoard Ally will be used to assess how accessible all course materials are. - Lecture notes in the form of Power point presentations will be posted on Blackboard up to one hour before lectures.	

Indicative Reading List (approx. 4-5 titles)

- Boaz, H. Davies, A. Fraser, and S. Nutley (2019) *What Works Now? Evidence-Informed Policy and Practice*. Bristol: Policy Press.
- Considine, M., and Dukelow, F., (2017) *Irish Social Policy. A Critical Introduction*. 2nd Edition. Bristol: Policy Press.
- Dean, H. (2012) *Social Policy* (2nd Edition). Cambridge: Polity.
- Dwyer, P., and Shaw, S. (2014) *An Introduction to Social Policy*. London: Sage.
- Howlett, M. and Ramesh, M. (2003) *Studying Public Policy. Policy Cycles and Policy Subsystems* (2nd Edition). Oxford University Press.
- Kennedy, P. (2013) *Key Themes in Social Policy*. London: Routledge.



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Module Pre-requisite	None
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Module Co-requisite	None
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Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.	No
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Junior Sophister Module Descriptors 2026 / 2027

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 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

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



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> (Orange traffic light system – some AI use permitted and outlined in an accompanying document)	1,000-1,500 words critical analysis on a chosen policy area using module materials- choice of three policy options. In essay format <i>or</i> academic poster format.	1-5	90%

Re-Assessment Details

Students retain marks earned for blog posts

Assessment Component	Assessment Description	LO Addressed	% of total
Reflective Blog 1 &/OR 2 <u>Due</u> Week: Week	150x2 words on a posed question and broad topic area	1-4	5% x2

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



completed= 5%/10%.

If no blogs were

completed, blog

required at

supplementals (10%).

beginning 16 ^h August (Red traffic light system – no AI use)	(read, observe, reflect, write, post)		
Policy Analysis Due Week: Week beginning 16th August (Orange traffic light system – some AI use permitted and outlined in an accompanying document)	1,000 -1,500 words critical analysis on a chosen policy area using module materials (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)?	☒
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 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> <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)

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.



Youth & Society, (SSU33011) 5 ECTS, 2026 / 2027

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
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 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 Methods⁷

[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.

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



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
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%

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



Essay	2,000-word Essay	1, 2, 3, 4, 5	70%
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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 (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



Senior Sophister Module Descriptors 2026 / 2027

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 Methods⁹

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

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
Portfolio	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	100 %
<u>Submission Due:</u> <u>Week 15</u> <u>Mon 07.12.26,</u> <u>@ 12.00 Noon</u>			

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%

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

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 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



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 Methods¹¹

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.

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
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 about it.</i> 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 Monday 30 November 2026 @ 12 Noon	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%
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	All	20%

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



	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.		
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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 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 student who chooses this option, depending on the selected format).	All	60%
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: 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



THE SCHOOL OF SOCIAL WORK AND SOCIAL POLICY

Semester 2 (Hilary Term) Module Descriptors 2026 / 2027

Junior Fresh Module Descriptors 2026 / 2027

Critical Analysis and Argument Development, SSU11092, 5 ECTS, 2026 / 2027

Module Code	SSU11092
Module Name	Critical Analysis and Argument Development: <i>Think critically, argue effectively, engage with real-world social issues.</i>
ECTS credit weighting	5 ECTS
Semester taught	Junior Fresh, Semester 2, 2026 / 2027
Module Coordinator/s	Dr Louise Caffrey
Module Learning Outcomes with embedded Graduate Attributes	On successful completion of this module, students should be able to: • Define and explain key concepts including critical analysis, academic argument, and theoretical framework (LO1) • Identify and compare competing perspectives on social policy issues (LO2) • Recognise common cognitive biases and apply strategies to minimise their influence on reasoning and decision-making (LO3) • Critically evaluate competing explanations of social issues using an evidence-informed approach (LO4) • Construct balanced, coherent, and persuasive arguments on social policy topics (LO5) • Demonstrate knowledge and understanding of key contemporary social policy debates, including the changing context of work, activation policy, Universal Basic Income, and the gender pay gap (LO6)



Module Content

In an age of information overload, competing viewpoints, and complex social challenges, the ability to think critically and construct evidence-based arguments is more important than ever.

