



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

School of Social Work and Social Policy

JOINT HONOURS, SOCIAL POLICY

Junior and Senior Sophister Years

MODULE DESCRIPTORS 2024 / 2025

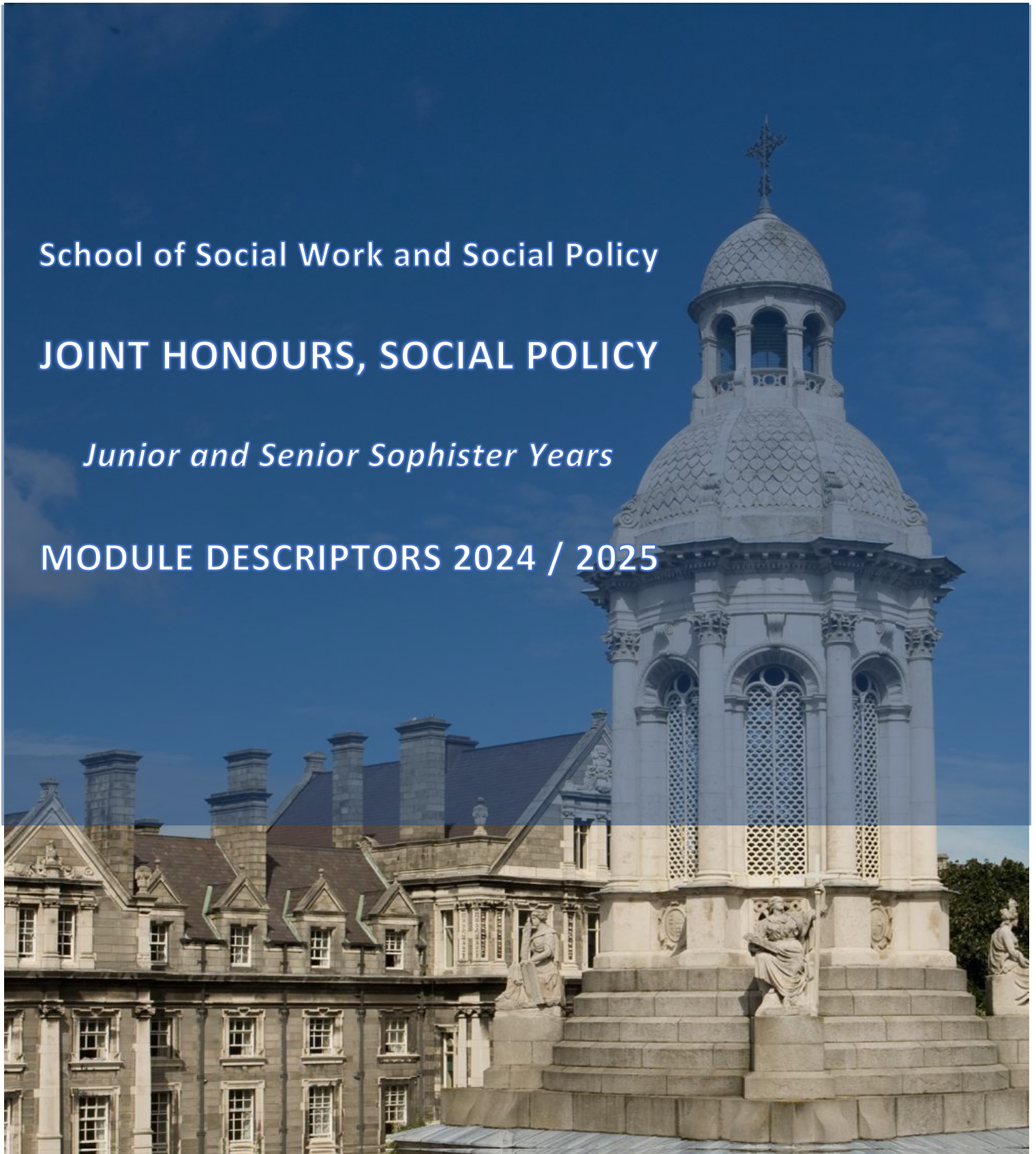


Table of Contents

Junior Sophister 2024 / 2025	3
SSU33011	3
SSU33022	7
SSU33702	10
SSU33802	14
SSU34002	18
SSU34012	22
SSU34022	26
SSU34032	28
Senior Sophister 2024 / 2025	30
SSU44021	30
SSU44031	33
SSU44001	36
SSU44152	38
SSU44162	41
SSU44112	44
SSU44102	47

Junior Sophister 2024 / 2025

Module Code	SSU33011
Module Name	Youth & Society
ECTS Weighting	5 ECTS
Year	Junior Sophister 2024/2025
Semester Taught	Semester 1 - Michaelmas Term
Module Co-Ordinator	Dr Paula Mayock
Module Description/Content	<p>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.</p>
Module Aims	<p><i>The aim of the module is:</i></p> <ul style="list-style-type: none"> • To enable students to identify the theoretical constructs that have been used to conceptualise and understand 'youth' across time. • To critically appraise the impact of social context, social diversity and inequality on the lives and experiences of young people. • To examine the challenges that young people frequently confront due to structural inequalities within contemporary society, particularly during the transition from 'child' to 'adult', with specific attention directed to the situations and experiences of homeless youth, young people in and leaving the care system and young people who use drugs. • To consider how governments, and Irish social policy in particular, have conceptualised and responded to the lived experiences and needs of both mainstream and marginalised young people.

Indicative Module Content	Conceptualising ‘youth’ and ‘adolescence’; Understanding contemporary youth transitions; Young lives and divisions in youth; Images and discourses of youth; Youth homelessness: The nature and extent of the problem; Young people’s homeless pathways; Young people and state care; Leaving care and aftercare supports; Young people and substance use; The normalisation of drug use among young people.
Module Learning Outcomes	<p><i>On completion of the module students should:</i></p> <ul style="list-style-type: none"> • Have knowledge and understanding of the ways in which ‘youth’ and ‘adolescence’ have been conceptualised over time. • 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 written a 400-word commentary on a youth-related topic covered in the media. • Have written a well-researched 2,000-word essay on a topic directly related to one of areas covered in the module.
Key Concepts, Theories and Authors	<p>The concept of ‘youth’ versus ‘adolescence’ The social construction of ‘youth’ Representations of ‘youth’ Youth transitions Pathways and ‘careers’ Social exclusion The normalisation theory of drug use Andy Furlong; Alan France; Howard Becker; Stanley Cohen; Mike Stein; David Clapham; Howard Parker; Fiona Measham; Michael Shiner; Tim Newburn</p>
Teaching and Learning Methods	<p>Lectures, assigned readings, classroom discussion, ‘think, pair, share’ exercises, and independent research.</p> <p><i>For this module, guidelines for student inputs – which represent the minimum number of hours that students are expected to invest – are as follows:</i></p> <p>Class (lecture) attendance and participation: 26 hours</p> <p>Time spent reviewing instructional material (notes & assigned readings): 28 hours</p> <p>Time spent on further recommended reading and on independently sourcing and reading supplementary material to prepare for essay writing: 30 hours</p>

