



**Trinity College Dublin**

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

# ***SCHOOL OF SOCIAL WORK & SOCIAL POLICY***

## ***SENIOR SOPHISTER (FOURTH YEAR) MODULE DESCRIPTORS 2025 / 2026***





## Contents

### Senior Sophister Fresh Module Descriptors 2025 / 2026

#### **SEMESTER 1 (MICHAELMAS TERM)**

1.41	Eco Social Policy, (SSU44021) 5 ECTS.....	3
1.41	Eco Social Policy, (SSU44031) 10 ECTS.....	7
1.42	Disability and Human Rights: Global Perspectives, (SSU44162), 5 ECTS .....	11
1.42	Disability and Human Rights: Global Perspectives, (SSU44152), 10 ECTS .....	17

#### **SEMESTER 2 (HILARY TERM)**

1.43	Crime and Justice – Theories, Responses and Contemporary Debates, (SSU44112), 5 ECTS	23
1.43	Crime and Justice – Theories, Responses and Contemporary Debates, (SSU44102), 10 ECTS	30
1.44	Social Citizenship for the 21st Century, (SSU44202) 5 ECTS.....	36
1.44	Social Citizenship for the 21st Century, (SSU44202) 10 ECTS.....	42



Senior Sophister Fresh Module Descriptors 2025 / 2026

1.41 Eco Social Policy, (SSU44021) 5 ECTS

<b>Module Code</b>	<b>SSU44021</b>
<b>Module Name</b>	Eco Social Policy
<b>ECTS credit weighting</b>	<b>5 ECTS</b>
<b>Semester taught</b>	Semester 1, Senior Sophister, 2025 / 2026
<b>Module Coordinator/s</b>	Dr Joe Whelan
<b>Module Learning Outcomes with embedded Graduate Attributes</b>	<p><i>After attending lectures, engaging in discussion and successfully completing the relevant assignment, a student will be able to:</i></p> <ol style="list-style-type: none"><li><i>1. Think independently and be able to demonstrate knowledge of alternative and radical forms of economic management that are geared towards sustainability.</i></li><li><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></li><li><i>3. Articulate an understanding of alternative, progressive and sustainable social policies and programmes.</i></li><li><i>4. Develop continuously and make concrete connections between social policy as a discipline and practice and the climate emergency.</i></li><li><i>5. Act responsibly and be able scrutinize social policies in the context of sustainability.</i></li></ol>
<b>Module Content</b>	<p>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</p>



and a capabilities approach. Current climate policy in both global and domestic contexts will also be scrutinized.

Teaching and Learning Methods<sup>1</sup>

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

Assessment Details<sup>2</sup>

Please include the following:

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

It is recommended that module coordinators 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.  <u>Submission Due:</u> Week 16. Mon 08.12.24	1-5	100 %

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

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



## Re-Assessment Details

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

## Inclusive Curriculum

	<i><b>PLEASE TICK</b></i>
<ul style="list-style-type: none"> <li>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.?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (<a href="https://www.tcd.ie/disability/teaching-info/TIC/materials.php">https://www.tcd.ie/disability/teaching-info/TIC/materials.php</a>)?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>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?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design <b>This module integrates principles of inclusivity and accessibility in a number of keyways.</b></li> </ul> <p><b>Assessment</b></p> <p>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.</p>	



## In class learning

Didactic teaching forms only a portion of the approach taken in the classroom. Group work and problem-solving exercises are introduced each week and students take an active role in their learning. This allows students to go at their own pace while still meeting the learning outcomes.

## Further study

Alongside further reading, alternative study materials are made available to students weekly, and this includes podcasts, video clips and summaries.