This module provides students with the essential skills needed to analyse social issues, assess evidence, and develop well-reasoned arguments. Through the exploration of contemporary social policy debates, students will learn how to question assumptions, recognise bias, evaluate competing explanations, and communicate informed perspectives on issues that shape society.

Using real-world topics such as the future of work, Universal Basic Income, labour market policy, and the gender pay gap, students will apply critical thinking skills to some of the most pressing social and economic challenges of our time. The module encourages students to engage with diverse perspectives and to develop balanced, evidence-informed arguments that go beyond simple answers to complex questions.

Designed for students from a range of disciplinary backgrounds, this module develops valuable analytical, communication, and problem-solving skills that are relevant across academic, professional, and civic contexts.

The module explores the foundations of critical thinking and argument development through a range of contemporary social policy debates, including:

- What does it mean to think critically?
- Cognitive biases and common errors in reasoning
- Developing and structuring effective academic arguments
- Finding, evaluating, and using evidence
- Understanding the gender pay gap
- The changing nature of work in contemporary societies
- Active Labour Market Policies and welfare reform
- Universal Basic Income: opportunities and challenges



Teaching and Learning Methods¹³

Lectures, tutorials, written interactive learning tasks, active engagement in lectures.

Guidelines for student inputs into the module are detailed below and represent the minimum number of hours that students are expected to invest in this module:

Lecture attendance and participation: 20 hours

Reviewing instructional material (assigned readings and notes): 20 hours

Time spent on further recommended reading: 25 hours

Weekly written responses to learning tasks (including reading): 15

Tutorial attendance: 7 hours

Independent sourcing and reading of relevant supplementary material to prepare for assessment: 15 hours

Drafting and finalizing written essay for written assessment: 25 hours

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
Learning Tasks Submission Due: Week 32. Tues 09.04.27 @ 12.00 Noon	1 x written response to 5 learning tasks completed throughout the term	LO1- LO6	10 %
Essay Submission Due: Week 34. Weds 21.04.27 @ 12.00 Noon	1500 Word Essay	LO2- LO6	90 %

Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
Learning Tasks	1 x written response to 5 learning tasks.	LO1- LO6	10 %
Essay	1500 Word Essay	LO2- LO6	90 %

	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)?	☒

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



Inclusive Curriculum	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 A variety of learning materials are providing, including written materials and some podcasts, where appropriate. Content is assessed via a variety of methods; a longer essay and shorter continuous assessments, that should be completed weekly to build students understanding and learning.	
Indicative Reading List (approx. 4-5 titles)	Cottrell, S. (2011). Critical thinking skills: Developing effective analysis and argument . Basingstoke Palgrave Macmillan. Greetham, B. (2013). How to write better essays . London: Palgrave Macmillan. Kahneman, D. (2011). <i>Thinking, fast and slow</i> . London: Penguin Paul, R. & Elder, L. The Miniature Guide to Critical Thinking . The Foundation for Critical Thinking. Available at: https://www.criticalthinking.org/files/Concepts_Tools.pdf Vosoughi, S., Roy, D., & Aral, S. (2018). The spread of true and false news online . <i>Science</i> , 359(6380), 1146-1151. doi:10.1126/science.aap9559	
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.	No	