	<p>Preparing 400-word commentary on a youth-related issue covered in the media: 6 hours</p> <p>Drafting and finalising writing of 2,000-word essay for written assessment: 35 hours.</p> <p>Total 125 Hours</p>												
Assessment Requirements	<table border="1"> <thead> <tr> <th>Assessment Component</th> <th>Assessment Description</th> <th>% of total</th> <th>Week/Date due</th> </tr> </thead> <tbody> <tr> <td>Written Commentary</td> <td>400-word written commentary on a youth-related issue covered in the media</td> <td>20%</td> <td>Week 11. Fri 08.11.24, 5.00 pm</td> </tr> <tr> <td>End of Term Essay</td> <td>2,000-word end of term essay</td> <td>80%</td> <td>Week 17. Mon 16.12.24, 5.00 pm</td> </tr> </tbody> </table>	Assessment Component	Assessment Description	% of total	Week/Date due	Written Commentary	400-word written commentary on a youth-related issue covered in the media	20%	Week 11. Fri 08.11.24, 5.00 pm	End of Term Essay	2,000-word end of term essay	80%	Week 17. Mon 16.12.24, 5.00 pm
	Assessment Component	Assessment Description	% of total	Week/Date due									
	Written Commentary	400-word written commentary on a youth-related issue covered in the media	20%	Week 11. Fri 08.11.24, 5.00 pm									
End of Term Essay	2,000-word end of term essay	80%	Week 17. Mon 16.12.24, 5.00 pm										
Reassessment Requirements	<p>Written Commentary (20%): 400-word written commentary on a youth-related issue covered in the media</p> <p>Essay (80%): 2,000-word essay</p>												
Indicative bibliography 4-5 titles max.	<ul style="list-style-type: none"> • 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 <p>** A detailed reading list will be provided each teaching and learning week to correspond with the topic(s) covered during the lectures **</p>												
Useful web-based content	<p>https://www.cso.ie/en/index.html</p> <p>https://www.growingup.gov.ie/</p> <p>https://www.tusla.ie/</p> <p>https://ec.europa.eu/eurostat</p> <p>https://www.gov.ie/en/collection/80ea8-homelessness-data/</p> <p>https://timescapes-archive.leeds.ac.uk/timescapes/</p>												

Relevant Journals	Journal of Youth Studies Youth & Society Youth & Policy Housing Studies European Journal of Homelessness International Journal of Drug Policy Drugs: education, prevention and policy
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Module Code	SSU33022
Module Name	Youth & Society
ECTS Weighting	10 ECTS
Year	Junior Sophister, 2024/2025
Semester Taught	Semester 1 Michaelmas Term
Module Co-Ordinator	Dr Paula Mayock
Module Description/Content	<p>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.</p>
Module Aims	<p><i>The aim of the module is:</i></p> <ul style="list-style-type: none"> • To enable students to identify the theoretical constructs that have been used to conceptualise and understand 'youth' across time. • To critically appraise the impact of social context, social diversity and inequality on the lives and experiences of young people. • To examine the challenges that young people frequently confront due to structural inequalities within contemporary society, particularly during the transition from 'child' to 'adult', with specific attention directed to the situations and experiences of homeless youth, young people in and leaving the care system and young people who use drugs. • To consider how governments, and Irish social policy in particular, have conceptualised and responded to the lived experiences and needs of both mainstream and marginalised young people.
Indicative Module Content	<p>Conceptualising 'youth' and 'adolescence'; Understanding contemporary youth transitions; Young lives and divisions in youth; Images and discourses of youth; Youth homelessness: The nature and extent of the problem; Young people's homeless pathways; Young people and state care; Leaving care and aftercare supports; Young people and substance use; The normalization of drug use among young people.</p>

<p>Module Learning Outcomes</p>	<p>On completion of the module students should:</p> <ul style="list-style-type: none"> • Have knowledge and understanding of the ways in which ‘youth’ and ‘adolescence’ have been conceptualised over time. • Be able to identify key concepts and themes that are relevant to understanding the multiple and diverse aspects of youth experience. • Have the knowledge to critically assess popular discourses and dominant debates on young people. • Understand how social inequalities impact the life experiences and life chances of young people in general and marginalised youth, in particular. • Have worked as part of a group to develop an evidence-based, comprehensive presentation and contribute to the oral delivery of the presentation. • Have written a comprehensively researched 2,500 word essay on a topic directly related to one of areas covered in the module.
<p>Key Concepts, Theories and Authors</p>	<p>The concept of ‘youth’ versus ‘adolescence’ The social construction of ‘youth’ Representations of ‘youth’ Youth transitions Pathways and ‘careers’ Social exclusion The normalisation theory of drug use Andy Furlong; Alan France; Howard Becker; Stanley Cohen; Mike Stein; David Clapham; Howard Parker; Fiona Measham; Michael Shiner; Tim Newburn</p>
<p>Teaching and Learning Methods</p>	<p>Lectures, assigned readings, classroom discussion, ‘think, pair, share’ exercises, and independent research.</p> <p><i>For this module, guidelines for student inputs – which represent the minimum number of hours that students are expected to invest – are as follows:</i></p> <p>Class (lecture) attendance and participation: 26 hours</p> <p>Time spent reviewing instructional material (notes & assigned readings): 30 hours</p> <p>Time spent on further recommended reading: 60 hours</p> <p>Independent sourcing, reading and synthesising of relevant supplementary materials to prepare for assessment: 70 hours</p> <p>Conducting research to inform class presentation and working with group members to prepare the presentation: 30 hours</p> <p>Drafting and finalising 2,500-word essay for written assessment: 60 hours.</p> <p><i>Total: 276 Hours</i></p>

Assessment Requirements	Assessment Component	Assessment Description	% of total	Week/Date due
	Presentation	Group presentation during class	30%	Week 11. Mon 04.11.24 12 noon.
	End of Term Essay	2,500-word end of term essay	70%	Week 17. Mon 16.12.24, 5.00 pm
Reassessment Requirements	Written Commentary (30%): 800-word written commentary on a youth-related issue covered in the media Essay (70%): 2,500-word essay			
Indicative bibliography 4-5 titles max.	<ul style="list-style-type: none"> • 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 <p>** A detailed reading list will be provided each teaching and learning week to correspond with the topic(s) covered during the lectures **</p>			
Useful web-based content	https://www.cso.ie/en/index.html https://www.growingup.gov.ie/ https://www.tusla.ie/ https://ec.europa.eu/eurostat https://www.gov.ie/en/collection/80ea8-homelessness-data/ https://timescapes-archive.leeds.ac.uk/timescapes/			
Relevant Journals	Journal of Youth Studies Youth & Society Youth & Policy Housing Studies European Journal of Homelessness International Journal of Drug Policy Drugs: education, prevention and policy			

Module Code	SSU33702
Module Name	Global Social Policy
ECTS Weighting	10 ECTS
Year	Junior Sophister, 2024/2025
Semester Taught	Semester 2, Hilary Term
Module Co-Ordinator	Dr Kasia Wodniak

<p>Module Description/Content</p>	<p>This course will examine the issues of social policy from global as well as historical perspectives. Rather than trying to take a snapshot of certain “welfare regimes”, this course will compare various systems to create a “library of solutions” from which one could “mix and match” depending on the specific social issues and contexts. Creative solutions and social innovations are crucial in times when we face global challenges of unprecedented scale, especially climate change and rising inequalities.</p> <p>We will start with a diagnosis of the most pressing issues, their causes and the influence of some outdated but still powerful discourses. We will examine the connection between political ideas and the dominant economic model, the power dynamics among global actors and their consequences. We will discuss the promise of polycentricity as an approach to the social policy where various actors, e.g. central government, local government, local communities and civil society organisations are loosely connected and manage social issues at different levels in a coordinated or uncoordinated way. The resulting system is complex but not chaotic with local communities playing a special role. Cooperativism and “high-energy” democracy in both political and economic contexts will also be examined. In the second part of the semester, we will move from analysing social policy at the macro level to the meso level of cities. We will continue comparing issues and solutions geographically and historically. We will examine how various aspects of life in cities could be improved and made circular and sustainable through social policy. We will focus on three areas, namely housing, energy and food production and sourcing.</p> <p>One of the main aims of this course is to go beyond the usual boundaries of our imagination and what we take for granted when we think about solutions to social issues. We will attempt to rethink social policies, break down the main discourses and redefine what is feasible.</p>
<p>Module Aims</p>	<ul style="list-style-type: none"> • To analyse social policy solutions in the framework of inequalities and climate change • To apply the concept of polycentricity to social policy • To initiate „the library of solutions” approach to the creation of social policy • To rethink and redefine what is feasible in the field of social policy