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

### Core text:

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

### Further reading:

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

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

## Module Pre-requisite

N/A

## Module Co-requisite

N/A

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

N/A





## 1.41 Eco Social Policy, (SSU44031) 10 ECTS

<b>Module Code</b>	<b>SSU44031</b>
<b>Module Name</b>	<b>Eco Social Policy</b>
<b>ECTS credit weighting</b>	<b>10 ECTS</b>
<b>Semester taught</b>	<b>Semester 1, Senior Sophister, 2025 / 2026</b>
<b>Module Coordinator/s</b>	Dr Joe Whelan
<b>Module Learning Outcomes with embedded Graduate Attributes</b>	<p><i>After attending lectures, engaging in discussion and successfully completing the relevant assignment, a student will be able to:</i></p> <ol style="list-style-type: none"><li><b>6. Think independently and be able to demonstrate knowledge of alternative and radical forms of economic management that are geared towards sustainability.</b></li><li><b>7. 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.</b></li><li><b>8. Articulate an understanding of alternative, progressive and sustainable social policies and programmes.</b></li><li><b>9. Develop continuously and make concrete connections between social policy as a discipline and practice and the climate emergency.</b></li><li><b>10. Act responsibly and be able scrutinize social policies in the context of sustainability.</b></li></ol>
<b>Module Content</b>	<p>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.</p>
<b>Teaching and Learning</b>	<p>What types of teaching and learning strategies will be used to support students in achieving the learning outcomes?</p>



**Methods<sup>3</sup>**

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

**Assessment Details<sup>4</sup>**

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  <u>Submission Due:</u> Week 16. Mon 08.12.24	Portfolio developed over the course of the module. Students will be asked to respond to prompts through written submissions and other creative methods.	1-5	90 %
Journal entries  <u>Submissions Due:</u> Week 7 and Week 11. Subject to Change.	Requirement to complete 2 Journal Entries over the course of the module	1-5	10 %

**Re-Assessment Details**

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

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

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





Inclusive Curriculum

	PLEASE TICK
<ul style="list-style-type: none"> <li>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.?</li> </ul>	☑
<ul style="list-style-type: none"> <li>Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (<a href="https://www.tcd.ie/disability/teaching-info/TIC/materials.php">https://www.tcd.ie/disability/teaching-info/TIC/materials.php</a>)?</li> </ul>	☑
<ul style="list-style-type: none"> <li>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?</li> </ul>	☑
<ul style="list-style-type: none"> <li>Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design</li> </ul> <p><b>This module integrates principles of inclusivity and accessibility in a number of keyways.</b></p> <p><b>Assessment</b> 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.</p> <p><b>In class learning</b> 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.</p> <p><b>Further study</b> Alongside further reading, alternative study materials are made available to students weekly, and this includes podcasts, video clips and summaries.</p>	



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

**Core text:**

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

**Further reading:**

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

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

**Module Pre-requisite**

N/A

**Module Co-requisite**

N/A

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

N/A



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

<b>Module Code</b>	<b>SSU44162</b>
<b>Module Name</b>	Disability and Human Rights: Global Perspectives
<b>ECTS credit weighting</b>	<b>5 ECTS</b>
<b>Semester taught</b>	Senior Sophister, Semester 1, 2025 / 2026
<b>Module Coordinator/s</b>	Ann Swift
<b><u>Module Learning Outcomes with embedded Graduate Attributes</u></b>	<p>This module aims to provide students with:</p> <ul style="list-style-type: none"><li>• 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)</li><li>• A comprehensive insight into different models of understanding disability</li><li>• An in-depth exploration of experiences of disability from a critical and contextual standpoint</li><li>• 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.</li></ul> <p>By the end of the module, students should be able to:</p> <p>LO1. Critically analyse the human rights discourse in relation to disability.</p> <p>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.</p> <p>LO3. Understand key debates in policy areas such as decision making, independent living, inclusive education, arts and culture, and employment.</p>
<b>Module Content</b>	<p>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</p>



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 Methods<sup>5</sup>

The module will use a combination of in-person lectures and ‘flipped classroom’ approaches (where students watch a video lecture in preparation for a class, allowing more time for class discussion and group work). A feature of this module is presentations by guest lecturers, most of whom have lived experience of disability. There will also be presentations by students themselves, small and big group discussions, reading, and group work. The module takes a Universal Design for Learning approach, which ensures the provision of multiple types of material and content, together with multiple means for students to engage with the material, and a variety of ways for students to demonstrate their learning.