Senior Fresh Module Descriptors 2026 / 2027

Labour Market Policies. SSU22161 - 5 ECTS, 2026 / 2027

Module Code	SSU22161
Module Name	Labour Market Policies
ECTS credit weighting	5 ECTS
Semester taught	Senior Fresh, Semester 2, 2026 / 2027
Module Coordinator/s	Dr. Carla Petautschnig
Module Learning Outcomes with embedded Graduate Attributes	<i>On completion of this module, students should be able to:</i> LO1 Critically analyse the main concepts and approaches explaining the functioning of the labour market and the interactions with social policy and the welfare system. LO2 Analyse empirical findings discussing labour market inequalities and precarisation in a global perspective, with emphasis on how these are intertwined with gender- and age-based inequalities. LO3 Critically analyse key sociological and policy approaches to unemployment. LO4 Explain activation labour market policies and welfare conditionality reforms. LO5 Compare the processes of activation reforms in selected countries and understand the particularities of the Irish case. LO6 Reflect on the ethical challenges underlying the debates about the future of work and alternatives to paid employment.
Module Content	This module analyses the complex relationship between work/unemployment, social policies and social inclusion to understand, for example, why paid employment has been considered the dominant way of citizens contributing to society, how working lives and policies have been organised around these principles, what unemployment means for individuals and society, and how these notions are challenged by the current transformation of work, among other



aspects. The module examines why and how countries have shifted towards activation policies, the related welfare reforms and the adoption of marketisation and digitalisation as policy features. The module focuses on the Irish case and assumes a comparative perspective, reviewing cases from different countries/welfare regimes. Inequalities, the precarisation of jobs and the transformation of work in the context of current technological development will be discussed.

Teaching and Learning Methods

The module is delivered through weekly lectures. Students are expected to engage in advance with the materials assigned for each lecture/topic and participate in class discussions. Materials and recommended readings are provided to expand on topics of interest after each class. Assignment preparation requires students to conduct independent research and source relevant publications.

Assessment Details

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
Case analysis <i>DUE:</i> <i>Week 26,</i> <i>Fri 26.02.2027</i> <i>@12 Noon</i>	1,200 words analysis of a policy/country case	1, 2, 3	30%
Essay <i>DUE:</i> <i>Week 33,</i> <i>Tues 13.04.2027</i> <i>@12 Noon</i>	2,000 words excluding references.	1, 2, 3, 4, 5, 6	70%

Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
Case analysis	1,200 words analysis of a policy/country case	1, 2, 3	30%



Essay	2,000 words excluding references	1, 2, 3, 4, 5, 6	70%
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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 1) The module includes a diverse profile of authors representing different positions, demographics and approaches, with a global perspective. 2) Module materials consider various means of representation such as readings, podcasts and videos.	



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

Eleveld, A., Kampen, T. and Arts, J. (eds) (2020) Welfare to work in contemporary European welfare states. Bristol: Policy Press.

Dwyer, P. (Ed.) (2019) Dealing with welfare conditionality: implementation and effects. Bristol: University Press.

Lødemel, I. and Heather Trickey (2001) 'An offer you can't refuse': workfare in international perspective. Bristol: Policy Press.

McGann, M. (2023) The marketisation of welfare-to-work in Ireland: governing activation at the street-level. Bristol: University Press.

Murphy, M. and Dukelow, F. (2016) Irish welfare state in the twenty-first century: challenges and change. Palgrave Macmillan.

Module Pre-requisite

Module Co-requisite

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



Qualitative Methods for Social Policy, (SSU22212) 5 ECTS

Module Code	SSU22212
Module Name	Qualitative Research Methods for Social Policy
ECTS credit weighting	5 ECTS
Semester taught	Senior Fresh, Semester 2, 2026 / 2027
Module Coordinator/s	Dr Kasia Wodniak
Module Learning Outcomes with embedded Graduate Attributes	On completion of the <i>Qualitative Research Methods for Social Policy</i> module students will be able to: LO1: Critically evaluate how policy frameworks and documents construct social problems, using qualitative methods of analysis to examine the underlying assumptions, power relations, and silenced alternatives in national and international case studies. LO2: Think critically and analytically about what it means for research to be policy-engaged LO3: Apply entry-level qualitative methods for policy research, including primary techniques (e.g., interviewing, focus groups, participatory research) and secondary techniques (e.g., documentary analysis, qualitative synthesis, and futures-oriented methods). LO4: Develop the core skills required to undertake basic design of qualitative research for policy relevance and how to use research to address policy-relevant questions and problems.
Module Content	This module equips students with entry-level qualitative research skills for social policy. It introduces primary methods (interviewing, focus groups, ethnography, participatory and feminist approaches) alongside secondary techniques (documentary analysis, discourse analysis, evidence synthesis, and futures-oriented research). Emphasis is placed on critical reflexivity, ethical practice, and the interrogation of how policy documents construct social problems. Through case studies and practical application, students will learn to design and evaluate qualitative research that engages meaningfully with policy-relevant questions.