<p>Module Learning Outcomes</p>	<p>At the end of this module the student should be able to:</p> <ul style="list-style-type: none"> • Think analytically and critically about the issues of social policy and the welfare state across different countries and historical periods. • Recognise the relationship of social policies and the welfare state with the economy, society and politics of the given period. • Recognise the importance of social policy and social innovation for addressing the main challenges of our time, especially inequality and climate change. • Critically assess academic and policy readings. • Linking theoretical and practical aspects of circularity as illustrated by the doughnut model. • Identifying existing social innovations and solutions. • Designing circular and sustainable systems on a limited scale of a neighbourhood.
<p>Key Concepts, Theories and Authors</p>	<p>Key concepts and theories:</p> <ul style="list-style-type: none"> • Polycentricity • Inequalities • Climate change • Doughnut economics • Cooperativism • Circular cities • Circular housing • Energy communities <p>Key authors</p> <ul style="list-style-type: none"> • Kate Raworth • Elinor Ostrom • Mary P. Murphy • Thomas Piketty • Maria Koinova
<p>Teaching and Learning Methods</p>	<p>Lectures and seminars with a strong exercise and discussion component.</p>

Assessment Requirements	<p>This module has 3 assessment components:</p> <ul style="list-style-type: none"> • 500-words critiques/reflections x 2, due in weeks 25 and 27 (TCD academic year calendar) (Weighting 20% for the two critiques, 10% for each of them) <p>Critique No 1: DUE Week 25. Thurs 13.02.25</p> <p>Critique No 2: DUE Week 27. Thurs 27.02.25</p> <ul style="list-style-type: none"> • Individual presentation (Weighting 20%) <p>DUE: Week 34. Thurs 17.04.25</p> <ul style="list-style-type: none"> • Group project due in week 34 (TCD academic year calendar) (Weighting 60%) <p>DUE: Week 34. Thurs 17.04.25</p>
Reassessment Requirements	<ul style="list-style-type: none"> • Individual project (Weighting 100%)
Indicative bibliography 4-5 titles max.	<ul style="list-style-type: none"> • 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 • Williams, J. (2019) "Circular cities", Sustainability, 56(13)
Useful web-based content	<p>https://doughnuteconomics.org/ https://ecosocial.ie/ https://www.ipcc.ch/ https://www.c40.org/ https://housingunlocked.ie/ https://tdem.eu/en/treaty/ https://theconversation.com/europe</p>
Relevant Journals	<ul style="list-style-type: none"> • Sociology • The Sociology Quarterly • The Anthropocene Review • Sustainability • Energy Research & Social Science

Module Code	SSU33802
Module Name	Global Social Policy
ECTS Weighting	5 ECTS
Year	Junior Sophister, 2024/2025
Semester Taught	Semester 2, Hilary Term
Module Co-Ordinator	Dr Kasia Wodniak

<p>Module Description/Content</p>	<p>This course will examine the issues of social policy from global as well as historical perspectives. Rather than trying to take a snapshot of certain “welfare regimes”, this course will compare various systems to create a “library of solutions” from which one could “mix and match” depending on the specific social issues and contexts. Creative solutions and social innovations are crucial in times when we face global challenges of unprecedented scale, especially climate change and rising inequalities.</p> <p>We will start with a diagnosis of the most pressing issues, their causes and the influence of some outdated but still powerful discourses. We will examine the connection between political ideas and the dominant economic model, the power dynamics among global actors and their consequences. We will discuss the promise of polycentricity as an approach to the social policy where various actors, e.g. central government, local government, local communities and civil society organisations are loosely connected and manage social issues at different levels in a coordinated or uncoordinated way. The resulting system is complex but not chaotic with local communities playing a special role. Cooperativism and “high-energy” democracy in both political and economic contexts will also be examined. In the second part of the semester, we will move from analysing social policy at the macro level to the meso level of cities. We will continue comparing issues and solutions geographically and historically. We will examine how various aspects of life in cities could be improved and made circular and sustainable through social policy. We will focus on three areas, namely housing, energy and food production and sourcing.</p> <p>One of the main aims of this course is to go beyond the usual boundaries of our imagination and what we take for granted when we think about solutions to social issues. We will attempt to rethink social policies, break down the main discourses and redefine what is feasible.</p>
<p>Module Aims</p>	<ul style="list-style-type: none"> • To analyse social policy solutions in the framework of inequalities and climate change • To apply the concept of polycentricity to social policy • To initiate „the library of solutions” approach to the creation of social policy • To rethink and redefine what is feasible in the field of social policy

<p>Module Learning Outcomes</p>	<p>At the end of this module the student should be able to:</p> <ul style="list-style-type: none"> • Think analytically and critically about the issues of social policy and the welfare state across different countries and historical periods. • Recognise the relationship of social policies and the welfare state with the economy, society and politics of the given period. • Recognise the importance of social policy and social innovation for addressing the main challenges of our time, especially inequality and climate change. • Critically assess academic and policy readings. • Linking theoretical and practical aspects of circularity as illustrated by the doughnut model. • Identifying existing social innovations and solutions. • Designing circular and sustainable systems on a limited scale of a neighbourhood.
<p>Key Concepts, Theories and Authors</p>	<p>Key concepts and theories:</p> <ul style="list-style-type: none"> • Polycentricity • Inequalities • Climate change • Doughnut economics • Cooperativism • Circular cities • Circular housing • Energy communities <p>Key authors</p> <ul style="list-style-type: none"> • Kate Raworth • Elinor Ostrom • Mary P. Murphy • Thomas Piketty • Maria Koinova
<p>Teaching and Learning Methods</p>	<p>Lectures and seminars with a strong exercise and discussion component.</p>
<p>Assessment Requirements</p>	<p>This module has 3 assessment components:</p> <ul style="list-style-type: none"> • 500-words critique/reflection, due in week 27 (TCD academic year calendar) (Weighting 15%) <p>DUE: Week 27. Thurs 27.02.25</p>

	<ul style="list-style-type: none"> • Individual presentation (Weighting 25%) DUE: Week 34. Thurs 17.04.25 • Group project due in week 34 (TCD academic year calendar) (Weighting 60%) DUE: Week 34. Thurs 17.04.25
Reassessment Requirements	Individual project (Weighting 100%)
Indicative bibliography 4-5 titles max.	<ul style="list-style-type: none"> • 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 • Steffen, W. et al. (2015), The Trajectory of the Anthropocene. The Great Acceleration, „The Anthropocene Review”, 2(1) • Williams, J. (2019) “Circular cities”, Sustainability, 56(13)
Useful web-based content	https://doughnuteconomics.org/ https://ecosocial.ie/ https://www.ipcc.ch/ https://www.c40.org/ https://housingunlocked.ie/ https://tdem.eu/en/treaty/ https://theconversation.com/europe
Relevant Journals	<ul style="list-style-type: none"> • Sociology • The Sociology Quarterly • The Anthropocene Review • Sustainability • Energy Research & Social Science