Assessment Component	Assessment Description	LO Addressed	% of total
Individual essay <b>OR</b> 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 <b>OR</b> for	All	20%

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



Assessment Details<sup>6</sup>

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.

<p><b>Due date:</b> <b>Week 9, Friday</b> <b>24 October,</b> <b>2025 @ 12</b> <b>Noon</b></p>	<p>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.</p> <p>An outline of the essay/project needs to be submitted for approval by the module lecturer. Formative feedback will be provided.</p>		
<p>Individual essay <b>OR</b> individual project – FINAL SUBMISSION</p> <p><b>Due date:</b> <b>Week 15,</b> <b>Monday 1</b> <b>December,</b> <b>2025</b></p>	<p>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).</p>	All	60%
<p>Group project – presentation and a record of each individual student’s contribution to the group</p> <p><b>Due date:</b> <b>Week 15</b> <b>Monday 15</b> <b>December,</b></p>	<p>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.</p> <p>Formative feedback will be provided on the group presentation, before the</p>	All	20%

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



<b>2025</b>	<p>slides are submitted. The final mark will be awarded based on the original presentation and the final submitted slides.</p> <p>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.</p>		
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## Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total
Individual essay <b>OR</b> individual project - PLAN	<p>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 <b>OR</b> 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.</p> <p>An outline of the essay/project needs to be submitted for approval by the module lecturer. Formative feedback will be provided.</p>	All	20%
Individual essay <b>OR</b> individual project – FINAL SUBMISSION	<p>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</p>	All	60%





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

**Inclusive Curriculum**

	<b>PLEASE TICK</b>
<ul style="list-style-type: none"> <li>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.?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (<a href="https://www.tcd.ie/disability/teaching-info/TIC/materials.php">https://www.tcd.ie/disability/teaching-info/TIC/materials.php</a>)?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>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?</li> </ul>	<input checked="" type="checkbox"/>



- Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design.

*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.*

*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.*

**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



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

<b>Module Code</b>	<b>SSU44152</b>
<b>Module Name</b>	Disability and Human Rights: Global Perspectives
<b>ECTS credit weighting</b>	<b>10 ECTS</b>
<b>Semester taught</b>	Senior Sophister, Semester 1, 2025 / 2026
<b>Module Coordinator/s</b>	Ann Swift
<b><u>Module Learning Outcomes with embedded Graduate Attributes</u></b>	<p>This module aims to provide students with:</p> <ul style="list-style-type: none"><li>• 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)</li><li>• A comprehensive insight into different models of understanding disability</li><li>• An in-depth exploration of experiences of disability from a critical and contextual standpoint</li><li>• 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.</li></ul> <p>By the end of the module, students should be able to:</p> <p>LO1. Critically analyse the human rights discourse in relation to disability.</p> <p>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.</p> <p>LO3. Understand key debates in policy areas such as decision making, independent living, inclusive education, arts and culture, and employment.</p>
<b>Module Content</b>	<p>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</p>



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 Methods<sup>7</sup>

The module will use a combination of in-person lectures and ‘flipped classroom’ approaches (where students watch a video lecture in preparation for a class, allowing more time for class discussion and group work). A feature of this module is presentations by guest lecturers, most of whom have lived experience of disability. There will also be presentations by students themselves, small and big group discussions, reading, and group work. The module takes a Universal Design for Learning approach, which ensures the provision of multiple types of material and content, together with multiple means for students to engage with the material, and a variety of ways for students to demonstrate their learning.