Aims:

1. Introduce students to core qualitative research methods for social policy, including primary techniques (interviewing, focus groups, ethnography, participatory and feminist approaches) and secondary techniques (documentary analysis, discourse analysis, evidence synthesis, and futures methods).
2. Develop students' ability to critically interrogate policy documents and frameworks, using analytical approaches such as Bacchi's WPR framework and discourse analysis to examine how social problems are constructed.
3. Foster reflexive and ethical research practice, with attention to positionality, power dynamics, and the translation of qualitative evidence into policy-relevant insight.
4. Enable students to design a basic qualitative research project, selecting appropriate methods and outlining a plan for ethical data collection and analysis.

Topics

1. The research process: main approaches, concepts and principles
2. Primary Data: Interviewing & focus groups
3. Primary Data: Ethnography
4. Primary Data: Feminist approaches & participatory research
5. Content and Discourse Analysis
6. Secondary Research: Policy Documentary Analysis (Thematic analysis and WPR)
7. Secondary Data: Synthesising methods
8. Online Research
9. Futures thinking in social policy
10. Data analysis
11. Research ethics

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
Group assignment: Primary research component Week 24 Thurs 11.02.27 @ 12 Noon	Mock interview	2, 3, 4	25%
Research for policy engagement assignment Week 34 Mon 19.04.27 @ 12 Noon	2000-word written assignment	1-4	75%

Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
Individual assignment: Primary research component	Mock interview	2, 3, 4	25%
Research for policy engagement assignment	2000-word written assignment	1-4	75%

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?	☒

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



4. 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 essays, 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)

- Bardach E. (2005). *A practical guide for policy analysis: The eightfold path to more effective problem solving* (2nd ed.). Washington, DC: CQ Press
- Bacchi C (2009) *Analysing policy: What's the problem represented to be?* French Forest: Pearson Education
- Bryman, A. (2016) *Social Research Methods* (5th). OUP, Oxford.
- Patricia Hill Collins (2000) *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. Routledge
- Geertz, C. (1973) "Thick Description" in: *The Interpretation of Cultures*. New York: Basic Books
- Hall, S. (1997) Representation: Cultural Representations and Signifying Practices.
- Hichert, T., & Schultz, W. (2024). *Handbook of Futures Studies*. Edward Elgar Publishing.
- Venturini, T., & Rogers, R. (2025). *Digital methods: a short introduction*. John Wiley & Sons.

Module Pre-requisite

Module Co-requisite

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



Junior Sophister Module Descriptors 2026 / 2027

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
Module Learning Outcomes with embedded Graduate Attributes	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 Methods¹⁷

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](#)

¹⁷ [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.



Assessment Details¹⁸

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%
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	1-8	60%

¹⁸ <https://www.tcd.ie/academicpractice/resources/assessment/>



	local food system). The project must synthesize degrowth/eco-social principles and the Doughnut model to propose a viable social policy intervention.		
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

	PLEAS 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 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



Senior Sophister Module Descriptors 2026 / 2027

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 Methods¹⁹

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.

¹⁹ [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.



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.

Assessment Details²⁰

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</i> <i>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</i> <i>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	80%

²⁰ <https://www.tcd.ie/academicpractice/resources/assessment/>



		skills.	
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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: 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)

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>



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

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



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, *and* 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

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.



Methods²¹

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 Details²²

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.

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.

²¹ [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.

²² <https://www.tcd.ie/academicpractice/resources/assessment/>



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	1-4	20 %



	with the module instructor, covering the same ground.		
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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.** -