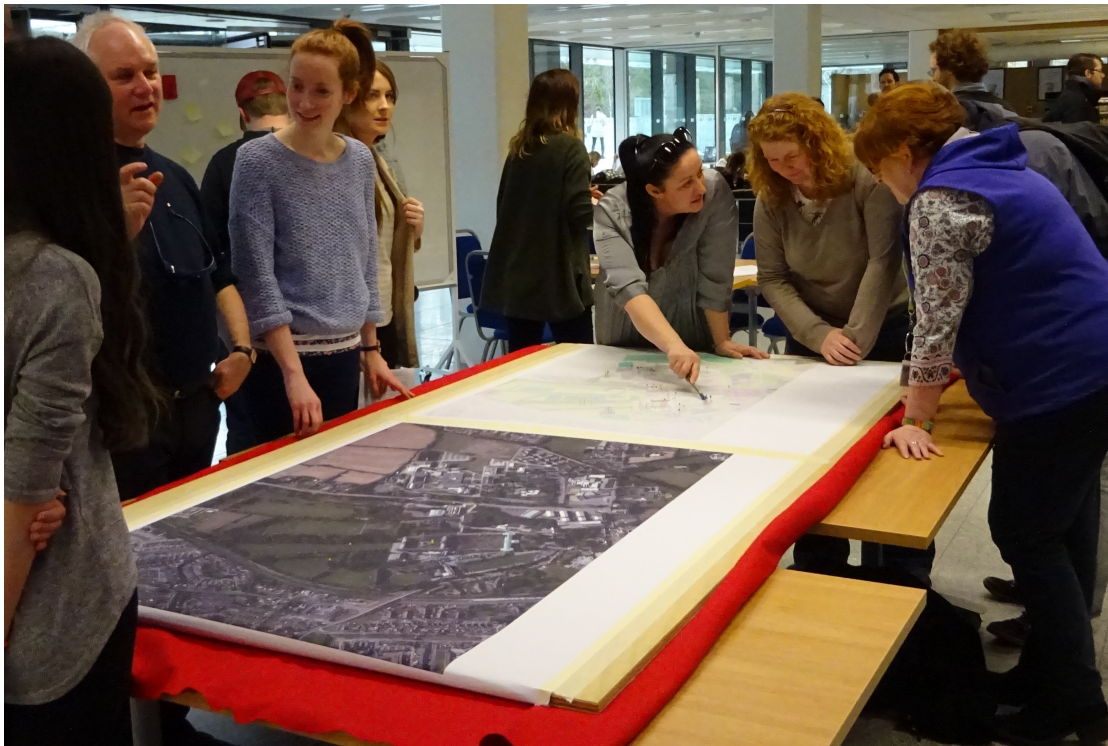


## MA IN GEOGRAPHY

### COURSE HANDBOOK, 2020-21



*Happy Campus Mapping Project with Geography students, staff and the general public.  
Maynooth University Library, for GY628 (2016).*

This handbook is the first point of reference for the MA course. Additional information, changes and announcements may be found on the course Moodle page (**MC:GY\_MA\_GEOGRAPHY — GY MA Geography (2020-21: Year-long)**) and individual module Moodle pages. Moodle, an online interactive learning platform used at Maynooth University, can be accessed from the university's web site. You are automatically enrolled to Moodle when you register. If you have any problem accessing Moodle pages, contact Moodle's helpdesk at: [moodlesupport@mu.ie](mailto:moodlesupport@mu.ie).

If you still cannot find answers to your question/s please email either of the course directors:  
[karen.till@mu.ie](mailto:karen.till@mu.ie) and [patrick.bresnihan@mu.ie](mailto:patrick.bresnihan@mu.ie)

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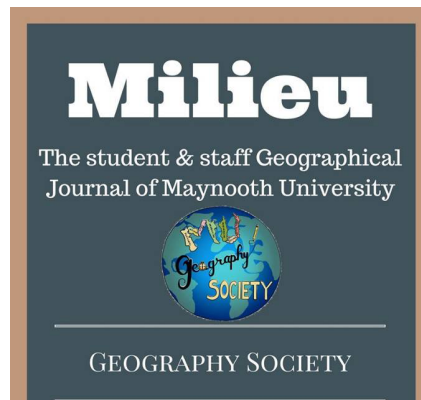
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## A welcome from Prof. Gerry Kearns, Department Head

Welcome to the Department of Geography. Alexander von Humboldt once defined Geography as the study of the Earth as our Home and this remains a good way to think of our distinctive and integrated perspective. You are joining our youngest degree course, the Masters in Spatial Justice. The Course Directors, Karen Till and Patrick Bresnihan, have developed a programme that emphasises public engagement, which means that the community of MA students in Geography and Spatial Justice is just as likely to be in the field or at a public meeting, as to be found in a seminar room. Our students come to enjoy this and about one-quarter of them go on to doctoral research in Geography, whereas the others find jobs as professional geographers in a range of fields, from teaching to leading community policy groups to working as mapping consultants. We hope you will meet some of our MA graduates at alumni events this year and in the years to come.