Assessment Component	Assessment Description	LO Addressed	% of total
Individual essay <b>OR</b> 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 <b>OR</b> for a project (the format of the project is	All	20%

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



**Assessment Details<sup>8</sup>**

**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.**

<p><b>Due date:</b> <b>Week 9,</b> <b>Friday 24<sup>th</sup></b> <b>October, 2025</b></p>	<p>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.</p> <p>An outline of the essay/project needs to be submitted for approval by the module lecturer. Formative feedback will be provided.</p>		
<p>Individual essay <b>OR</b> individual project – FINAL SUBMISSION</p> <p><b>Due date:</b> <b>Week 15</b> <b>Monday 01<sup>st</sup></b> <b>December, 2025</b></p>	<p>Final submission, based on the above plan. Essay length is 3,000 words for 10ECTS students. (The expected length/scope of each project will be discussed individually with each student who chooses this option, depending on the selected format).</p>	All	60%
<p>Group project – presentation and a record of each individual student’s contribution to the group</p> <p><b>Due date: Week 17,</b> <b>Monday 15<sup>th</sup></b> <b>December, 2025</b></p>	<p>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.</p> <p>Formative feedback will be provided on the group presentation, before the slides are submitted. The final mark will be awarded on the basis of the original</p>	All	20%

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



	<p>presentation and the final submitted slides.</p> <p>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.</p>		
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**Re-Assessment Details**

Assessment Component	Assessment Description	LO Addressed	% of total
Individual essay <b>OR</b> individual project - PLAN	<p>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 <b>OR</b> 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.</p> <p>An outline of the essay/project needs to be submitted for approval by the module lecturer. Formative feedback will be provided.</p>	All	20%
Individual essay <b>OR</b> individual project – FINAL SUBMISSION	<p>Final submission, based on the above plan. Essay length is 3,000 words for 10 ECTS students. The expected length/scope of the project will be discussed individually with each student who chooses this option,</p>	All	60%





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

**Inclusive Curriculum**

	<b>PLEASE TICK</b>
<ul style="list-style-type: none"> <li>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.?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (<a href="https://www.tcd.ie/disability/teaching-info/TIC/materials.php">https://www.tcd.ie/disability/teaching-info/TIC/materials.php</a>)?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>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?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design.</li> </ul> <p><i>Assessment for this module has been specifically designed to provide multiple means for students to demonstrate their learning. This is particularly true of</i></p>	



*the optional individual project offered as an alternative to the individual essay.*

*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.*

**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



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

<b>Module Code</b>	<b>SSU44112</b>
<b>Module Name</b>	Crime and Justice – Theories, Responses and Contemporary Debates
<b>ECTS credit weighting</b>	<b>5 ECTS</b>
<b>Semester taught</b>	Senior Sophister, Semester 2, 2025 / 2026
<b>Module Coordinator/s</b>	Professor Nicola Carr
<b>Module Learning Outcomes with embedded Graduate Attributes</b>	<p><b><i>After attending lectures, engaging in discussion, and successfully completing the course assessments, a student will be able to:</i></b></p> <ul style="list-style-type: none"><li>• Demonstrate a critical understanding of the ways in which definitions of crime and justice are shaped by social and cultural contexts.</li><li>• Engage with and apply concepts and criminological theories to interrogate how crime is understood and constructed, historically and in contemporary societies.</li><li>• Demonstrate a critical understanding of institutions and agencies within the criminal justice system and their interactions with other domains of social policy.</li><li>• Critically analyse policies aimed at addressing crime.</li><li>• Apply research, critical analysis, writing, digital and presentation skills.</li></ul>
<b>Module Content</b>	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. Students will be encouraged to consider the links between the criminal justice system and other domains of social policy. The module will cover contemporary debates in criminal justice policy such as the appropriate minimum age of criminal responsibility, the limits of criminal record disclosure and the causes and consequences of prison overcrowding.

## Teaching and Learning Methods<sup>9</sup>

### 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.

### 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

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



required to choose from an option of four topics . The essay will enable students to engage with theory, demonstrate critical understanding .