Module Code	SSU34002
Module Name	Ageing and Intergenerational Relations
ECTS Weighting	5 ECTS
Year	Junior Sophister 2024 / 2025
Semester Taught	Semester 1, Michaelmas Term
Module Co-Ordinator	Dr Catherine Elliott O'Dare

<p>Module Aims</p>	<p>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 60 will nearly double from 12% to 22% (WHO, 2018). 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.</p> <p>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.</p>
<p>Module Learning Outcomes</p>	<p>On successful completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate a critical understanding of the demographic and structural changes in ageing societies and the implications for social policy and for older people. • Engage with and apply the concepts and theories of ageing to interrogate how ageing is understood and constructed, historically and in contemporary societies. • Recognise 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. • Frame and critically analyse the concept of 'generations' and ageing and intergenerational relations in everyday life through engagement with empirical data and literature to understand how

	<p>intergenerational relations can be deployed as a conduit to promote equality and social inclusion for older people.</p> <ul style="list-style-type: none"> • 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.
Indicative Module Content	<ul style="list-style-type: none"> • Demographic change • The ‘value’ of older populations – burden or bounty? • Social construction of ageing – culture, media and policy. • Theories of ageing. • Diversity in experiences of ageing and older age. • Who cares in later life– in caring for and caring about older people? • Older people in everyday life: communities, work and retirement. • Equality in later live – age discrimination • Generations and intergenerational relations – myths, theories, and concepts. • Ageism and intergenerational relations in the workplace and society.
Key Concepts, Frameworks, Theories and Authors	<ul style="list-style-type: none"> • Critical Gerontology • Social Construction • Theories of Ageing (various) • Generations and intergenerational relations • Ageism
Teaching and Learning Methods	<p>Two hours per week, in-person lectures. Students will be encouraged to participate in peer-learning and in-class interactive exercises.</p>
Assessment Requirements	<p>2 x online peer-reviewed academic Blog posts (Week 6 and 10) = 20%</p> <p>Blog 1 – Week 6, Monday 30.09.24</p> <p>Blog 2 – Week 10, Monday 28.10.24</p> <p>Policy analysis assignment (1,200 words excl. references) =</p>

	80% Week 16, Mon 09.12.24
Reassessment Requirements	Policy analysis assignment (1,200 words excl. references) = 80% <i>Students retain marks earned for blog posts completed= 10%/20%. If no blogs were completed, both blogs required at supplementals (20%).</i>
Indicative bibliography 4-5 titles max.	<ul style="list-style-type: none"> • 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. • De Medeiros, K. (2017) The Short Guide to Ageing and Gerontology. Bristol: Policy Press. • Gullette, M. M (2017) Ending Ageism, or How not to Shoot Old People. London: Rutgers University Press. • Wellin, C (2018) Critical gerontology comes of age: advances in research and theory for a new century. United States: Taylor & Francis. <p><i>The above books are available electronically or in print at Trinity Library. Additional readings for each week will be assigned during term. Policy documents and policy analysis documents are additionally made available on Blackboard.</i></p>
Useful web-based content	https://tilda.tcd.ie/ Home - CSO - Central Statistics Office Home - Age & Opportunity (ageandopportunity.ie) Demographic Change and Healthy Ageing (who.int) The Economic and Social Research Institute - Informed Policy for a Better Ireland (esri.ie) Age Action For all older people Home - Age & Opportunity (ageandopportunity.ie) gov.ie - National Positive Ageing Strategy (www.gov.ie) https://oldschool.info/
Relevant Journals	<ul style="list-style-type: none"> • Ageing and Society • Canadian Journal of Ageing • Journal of Ageing Studies • Journal Of Population Ageing • Social Inclusion • Intergenerational Relations

Module Code	SSU34012
Module Name	Ageing and Intergenerational Relations
ECTS Weighting	10 ECTS
Year	Junior Sophister 2024 / 2025
Semester Taught	Semester 1, Michaelmas Term
Module Co-Ordinator	Dr Catherine Elliott O'Dare

<p>Module Aims</p>	<p>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 60 will nearly double from 12% to 22% (WHO, 2018). 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.</p> <p>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.</p>
<p>Module Learning Outcomes</p>	<p>On successful completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate a critical understanding of the demographic and structural changes in ageing societies and the implications for social policy and for older people. • Engage with and apply the concepts and theories of ageing to interrogate how ageing is understood and constructed, historically and in contemporary societies. • Recognise 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. • Frame and critically analyse the concept of 'generations' and ageing and intergenerational relations in everyday life through engagement with empirical data and literature to understand how

	<p>intergenerational relations can be deployed as a conduit to promote equality and social inclusion for older people.</p> <ul style="list-style-type: none"> • 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.
Indicative Module Content	<ul style="list-style-type: none"> • Demographic change • The ‘value’ of older populations – burden or bounty? • Social construction of ageing – culture, media and policy. • Theories of ageing. • Diversity in experiences of ageing and older age. • Who cares in later life– in caring for and caring about older people? • Older people in everyday life: communities, work and retirement. • Equality in later live – age discrimination • Generations and intergenerational relations – myths, theories, and concepts. • Ageism and intergenerational relations in the workplace and society.
Key Concepts, Frameworks, Theories and Authors	<ul style="list-style-type: none"> • Critical Gerontology • Social Construction • Theories of Ageing (various) • Generations and intergenerational relations • Ageism
Teaching and Learning Methods	<p>Two hours per week, in-person lectures. Students will be encouraged to participate in peer-learning and in-class interactive exercises.</p>
Assessment Requirements	<p>2 x online peer-reviewed academic Blog posts (Week 6 and 10) = 20%</p> <p>Blog 1 – Week 6, Monday 30.09.24</p> <p>Blog 2 – Week 10, Monday 28.10.24</p>

	Policy analysis assignment (2,000-2,500 words excl. references) = 80% Week 16, Mon 09.12.24
Reassessment Requirements	Policy analysis assignment (2,000-2,500 words excl. references) = 80% Students retain marks earned for blog posts completed= 10%/20%. If no blogs were completed, both blogs required at supplementals (20%).
Indicative bibliography 4-5 titles max.	<ul style="list-style-type: none"> • 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. • De Medeiros, K. (2017) The Short Guide to Ageing and Gerontology. Bristol: Policy Press. • Gullette, M. M (2017) Ending Ageism, or How not to Shoot Old People. London: Rutgers University Press. • Wellin, C (2018) Critical gerontology comes of age: advances in research and theory for a new century. • United States: Taylor & Francis. <p><i>The above books are available electronically or in print at Trinity Library. Additional readings for each week will be assigned during term. Policy documents and policy analysis documents are additionally made available on Blackboard.</i></p>
Useful web-based content	https://tilda.tcd.ie/ Home - CSO - Central Statistics Office Home - Age & Opportunity (ageandopportunity.ie) Demographic Change and Healthy Ageing (who.int) The Economic and Social Research Institute - Informed Policy for a Better Ireland (esri.ie) Age Action For all older people Home - Age & Opportunity (ageandopportunity.ie) gov.ie - National Positive Ageing Strategy (www.gov.ie) https://oldschool.info/
Relevant Journals	<ul style="list-style-type: none"> • Ageing and Society • Canadian Journal of Ageing • Journal of Ageing Studies • Journal Of Population Ageing • Social Inclusion • Intergenerational Relations