This coming academic year, whether you are exploring the latest geographical theory with Mary Gilmartin, or critical ecologies with Patrick Bresnihan, or practicing fieldwork with me, or learning about theories of spatial justice with Karen Till, or exploring Dublin as an urban laboratory with Mark Boyle, or learning with Rachel McArdle how to work as responsible and ethical researchers with our civil society partners, or learning about geographical methodologies with our staff and advanced PhD students, or developing your thesis ideas with your supervisor, you are going to be working at the research frontier of our discipline and it is very likely that much of that research has been produced by ourselves and our colleagues.

The Department of Geography is a community of teaching, research and scholarship. I hope to get to know you at research seminars. You should also look out for our research in public debate, and in the specialized conferences, exhibitions and symposia that take place both in Maynooth and elsewhere in Ireland. To stay abreast of this active and creative Department, you may want to follow us on [Twitter](#) and also to sign up for notifications from our [blog](#). You may also want to do some writing of your own either for one of our blogs or for our staff-student journal, [Milieu](#).



Don't be shy, if you see me around, say hi. Good luck in your studies!

A handwritten signature in black ink that reads 'G. Kearns'.

Gerry Kearns, Professor of Geography  
Head of Department

# Important Dates

## Academic Year 2020-21

DATE	Event	Time & Location
<b>Sept 2020</b>	<i>First Semester Begins</i>	
<b>Week 28 Sept</b>	<b>Elective AN, LW, MD &amp; SO modules begin</b>	
<b>1<sup>st</sup> Oct</b>	MA Geography Orientation ( <i>mandatory</i> ) (please wear masks for health & in solidarity!)	3 - 4 pm, Cart Lab (CL)
<b>October</b>		
<b>1-2 Oct</b>	<b>MA Geography modules commence:</b> Th: GY608 & GY609, Fri: GY626 & GY607	See detailed schedule below; All GY MA classes in CL
<b>8 Oct</b>	Geography Seminar: Niamh Moore-Cherry, UCD. Title: TBC	4-5:30pm, RL and online (venue TBC)
<b>22 Oct</b>	Geography Seminar: Debangana Bose, Maynooth University "Autogenic Displacement: Beyond Mega Displacement in the Global South".	4-5:30pm, RL and online (venue TBC)
<b>26 - 30 Oct</b>	<i>Study Week; no classes</i>	
<b>31 Oct</b>	Registration Deadline for S1 Modules	
<b>November</b>		
<b>2 Nov</b>	Lunchtime Workshop: Mary Gilmartin, 'How to engage with seminars: asking questions and confidence building'	1-2pm (date and venue TBC)
<b>5 Nov</b>	Conor Cahalane, Jack French, and Jonathan Faull, Maynooth University "5*S: Space, Surveyors and Students - STEM and the Sustainable Development Goals—an SFI Discover STEM outreach project"	4-5:30pm, RL and online (venue TBC)
<b>9 Nov</b>	Lunchtime Workshop: Malene Jacobsen and Sam Grainger. Professional development for early career researchers and teaching staff.	1-2pm (venue/online option TBC)
<b>19 Nov</b>	PhD Seminars: Laure Detykowski, Bernard Essel, Conchúr Ó Maonaigh, Jack Callan	4-5:30pm, RL and online (venue TBC)
<b>26 Nov</b>	PhD Seminars: Samuel Diabaté, Cathal Flood, Catherine O Beirne	4-5:30pm, RL and online (venue TBC)
<b>December</b>		
<b>3 Dec</b>	Patrick Bresnihan, Maynooth University. Title: TBC	4-5:30pm, RL and online (venue TBC)
<b>10 Dec</b>	Lunchtime workshop: Sam Blanckensee, MU Equality/Diversity Officer	1-2pm (venue/online option TBC)
<b>11 Dec</b>	Last day of instruction for GY MA classes	
<b>14-18 Dec</b>	Last week of instruction for electives	
<b>14-18 Dec</b>	Geography Christmas Party!	
<b>21 Dec 2020 – 1 Jan 2021</b>	Winter Break	
<b>Jan 2021</b>		
<b>4 – 7 Jan</b>	Study week: Finish S1 coursework	
<b>11-31 Jan</b>	<i>Work on thesis research, lit reviews, proposals</i>	
<b>21 Jan</b>	<i>Draft research proposals (questions &amp; outline) and presentation outline/power points</i>	<i>Due to supervisors</i>