Assessment Details<sup>10</sup>

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) <b>Due Date:</b> <b>Week 26.</b> <b>Fri 20.02.26</b>	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) <b>Due Date:</b> <b>Week 35.</b> <b>Mon 20.04.26</b>	For this assignment students will be provided with a choice of four essay	Demonstrate a critical understanding of the ways in	80%

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



	<p>topics based on material covered in the lectures.</p>	<p>which definitions of crime and justice are shaped by social and cultural contexts.</p> <p>Engage with and apply concepts and criminological theories to interrogate how crime is understood and constructed, historically and in contemporary societies.</p> <p>Demonstrate a critical understanding of institutions and agencies within the criminal justice system</p>	
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		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.	
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**Re-Assessment  
Details**

Assessment Component	Assessment Description	LO Addressed	% of total
Blog	As above		
Essay	As above		



**Inclusive Curriculum**

	<b>PLEASE TICK</b>
<ul style="list-style-type: none"><li>• 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.?</li></ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"><li>• Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (<a href="https://www.tcd.ie/disability/teaching-info/TIC/materials.php">https://www.tcd.ie/disability/teaching-info/TIC/materials.php</a>)?</li></ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"><li>• 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?</li></ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"><li>• Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design</li></ul> <p><i>(i.e. supports engagement and representation of <b>all</b> Trinity students, presents information and content in a variety of ways, and offers variety and options of assessment type. See: <a href="#">Universal Design for Learning - AHEAD for more information and guidance</a>, and <a href="#">Inclusive Curriculum - Equality - Trinity College Dublin (tcd.ie)</a> for insights from Trinity students)</i></p>	



**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.

**Module Pre-requisite**

None

**Module Co-requisite**

None

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

No



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

<b>Module Code</b>	<b>SSU44102</b>
<b>Module Name</b>	Crime and Justice – Theories, Responses and Contemporary Debates
<b>ECTS credit weighting</b>	<b>10 ECTS</b>
<b>Semester taught</b>	Senior Sophister, Semester 2, 2025 / 2026
<b>Module Coordinator/s</b>	Professor Nicola Carr
<b><u>Module Learning Outcomes with embedded Graduate Attributes</u></b>	<p><b><i>After attending lectures, engaging in discussion, and successfully completing the course assessments, a student will be able to:</i></b></p> <ul style="list-style-type: none"><li>• Demonstrate a critical understanding of the ways in which definitions of crime and justice are shaped by social and cultural contexts.</li><li>• Engage with and apply concepts and criminological theories to interrogate how crime is understood and constructed, historically and in contemporary societies.</li><li>• Demonstrate a critical understanding of institutions and agencies within the criminal justice system and their interactions with other domains of social policy.</li><li>• Critically analyse policies aimed at addressing crime.</li><li>• Apply research, critical analysis, writing, digital and presentation skills.</li></ul>
<b>Module Content</b>	<p>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</p>



examples and historical case studies and will explore these issues from both an international and Irish perspective. Students will be encouraged to consider the links between the criminal justice system and other domains of social policy. The module will cover contemporary debates in criminal justice policy such as the appropriate minimum age of criminal responsibility, the limits of criminal record disclosure and the causes and consequences of prison overcrowding.

## Teaching and Learning Methods<sup>11</sup>

### 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.

### 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.

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



**Assessment Details<sup>12</sup>**

**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)  <b>Due Date: Week 26. Fri 20.02.26</b>	For this assignment, students are required to choose a contemporary media report about an aspect of the criminal justice system and consider what it indicates about operation and effectiveness of the system	Critically analyse policies aimed at addressing crime. Apply research, critical analysis, writing, digital and presentation skills.	20%
Essay (3000 words)  <b>Due Date: Week 35. Mon 20.04.26</b>	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	80%

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



		<p>understood and constructed, historically and in contemporary societies.</p> <p>Demonstrate a critical understanding of institutions and agencies within the criminal justice system and their interactions with other domains of social policy.</p> <p>Critically analyse policies aimed at addressing crime.</p> <p>Apply research, critical analysis, writing, digital and presentation skills.</p>	
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**Re-Assessment Details**

Assessment Component	Assessment Description	LO Addressed	% of total
Blog	As above		
Essay	As above		