Module Code	SSU34022
Module Name	Social Policy Research Methods for Capstone
ECTS Weighting	5 ECTS
Year	Junior Sophister, 2024 / 2025
Semester Taught	Semester 2, Hilary Term
Module Co-Ordinator	Dr Philip Curry / Dr. Carla Petautschnig Arancibia

Module Description/Content	This Module is designed to introduce students to core Social Policy research techniques that can be applied in the context of a Capstone project. The module covers essential research skills like literature reviewing, formulating research questions, quantitative and qualitative social research. The module is taught using practical examples and students are encouraged to apply module material to their own Capstone project proposals.
Module Aim	The aim of this module is to equip students with the social research skills they need to complete a Social Policy Capstone project.
Module Learning Outcomes	<p>On successful completion of this module, students should be able to:</p> <p>LO1. Review research literature and formulate research questions.</p> <p>LO2. Implement qualitative research methods for social policy analysis.</p> <p>LO3. Use key quantitative Social Research methods.</p> <p>LO4. Devise their own Capstone research project.</p>
Indicative Content	<p>Week 1: Introduction and Assignment / The nature of Social Research</p> <p style="text-align: center;">Qualitative research – Weeks 2 to 5</p> <p>Weeks 2: Qualitative research (principles, key concepts, primary and secondary data).</p> <p>Week 3: Literature searching and reviewing</p> <p>Week 4: Qualitative methods of data collection and analysis</p> <p>Weeks 5: Documentary and policy analysis research</p> <p style="text-align: center;">Quantitative Research – Weeks 6 to 11</p> <p>Week 6. Sources of Quantitative data</p> <p style="text-align: center;">[Week 7: Reading week]</p> <p>Week 8. Data Quality</p> <p>Week 9. Univariate Descriptive statistics</p> <p>Week 10. Crosstabulations / Comparing means</p> <p>Week 11. Covariance</p>

	Assignment Workshop – Week 12 Week 12. Assignment workshop and clinic
Key Concepts, Frameworks, Theories and Authors	<ul style="list-style-type: none"> • Social research methods • Quantitative research methods • Qualitative research methods
Teaching and Learning Methods	Lectures, workshops, online resources.
Assessment Requirements	This module is assessed (100%) by means of an individual 1200-word proposal for a Capstone research project. DUE: Week 35. Tues 22.04.25
Reassessment Requirements	The course is reassessed using the same assignment as above
Indicative bibliography 4-5 titles max.	<p>Braun, V. & Clarke, V. (2022). Thematic analysis: A practical guide. London: Sage.</p> <p>** Clark, T., Foster, L., Sloan, L. and Bryman, A. (2021) Bryman's Social Research Methods (6th). OUP, Oxford.</p> <p>Denscombe, Martyn. The good research guide: for small-scale social research projects. McGraw-Hill Education (UK), 2014.</p> <p>Patton, M.Q. (2015). Qualitative research and evaluation methods: integrating theory and practice. Thousand Oaks, California: Sage.</p>

Module Code	SSU34032
Module Name	Social Policy Research Methods for Capstone
ECTS Weighting	10 ECTS
Year	Junior Sophister, 2024 / 2025
Semester Taught	Semester 2, Hilary Term
Module Co-Ordinator	Dr Philip Curry / Dr. Carla Petautschnig Arancibia

Module Description/Content	This Module is designed to introduce students to core Social Policy research techniques that can be applied in the context of a Capstone project. The module covers essential research skills like literature reviewing, formulating research questions, quantitative and qualitative social research. The module is taught using practical examples and students are encouraged to apply module material to their own Capstone project proposals.
Module Aim	The aim of this module is to equip students with the social research skills they need to complete a Social Policy Capstone project.
Module Learning Outcomes	<p>On successful completion of this module, students should be able to:</p> <p>LO1. Review research literature and formulate research questions.</p> <p>LO2. Implement qualitative research methods for social policy analysis.</p> <p>LO3. Use key quantitative Social Research methods.</p> <p>LO4. Devise their own Capstone research project.</p>
Indicative Content	<p>Week 1: Introduction and Assignment / The nature of Social Research</p> <p style="text-align: center;">Qualitative research – Weeks 2 to 5</p> <p>Weeks 2: Qualitative research (principles, key concepts, primary and secondary data).</p> <p>Week 3: Literature searching and reviewing</p> <p>Week 4: Qualitative methods of data collection and analysis</p> <p>Weeks 5: Documentary and policy analysis research</p> <p style="text-align: center;">Quantitative Research – Weeks 6 to 11</p> <p>Week 6. Sources of Quantitative data</p> <p style="text-align: center;">[Week 7: Reading week]</p> <p>Week 8. Data Quality</p> <p>Week 9. Univariate Descriptive statistics</p> <p>Week 10. Crosstabulations / Comparing means</p> <p>Week 11. Covariance</p>

	Assignment Workshop – Week 12 Week 12. Assignment workshop and clinic
Key Concepts, Frameworks, Theories and Authors	<ul style="list-style-type: none"> • Social research methods • Quantitative research methods • Qualitative research methods
Teaching and Learning Methods	Lectures, workshops, online resources.
Assessment Requirements	This module is assessed (100%) by means of an individual 2000-word proposal for a Capstone research project. DUE: Week 35. Tues 22.04.25
Reassessment Requirements	The course is reassessed using the same assignment as above
Indicative bibliography 4-5 titles max.	<p>Braun, V. & Clarke, V. (2022). Thematic analysis: A practical guide. London: Sage.</p> <p>** Clark, T., Foster, L., Sloan, L. and Bryman, A. (2021) Bryman's Social Research Methods (6th). OUP, Oxford.</p> <p>Denscombe, Martyn. The good research guide: for small-scale social research projects. McGraw-Hill Education (UK), 2014.</p> <p>Patton, M.Q. (2015). Qualitative research and evaluation methods: integrating theory and practice. Thousand Oaks, California: Sage.</p>

Senior Sophister 2024 / 2025

Module Code	SSU44021
Module Name	Eco Social Policy
ECTS Weighting	10 ECTS
Year	Senior Sophister, 2024 / 2025
Semester Taught	Semester 1, Michaelmas Term

Module Co-Ordinator	Dr Joe Whelan
Module Description/Content	<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.</p> <p>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>
Module Aims	<ul style="list-style-type: none"> • To contextualize the climate emergency both globally and locally. • To scrutinize global and domestic climate policies. • To equip students with an understanding of alternative forms of economic management that are geared towards sustainability. • To equip students with an understanding of core concepts in the area of sustainable social policy also referred to as ecosocial policy. • To introduce students to a range of policy perspectives in the areas sustainable social policy. <p>To introduce students to a range of discrete sustainable social programmes.</p>
Module Learning Outcomes	<p><i>After attending lectures, engaging in discussion and successfully completing the relevant assignment, a student will be able to:</i></p> <ul style="list-style-type: none"> • Demonstrate knowledge of alternative and radical forms of economic management that are geared towards sustainability. • Demonstrate an understanding of core concepts in the area of sustainable social policy also referred to as ecosocial policy. • Articulate an understanding of alternative, progressive and sustainable social policies and programmes. • Make concrete connections between social policy as a discipline and practice and the climate emergency.