## Inclusive Curriculum

	<b>PLEASE TICK</b>
<ul style="list-style-type: none"> <li>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.?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (<a href="https://www.tcd.ie/disability/teaching-info/TIC/materials.php">https://www.tcd.ie/disability/teaching-info/TIC/materials.php</a>)?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>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?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design</li> </ul> <p><i>(i.e. supports engagement and representation of <b>all</b> Trinity students, presents information and content in a variety of ways, and offers variety and options of assessment type. See: <a href="#">Universal Design for Learning - AHEAD</a> for more information and guidance, and <a href="#">Inclusive Curriculum - Equality - Trinity College Dublin (tcd.ie)</a> for insights from Trinity students)</i></p>	





**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.

**Module Pre-requisite** None

**Module Co-requisite** None

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

No



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

<b>Module Code</b>	<b>SSU44202</b>
<b>Module Name</b>	<b>Social Citizenship for the 21st Century</b>
<b>ECTS credit weighting</b>	<b>5 ECTS</b>
<b>Semester taught</b>	<b>Senior Sophister, Semester 2, 2025 / 2026</b>
<b>Module Coordinator/s</b>	Professor Virpi Timonen
<b>Module Learning Outcomes with embedded Graduate Attributes</b>	<p><b>Students will be able to –</b></p> <p>LO1 <b>Think critically</b> about social citizenship: what social citizenship has meant in the past, and the challenges it faces now. Example 1: demonstrate differences in how concepts like freedom and equality are applied to citizens vs. others. Example 2: examine established social citizenship concepts - such as rights, welfare and recognition - in environmental policy contexts.</p> <p>LO2 <b>Communicate effectively</b> 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 challenges 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.</p> <p>LO3 Reflect on what constitute <b>responsible actions</b> 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.</p> <p>LO4 Recognise challenges that communities, citizens and those currently excluded from social citizenship face, thereby <b>developing awareness</b> of the need to rethink citizenship locally, nationally, and globally.</p>



## 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 eroded the idea of social citizenship understood 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 21<sup>st</sup> century. Students will engage with aspects of social citizenship that are unequal, unsustainable, and in need of a rethink. We will consider inequalities associated with socioeconomic status, gender, ethnicity, nationality, and their intersections, in conjunction with global challenges that require new approaches to social citizenship. The module focuses on five 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?

### **2 Environmental social citizenship:**

What are the key tensions between social policies and environmental policies?

What are the challenges involved in bringing these policy fields together to care for both people and non-human species and entities?

Is it possible to take future human generations and non-human entities into account in policymaking, thereby implicating them in *future-oriented* social citizenship?

### **3 Participatory and inclusive 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?

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 Caring and reproductive social citizenship:**

How could the joys and burdens of care be divided more equally? How can we



rethink care relations so that they are more sustainable, rewarding and inclusive? 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?

### **5 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 Methods<sup>13</sup>**

The in-person classes focus on understanding and applying the key concepts. Following a short didactic introduction, each class will involve elements of group work, designed to reinforce understanding of concepts and frameworks relevant to social citizenship.

These discussions are also intended to support the completion of assessments (journal entries). The journal entries – analysing and applying what has been learned in class and through independent study and observations - can be based on assigned and additional readings, or they can relate to instances where the student identifies issues, developments and practices relevant to citizenship in their own surroundings (such as local community settings).

The final two weeks of the module will feature roundtable discussions (approx. 3 – 6 participants in each) where the students share and compare their learning. Each roundtable formulates three or more key learnings pertinent to social citizenship that emerged from their discussion. Students taking 5 ECTS are expected to participate in the roundtable discussions.

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



## Assessment Details<sup>14</sup>

Please include the following:

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

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

The module will be assessed through journal entries focusing on two of the above five topic areas (for 5 ECTS). This involves engaging with the assigned readings and discussion that relate to the topics and connecting them with the idea of social citizenship. The journal entries can be as practical and applied as the student chooses, or entirely literature focused, as long as they demonstrate relevance for social citizenship. Students can also combine these two approaches or alternate between them. For example, the first journal entry could focus on literature and concepts, and the second entry could combine literature on employment and social citizenship with commentary on a community scheme offering employment or volunteering opportunities. 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. *Students will receive formative feedback on the first journal entry.*

The maximum limits of word count indicated above are inclusive of references but do not include words in tables, graphs, figures, illustrations or similar ways of supporting the text in the journal entries.

Assessment Component	Assessment Description	LO Addressed	% of total for 5 ECTS
Journal entry 1 <b>DUE WEEK 27</b> <b>Wed 25<sup>th</sup> of Feb '26</b>	1,250 - 1,500-word entry on chosen topic area	1-4	50 %
Journal entry 2 <b>DUE WEEK 35</b> <b>Wed 22<sup>nd</sup> April '26</b>	1,250 - 1,500-word entry on chosen topic area	1-4	50 %

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



## Re-Assessment Details

Assessment Component	Assessment Description	LO Addressed	% of total for 5 ECTS
Journal entry 1	1,250 -1,500-word entry on chosen topic area	1-4	50 %
Journal entry 2	1,250 - 1,500-word entry on chosen topic area	1-4	50 %

## Inclusive Curriculum

	<b>PLEASE TICK</b>
<ul style="list-style-type: none"> <li>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.?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (<a href="https://www.tcd.ie/disability/teaching-info/TIC/materials.php">https://www.tcd.ie/disability/teaching-info/TIC/materials.php</a>)?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>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?</li> </ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design</li> </ul> <p>1: The journal entries can be as practical and applied as the student chooses, they can also be entirely focused on literature, or a combination of these two approaches.</p> <p>2: The study materials, including literature, will include works and authors from a broad range of backgrounds, ensuring that ideas and frameworks originating from the global majority are represented.</p>	



**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* (2<sup>nd</sup> 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.

Papadopoulos, Dimitry, Puig de la Bellacasa, Maria and Tacchetti, Maddalena (2023) *Ecological Reparation: Repair, Remediation and Resurgence in Social and Environmental Conflict*. Bristol: Policy Press.

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

Williams, Fiona (2021) *Social Policy: A Critical and Intersectional Analysis*. Cambridge: Polity.

**Module Pre-requisite**

**Module Co-requisite**

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

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

Module Code	<b>SSU44192</b>
Module Name	<b>Social Citizenship for the 21st Century</b>
ECTS credit weighting	<b>10 ECTS</b>
Semester taught	<b>Senior Sophister, Semester 2, 2025 / 2026</b>
Module Coordinator/s	Professor Virpi Timonen

Students will be able to –

### Module Learning

### Outcomes with embedded Graduate Attributes

LO1 **Think critically** about social citizenship: what social citizenship has meant in the past, and the challenges it faces now. Example 1: demonstrate differences in how concepts like freedom and equality are applied to citizens vs. others. Example 2: examine established social citizenship concepts - such as rights, welfare and recognition - in environmental policy contexts.

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 challenges 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 eroded the idea of social citizenship understood 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 21<sup>st</sup> century. Students will engage with aspects of social citizenship that are unequal, unsustainable, and in need of a rethink. We will consider inequalities associated with socioeconomic status, gender, ethnicity, nationality, and their intersections, in conjunction with global challenges that require new approaches to social citizenship. The module focuses on five 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?

### **2 Environmental social citizenship:**

What are the key tensions between social policies and environmental policies? What are the challenges involved in bringing these policy fields together to care for both people and non-human species and entities?

Is it possible to take future human generations and non-human entities into account in policymaking, thereby implicating them in *future-oriented* social citizenship?

### **3 Participatory and inclusive 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?

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 Caring and reproductive social citizenship:**

How could the joys and burdens of care be divided more equally? How can we rethink care relations so that they are more sustainable, rewarding and inclusive? 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?

### **5 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 Methods<sup>15</sup>**

The in-person classes focus on understanding and applying the key concepts. Following a short didactic introduction, each class will involve elements of group work, designed to reinforce understanding of concepts and frameworks relevant to social citizenship.

These discussions are also intended to support the completion of assessments (journal entries). The journal entries – analysing and applying what has been learned in class and through independent study and observations - can be based on assigned and additional readings, or they can relate to instances where the student identifies issues, developments and practices relevant to citizenship in their own surroundings (such as local community settings).