	<ul style="list-style-type: none"> • Scrutinize social policies in the context of sustainability.
Key Concepts, Frameworks, Theories and Authors	<p>Theories</p> <ul style="list-style-type: none"> • Capabilities approach. <p>Concepts and frameworks:</p> <ul style="list-style-type: none"> • Degrowth • Postgrowth • Green growth • Sustainable social policy • Planetary boundaries <p>Authors</p> <ul style="list-style-type: none"> • Mary Murphy • Max Koch • Ian Gough
Teaching and Learning Methods	2 hours of Lectures per week; in-class discussions and exercises; assigned readings.
Assessment Requirements	<p><u>10 ECTS:</u></p> <ol style="list-style-type: none"> 1. Portfolio developed over the course of the module. Students will be asked to respond to prompts through written submissions and other creative methods. 2. Participation in discussion boards x 2 over the course of the module.
Reassessment Requirements	<p><u>10 ECTS:</u></p> <p>A written essay which reflects the portfolio prompts (up to 2000 Words).</p>
Indicative bibliography 4-5 titles max.	<p>Core text: Murphy, M.P. (2023). Creating an ecosocial welfare future: Policy Press.</p> <p>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</p>

Useful web-based content	<ul style="list-style-type: none"> • Intergovernmental Panel on Climate Change: https://www.ipcc.ch/ • United Nations Climate Change: https://www.un.org/en/climatechange • Climate Advisory Council: https://www.climatecouncil.ie/ • Ecosocial: Professor Mary Murphy's Ecosocial Site: https://ecosocial.ie/
Relevant Journals	<ul style="list-style-type: none"> • Social Policy and Society • Critical Social Policy • The Irish Journal of Sociology • Journal of European Social Policy.

Module Code	SSU44031
Module Name	Eco Social Policy
ECTS Weighting	5 ECTS

Year	Senior Sophister, 2024 / 2025
Semester Taught	Semester 1, Michaelmas Term
Module Co-Ordinator	Dr Joe Whelan
Module Description/Content	<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.</p> <p>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>
Module Aims	<ul style="list-style-type: none"> • To contextualize the climate emergency both globally and locally. • To scrutinize global and domestic climate policies. • To equip students with an understanding of alternative forms of economic management that are geared towards sustainability. • To equip students with an understanding of core concepts in the area of sustainable social policy also referred to as ecosocial policy. • To introduce students to a range of policy perspectives in the areas sustainable social policy. • To introduce students to a range of discrete sustainable social programmes.
Module Learning Outcomes	<p><i>After attending lectures, engaging in discussion and successfully completing the relevant assignment, a student will be able to:</i></p> <ul style="list-style-type: none"> • Demonstrate knowledge of alternative and radical forms of economic management that are geared towards sustainability. • Demonstrate an understanding of core concepts in the area of sustainable social policy also referred to as ecosocial policy. • Articulate an understanding of alternative, progressive and sustainable social policies and programmes.

	<ul style="list-style-type: none"> • Make concrete connections between social policy as a discipline and practice and the climate emergency. • Scrutinize social policies in the context of sustainability.
Key Concepts, Frameworks, Theories and Authors	<p>Theories</p> <ul style="list-style-type: none"> • Capabilities approach. <p>Concepts and frameworks:</p> <ul style="list-style-type: none"> • Degrowth • Postgrowth • Green growth • Sustainable social policy • Planetary boundaries <p>Authors</p> <ul style="list-style-type: none"> • Mary Murphy • Max Koch • Ian Gough
Teaching and Learning Methods	2 hours of Lectures per week; in-class discussions and exercises; assigned readings.
Assessment Requirements	Portfolio developed over the course of the module. Students will be asked to respond to prompts through written submissions and other creative methods.
Reassessment Requirements	A written essay which reflects the portfolio prompts (up to 2000 Words).
Indicative bibliography 4-5 titles max.	<p>Core text: Murphy, M.P. (2023). Creating an ecosocial welfare future: Policy Press.</p> <p>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</p>
Useful web-based content	<ul style="list-style-type: none"> • Intergovernmental Panel on Climate Change: https://www.ipcc.ch/ • United Nations Climate Change: https://www.un.org/en/climatechange • Climate Advisory Council: https://www.climatecouncil.ie/ • Ecosocial: Professor Mary Murphy's Ecosocial Site: https://ecosocial.ie/

Relevant Journals	<ul style="list-style-type: none"> • Social Policy and Society • Critical Social Policy • The Irish Journal of Sociology • Journal of European Social Policy.
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Module Code	SSU44001
Module Name	Social Policy Research Methods for Capstone
ECTS Weighting	10 ECTS
Year	Senior Sophister, 2024 / 2025
Semester Taught	Semester 1, Michaelmas Term

Module Co-Ordinator	Dr Philip Curry / Dr. Carla Petautschnig Arancibia
Module Description/Content	This Module is designed to introduce students to core Social Policy research techniques that can be applied in the context of a Capstone project. The module covers essential research skills like literature reviewing, formulating research questions, quantitative and qualitative social research. The module is taught using practical examples and students are encouraged to apply module material to their own Capstone project proposals.
Module Aim	The aim of this module is to equip students with the social research skills they need to complete a Social Policy Capstone project.
Module Learning Outcomes	On successful completion of this module, students should be able to: LO1. Review research literature and formulate research questions. LO2. Implement qualitative research methods for social policy analysis. LO3. Use key quantitative Social Research methods. LO4. Devise their own Capstone research project.
Indicative Content	Week 1: Introduction and Assignment / The nature of Social Research Qualitative research – Weeks 2 to 5 Weeks 2: Qualitative research (principles, key concepts, primary and secondary data). Week 3: Literature searching and reviewing Week 4: Qualitative methods of data collection and analysis Weeks 5: Documentary and policy analysis research Quantitative Research – Weeks 6 to 11 Week 6. Sources of Quantitative data [Week 7: Reading week] Week 8. Data Quality Week 9. Univariate Descriptive statistics Week 10. Crosstabulations / Comparing means

	<p>Week 11. Covariance</p> <p style="text-align: center;">Assignment Workshop – Week 12</p> <p>Week 12. Assignment workshop and clinic</p>
Key Concepts, Frameworks, Theories and Authors	<ul style="list-style-type: none"> • Social research methods • Quantitative research methods • Qualitative research methods
Teaching and Learning Methods	Lectures, workshops, online resources.
Assessment Requirements	<p>This module is assessed (100%) by means of an individual 2000-word proposal for a Capstone research project.</p> <p>DUE WEEK 16, Tuesday 10th December, 12 Noon.</p>
Reassessment Requirements	The course is reassessed using the same assignment as above
Indicative bibliography 4-5 titles max.	<p>Braun, V. & Clarke, V. (2022). Thematic analysis: A practical guide. London: Sage.</p> <p>** Clark, T., Foster, L., Sloan, L. and Bryman, A. (2021) Bryman's Social Research Methods (6th). OUP, Oxford.</p> <p>Denscombe, Martyn. The good research guide: for small-scale social research projects. McGraw-Hill Education (UK), 2014.</p> <p>Patton, M.Q. (2015). Qualitative research and evaluation methods: integrating theory and practice. Thousand Oaks, California: Sage.</p>

Module Code	SSU44152
Module Name	Disability and Human Rights: Global Perspectives
ECTS Weighting	10 ECTS
Year	Senior Sophister, 2024 / 2025
Semester Taught	Semester 2, Hilary Term
Module Co-Ordinator	Dr Edurne Garcia Iriarte

<p>Module Description/Content</p>	<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, 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:</p> <ul style="list-style-type: none"> • Introduction to disability (week 1) • Disability models (week 2) • The concepts of normalcy and diversity (week 3) • The disability movement and the human rights-based approach (week 4) • Decision making and the right to legal capacity (week 5) • Independent living and the right to live in the community (week 6) • Education for all and employment (week 7) • Deafhood (week 8) • Universal Design for Learning (week 9) • Disability Policy Analysis Frameworks (week 10) • Inclusion and sustainability (week 11)
<p>Module Aims</p>	<p>This module aims to provide students with:</p> <ul style="list-style-type: none"> • A critical analysis of disability as a human rights issue and, in particular, of the Convention on the Rights of Persons with Disabilities (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. • Practical policy analysis skills and universal design for learning knowledge
<p>Module Learning Outcomes</p>	<p>By the end of the module, students should:</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 achieve dignified lives.</p> <p>LO3. Understand key debates on decision making,</p>

	<p>independent living, inclusive education and employment. LO5. Apply Universal Design for Learning principles to module outputs.</p>
Key Concepts, Frameworks, Theories and Authors	<p>This module draws from the field of Disability Studies and explores two of the most prominent models in disability policy development, the social model of disability and the human rights-based approach. Students will be supported to critically interrogate and understand the social construction of key concepts in discourses of disability, such as normalcy and ableism, and to critically think about issues faced by disabled people.</p>
Teaching and Learning Methods	<p>In person lectures and flipped classroom, presentations by guest lecturers, presentations by students, small and big group discussions, reading, group work, optional field visit. The module takes a Universal Design for Learning approach.</p>
Assessment Requirements	<ul style="list-style-type: none"> • Individual essay/project* (4000 words) 80% <ul style="list-style-type: none"> - Essay/project outline (week 8) 15% DUE Week 30. Fri 21.03.25 - Final essay/project (week 12) 65% DUE Week 33. Thurs 10.04.25 <p>Students can choose between the following options:</p> <ol style="list-style-type: none"> 1. <u>Individual essay</u> on a key disability topic covered in the module and drawing from publicly available accounts of personal experience of disability and empirical research. 2. <u>Individual project</u> tackling a key disability topic covered in the module. The project needs to identify an issue relevant to disabled people, situate it within the policy context, and develop an output (e.g., poster, video, presentation, podcast) to raise awareness about it. <p>*An outline of the essay/project needs to be submitted by week 8 for approval by the module lecturer. Formative feedback will be provided.</p> <ul style="list-style-type: none"> • Group project 20% DUE Week 33. Thurs 10.04.25 <p>The group project requires students to conduct independent research on a human rights issue relevant to disabled people and to deliver a 10 minute (approximately) presentation on their findings to inform the corresponding weekly discussion.</p>

	<p>*Record of each individual's contribution to the group analysis must be recorded in an individual reflective journal (300 words). 5%</p> <p>*Students can present their work using power point presentations, video, poster, blog/journal, podcast or other formats to be discussed with the module lecturer. (15%)</p>
Reassessment Requirements	<ul style="list-style-type: none"> • Individual essay/project (4000 words) 80% • Individual presentation 20%
Indicative bibliography 4-5 titles max.	<p>Davis L. J. (2017). <i>The Disability Studies Reader</i>, 5th Edition. p. 1 - 16. NY: Routledge.</p> <p>Garcia Iriarte, E., McConkey, R., & Gilligan, R. (2016). <i>Disability and human rights: Global perspectives</i>. London: Palgrave Macmillan.</p> <p>Goodley, D. (2012). <i>Disability Studies: An interdisciplinary introduction</i>. London: Sage.</p> <p>Justesen, P. (2020). <i>From the periphery: Real life stories of disability</i>. Chicago: Lawrence Hill Books</p> <p>Sabatello, M. & Schulze, M. (2014). <i>Human rights and Disability Advocacy</i>. Philadelphia: University of Pennsylvania Press.</p>
Useful web-based content	<p>Inclusion Ireland (2018). <i>19 Stories of Social Inclusion</i>. Available from http://www.inclusionireland.ie/stories-of-social-inclusion.</p> <p>United Nations (2006). <i>Convention on the Rights of Persons with Disabilities</i>. Available from Convention on the Rights of Persons with Disabilities (CRPD) United Nations Enable</p>
Relevant Journals	<p>African Journal of Disability Disability & Society Disability Studies Quarterly Alter European Journal of Disability Research</p>

Module Code	SSU44162
Module Name	Disability and Human Rights: Global Perspectives
ECTS Weighting	5 ECTS
Year	Senior Sophister, 2024/2025
Semester Taught	Semester 2, Hilary Term
Module Co-Ordinator	Dr Edurne Garcia Iriarte

<p>Module Descriptor / Content</p>	<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, 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:</p> <ul style="list-style-type: none"> • Introduction to disability (week 1) • Disability models (week 2) • The concepts of normalcy and diversity (week 3) • The disability movement and the human rights-based approach (week 4) • Decision making and the right to legal capacity (week 5) • Independent living and the right to live in the community (week 6) • Education for all and employment (week 7) • Deafhood (week 8) • Universal Design for Learning (week 9) • Disability Policy Analysis Frameworks (week 10) • Inclusion and sustainability (week 11)
<p>Module Aims</p>	<p>This module aims to provide students with:</p> <ul style="list-style-type: none"> • A critical analysis of disability as a human rights issue and, in particular, of the Convention on the Rights of Persons with Disabilities (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. • Practical policy analysis skills and universal design for learning knowledge

Module Learning Outcomes	<p>By the end of the module, students should:</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 achieve dignified lives.</p> <p>LO3. Understand key debates on decision making, independent living, inclusive education and employment.</p> <p>LO5. Apply Universal Design for Learning principles to module outputs.</p>
Key Concepts, Frameworks, Theories and Authors	<p>This module draws from the field of Disability Studies and explores two of the most prominent models in disability policy development, the social model of disability and the human rights-based approach. Students will be supported to critically interrogate and understand the social construction of key concepts in discourses of disability, such as normalcy and ableism, and to creatively think about solutions to address issues faced by disabled people.</p>
Teaching and Learning Methods	<p>In person lectures and flipped classroom, presentations by guest lecturers, presentations by students, small and big group discussions, reading, group work, optional field visit. The module takes a Universal Design for Learning approach.</p>
Assessment Requirements	<ul style="list-style-type: none"> • Individual essay/project* (2000 words) 80% <ul style="list-style-type: none"> - Essay/project outline (week 8) 15% DUE Week 30. Fri 21.03.25 - Final essay/project (week 12) 65% DUE Week 33. Thurs 10.04.25 <p>Students can choose between the following options:</p> <ol style="list-style-type: none"> 3. <u>Individual essay</u> on a key disability topic covered in the module and drawing from publicly available accounts of personal experience of disability and empirical research. 4. <u>Individual project</u> tackling a key disability topic covered in the module. The project needs to identify an issue relevant to disabled people, situate it within the policy context, and develop an output (e.g., poster, video, presentation, podcast) to raise awareness about it. <p>*An outline of the essay/project needs to be submitted by week 8 for approval by the module lecturer. Formative feedback will be provided.</p> <ul style="list-style-type: none"> • Group project 20% DUE Week 33. Thurs 10.04.25