The final classes are dedicated to roundtable discussions that form the basis for the 4th journal entry summarising and evaluating shared learning, in the form of three (or more) key points that group members identify from their learning.

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



**Assessment Details<sup>16</sup>**

**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 will be assessed through journal entries that the students make throughout the module, choosing three (for 10 ECTS) of the above five topic areas. This involves engaging with the assigned readings and discussion that relate to the topics and connecting them with the idea of social citizenship. The journal entries can be as practical and applied as the student chooses, or entirely literature focused, as long as they demonstrate relevance for social citizenship. Students can also combine these two approaches or alternate between them. For example, the first journal entry could focus on literature and concepts, the second entry could be a case study of caring citizenship in a community setting familiar to the student, and the third entry could combine literature on employment and citizenship with commentary on a local scheme that seeks to offer employment opportunities. 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. *Students will receive formative feedback on the first journal entry.*

The final assessment component for students taking 10 ECTS draws on roundtable discussions in small groups (approx. 3 – 6 participants in each) where the students share and compare their learning gained through the earlier journal entries. Each roundtable formulates three or more key learnings pertinent to social citizenship that emerged from their discussion. Following the discussion, each student independently writes a summative reflection on the key points identified in their roundtable discussion.

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

<b>Assessment Component</b>	<b>Assessment Description</b>	<b>LO Addressed</b>	<b>% of total for 10 ECTS</b>
Journal entry 1 <b><u>DUE: WEEK 25</u></b> <b>Wed 11<sup>th</sup> of Feb '26</b>	1,000 -1,500-word entry on chosen topic area	1-4	20
Journal entry 2 <b><u>DUE: WEEK 27</u></b> <b>Wed 25<sup>th</sup> of Feb '26</b>	1,000 - 1,500-word entry on chosen topic area	1-4	20

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



Journal entry 3 <b><u>DUE WEEK 33</u></b> <b>Tues 7<sup>th</sup> of Apr '26</b>	1,000 - 1,500-word entry on chosen topic area	1-4	20
Journal entry 4 <b><u>Roundtable Disc</u></b> <b><u>Due: Week 35</u></b> <b>Wed 22<sup>nd</sup> April</b>	2,000 – 2,500-word summative reflection on key points from roundtable discussion	1-4	40

**Re-Assessment Details**

<b>Assessment Component</b>	<b>Assessment Description</b>	<b>LO Addressed</b>	<b>% of total for 10 ECTS</b>
Journal entry 1	1,000 -1,500-word entry on chosen topic area	1-4	20
Journal entry 2	1,000 - 1,500-word entry on chosen topic area	1-4	20
Journal entry 3	1,000 - 1,500-word entry on chosen topic area	1-4	20
Journal entry 4	2,000 – 2,500-word <u>summative</u> journal entry	1-4	40



## Inclusive Curriculum

	<b>PLEASE TICK</b>
<ul style="list-style-type: none"><li>• 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.?</li></ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"><li>• Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (<a href="https://www.tcd.ie/disability/teaching-info/TIC/materials.php">https://www.tcd.ie/disability/teaching-info/TIC/materials.php</a>)?</li></ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"><li>• 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?</li></ul>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"><li>• Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design</li></ul> <p>1: The journal entries can be as practical and applied as the student chooses, they can also be entirely focused on literature, or a combination of these two approaches.</p> <p>2: The study materials, including literature, will include works and authors from a broad range of backgrounds, ensuring that ideas and frameworks originating from the global majority are represented.</p>	



**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* (2<sup>nd</sup> 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.

Papadopoulos, Dimitry, Puig de la Bellacasa, Maria and Tacchetti, Maddalena (2023) *Ecological Reparation: Repair, Remediation and Resurgence in Social and Environmental Conflict*. Bristol: Policy Press.

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

Williams, Fiona (2021) *Social Policy: A Critical and Intersectional Analysis*. Cambridge: Polity.

**Module Pre-requisite** -

**Module Co-requisite** -

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