	<p>The group project requires students to conduct independent research on a human rights issue relevant to disabled people and to deliver a 10 minute (approximately) presentation on their findings to inform the corresponding weekly discussion.</p> <p>*Record of each individual's contribution to the group analysis must be recorded in an individual reflective journal. 5%</p> <p>*Students can present their work using power point presentations, video, poster, blog/journal, podcast or other formats to be discussed with the module lecturer. 15%</p>
Reassessment Requirements	<ul style="list-style-type: none"> • Individual essay/project (2000 words) 80% • Individual presentation 20%
Indicative bibliography 4-5 titles max.	<p>Davis L. J. (2017). <i>The Disability Studies Reader</i>, 5th Edition. p. 1 - 16. NY: Routledge.</p> <p>Garcia Iriarte, E., McConkey, R., & Gilligan, R. (2016). <i>Disability and human rights: Global perspectives</i>. London: Palgrave Macmillan.</p> <p>Goodley, D. (2012). <i>Disability Studies: An interdisciplinary introduction</i>. London: Sage.</p> <p>Justesen, P. (2020). <i>From the periphery: Real life stories of disability</i>. Chicago: Lawrence Hill Books</p> <p>Sabatello, M. & Schulze, M. (2014). <i>Human rights and Disability Advocacy</i>. Philadelphia: University of Pennsylvania Press.</p>
Useful web-based content	<p>Inclusion Ireland (2018). <i>19 Stories of Social Inclusion</i>. Available from http://www.inclusionireland.ie/stories-of-social-inclusion.</p> <p>United Nations (2006). <i>Convention on the Rights of Persons with Disabilities</i>. Available from Convention on the Rights of Persons with Disabilities (CRPD) United Nations Enable</p>
Relevant Journals	<p>African Journal of Disability Disability & Society Disability Studies Quarterly Alter European Journal of Disability Research</p>

Module Code	SSU44112
Module Name	Crime and Justice – Theories, Responses and Contemporary Debates

ECTS Weighting	5 ECTS
Year	Senior Sophister, 2024-2025
Semester Taught	Hilary Term / Semester 2
Module Co-Ordinator	Professor Nicola Carr
Module Description/Content	<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 examples and historical case studies and will explore these issues from both an international an Irish perspective.</p>
Module Aims	<ul style="list-style-type: none"> • 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

	<p>and critiques.</p> <ul style="list-style-type: none"> To ground students' understanding of crime and justice within the context of broader social policy and contemporary culture and debates.
Module Learning Outcomes	<p><i>After attending lectures, engaging in discussion, and successfully completing the course assessments, a student will be able to:</i></p> <ul style="list-style-type: none"> 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.
Key Concepts, Theories and Authors	<p>This module will cover key criminological theories that have shaped understandings of crime and criminality, including sociological and constructionist perspectives such as <i>labelling theory</i>. It will also cover rationalities of sentencing and punishment, including concepts such as <i>retribution, deterrence, rehabilitation, and incapacitation</i>. Key authors featured include: Michele Foucault, Stan Cohen, David Garland, Jonathan Simon, Nicole Rafter and Michelle Brown.</p>
Teaching and Learning Methods	<p>Lectures; in-class discussions and exercises; assigned readings.</p>
Assessment Requirements	<p>Blog Posts (x2) (20%); Blog 1 Due: Week 25. Friday 14.02.25 (10 %) Blog 2 Due: Week 29. Friday 14.03.25 (10 %)</p> <p>Essay – 1,500 Words (80%) Due: Week 33. Fri 11.04.25</p>
Reassessment Requirements	<p>Students who fail the module will be reassessed using the same assessments in the supplemental period. Supplemental assessments must be resubmitted during the college supplemental examination period by the date specified.</p>

Indicative bibliography 4-5 titles max.	<p>Carvalho, H. & Chamberlen, A. (2023) <i>Questioning Punishment</i>. London: Routledge.</p> <p>Geiran, V. & McCarthy, S. (2022) <i>Probation and Parole in Ireland: Law and Practice</i>. Dublin: Clarus Press.</p> <p>Healy et al (Eds.) (2016) <i>The Routledge Handbook of Irish Criminology</i>. London: Routledge.</p> <p>Kiely, E. & Swirak, K. (2022) <i>The Criminalisation of Social Policy in Neoliberal Societies</i>. Bristol: Bristol University Press.</p> <p>Windle, J. et al (2023) <i>Criminology, Crime and Justice in Ireland. An Introduction</i>. London: Routledge.</p>
Useful web-based content	<ul style="list-style-type: none"> • Association for Criminal Justice Research and Development (ACJRD): https://www.acjrd.ie • Central Statistics Office (CSO) – Crime and Justice Statistics: https://www.cso.ie/en/statistics/crimeandjustice/ • Irish Penal Reform Trust: https://www.iprt.ie • Irish Prison Service: https://www.irishprisons.ie • Policing Authority: https://www.policingauthority.ie/en • Probation Service: https://www.probation.ie • SPACE Council of Europe Penal Statistics: https://www.coe.int/en/web/prison/space
Relevant Journals	<p><i>Punishment and Society</i></p> <p><i>Criminology and Criminal Justice</i></p> <p><i>Theoretical Criminology</i></p> <p><i>European Journal of Criminology</i></p> <p><i>Irish Probation Journal</i></p>

Module Code	SSU44102
Module Name	Crime and Justice – Theories, Responses and Contemporary Debates
ECTS Weighting	10 ECTS

Year	Senior Sophister / 2024-2025
Semester Taught	Hilary Term / Semester 2
Module Co-Ordinator	Professor Nicola Carr
Module Description/Content	<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 examples and historical case studies and will explore these issues from both an international an Irish perspective.</p>
Module Aims	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> To ground students' understanding of crime and justice within the context of broader social policy and contemporary culture and debates.
Module Learning Outcomes	<p><i>After attending lectures, engaging in discussion, and successfully completing the course assessments, a student will be able to:</i></p> <ul style="list-style-type: none"> 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.
Key Concepts, Theories and Authors	<p>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.</p>
Teaching and Learning Methods	<p>Lectures; in-class discussions and exercises; assigned readings.</p>
Assessment Requirements	<p>Blog Posts: (x2) (20%); Blog 1 Due: Week 25. Friday 14.02.25 (10 %) Blog 2 Due: Week 29. Friday 14.03.25 (10 %)</p> <p>Essay – 2,500 Words (80%) Due: Week 33. Fri 11.04.25</p>
Reassessment Requirements	<p>Students who fail the module will be reassessed using the same assessments in the supplemental period. Supplemental assessments must be resubmitted during the college supplemental examination period</p>

	by the date specified.
Indicative bibliography 4-5 titles max.	<p>Carvalho, H. & Chamberlen, A. (2023) <i>Questioning Punishment</i>. London: Routledge.</p> <p>Geiran, V. & McCarthy, S. (2022) <i>Probation and Parole in Ireland: Law and Practice</i>. Dublin: Clarus Press.</p> <p>Healy et al (Eds.) (2016) <i>The Routledge Handbook of Irish Criminology</i>. London: Routledge.</p> <p>Kiely, E. & Swirak, K. (2022) <i>The Criminalisation of Social Policy in Neoliberal Societies</i>. Bristol: Bristol University Press.</p> <p>Windle, J. et al (2023) <i>Criminology, Crime and Justice in Ireland. An Introduction</i>. London: Routledge.</p>
Useful web-based content	<ul style="list-style-type: none"> • Association for Criminal Justice Research and Development (ACJRD): https://www.acjrd.ie • Central Statistics Office (CSO) – Crime and Justice Statistics: https://www.cso.ie/en/statistics/crimeandjustice/ • Irish Penal Reform Trust: https://www.iprt.ie • Irish Prison Service: https://www.irishprisons.ie • Policing Authority: https://www.policingauthority.ie/en • Probation Service: https://www.probation.ie • SPACE Council of Europe Penal Statistics: https://www.coe.int/en/web/prison/space
Relevant Journals	<p><i>Punishment and Society</i></p> <p><i>Criminology and Criminal Justice</i></p> <p><i>Theoretical Criminology</i></p> <p><i>European Journal of Criminology</i></p> <p><i>Irish Probation Journal</i></p>