<b>February 2021</b>		
<b>25 Jan – 1 Feb</b>	<i>GY609: Individual discussion and feedback of thesis proposal/presentation with supervisors</i>	Students are required to make individual appts with supervisors
<b>Week 1 Feb</b>	Classes begin for AN, MS, Soc electives	
<b>4 Feb</b>	<b><i>GY609: MA proposal presentations</i></b>	CL, 9am-4pm (TBC)
<b>11-12 Feb</b>	<b>MA Geography modules commence:</b> Ths GY609 & GY625; Fris GY629 and GY619	See detailed schedule below
<b>12 Feb</b>	Deadline for final changes to S2 module registration	
<b>Feb-May</b>	Geography Seminars and Athena Swan Workshops	TBC
<b>March</b>		
15-19 March	Study week; no classes	
	MU Social Justice Week: Dates/venues TBC	TBC
<b>April</b>		
2-9 April	Good Friday and Easter Break	
<b>May</b>		
<b>3-7 May</b>	<b>Last week of second semester</b>	
10-14 May	Finish coursework/final presentations for partners for GY619 and GY629	
<b>17-21 May</b>	<i>All semester 2 coursework due</i>	
<b>June</b>		
14-18 June	<i>Provisional coursework marks provided; advance to thesis candidacy</i>	
<b>11 June</b>	<b><i>Supervisor summer 'sign off' of thesis proposals, outlines and work plans</i></b>	
<b>July-August</b>		
	<i>Finish thesis draft; work on revisions</i>	
<b>20 Aug</b>	<b><i>Last day to submit work for feedback to supervisor</i></b>	
<b>September</b>		
<b>10 Sept</b>	<b><i>Theses due by 12 noon in electronic and hard copy</i></b>	
<b>Sep-Oct</b>		
	Marking of theses; external examination of course; marks submitted to Univ.	
<b>Nov</b>	Univ exam boards; final marks confirmed. End of course.	
<b>March 2022</b>	<b>Graduation</b>	<b>Date TBC</b>

## COVID-19 INFORMATION

Maynooth University is adopting a blended approach to teaching for the coming year. The University will communicate with students about what this means for accessing campus and for conduct on campus. For the MA in Geography, this means that, insofar as the public health situation allows, we will try to offer some elements of in-person teaching alongside other materials provided online for modules offered in the Department. Staff have given careful consideration as to how each module can deliver a quality learning experience and learning outcomes in a safe way, that allows us to be flexible in the face of uncertainty and changing public health circumstances. Should the need arise to revert to online delivery only, we have ensured that this will be possible. Also, if at any time you have a health/personal situation that means you must socially cocoon, please let us know immediately so we can accommodate your needs.

Our priorities for this year are to deliver a quality learning experience while above all ensuring the health and well-being of all students and staff within our learning community. For some staff and students health considerations will make attendance on campus too risky and we will facilitate, insofar as we are able, students having access to as much of our course content as possible via remote access. We will be flexible to each other's needs and do all we can to support you and each other over the coming year. We are certain that we can deliver a course that meets all of our expectations in a safe way. Communication will be key so please feel confident and supported in speaking to all staff and indeed each other on any matter.

The latest guidelines from the Health Service Executive mandate face covering plus a distance of at least one metre for activities that cannot be followed on the basis of 2m distancing. Lecturers will generally not be wearing masks to lecture, but may wear face shields, which means the distance between lecturers and students will be 2m or more. The current guidelines also mandate a maximum room capacity of 50 for indoor events. With recent restrictions for Dublin, the University has decided to limit capacity of indoor events to 30 for the duration of the Dublin restrictions. This will not affect us give our class size. We will host the majority of our on-site engagements in the Cartography Lab in Rhetoric House. The capacity of that room, given the size of the class means that we will be able to maintain 2m distancing for everyone. If you are taking a non-Geography elective, please go to Moodle to see what guidelines the instructor is providing about instruction.

Finally, we remind you that you should not attend class or come to the university if you are feeling unwell with have symptoms of COVID-19. Please alert the course directors if you are unwell and/or asked to self isolate so that decisions can be made about the course delivery.

## Key information about the Department of Geography

The Department of Geography is a leading centre for research and teaching in Ireland. It offers a diverse and exciting range of opportunities for learning, across both physical and human geography. A recent commentary in the Irish Times (October 2013) outlined the "forces that will define our future", which were global economic forces, rising inequality, changing work patterns, demographics and climate change. All of these "forces" feature strongly in both our teaching and our research, and students have the opportunity to explore both historical and contemporary influences on our environment and society. For more information about the Department, see our webpage at: <https://www.maynoothuniversity.ie/geography>. To follow news about our geographers, see: <https://www.maynoothuniversity.ie/geography/news>

## Who's who in the department?

Prof. Gerry Kearns is the Head of Department and Adrian Kavanagh is Deputy Department Head. They are supported by an administrative team led by Neasa Hogan, with Norma Murphy. Michael Bolger provides technical support to the department. Prof. Karen Till and Dr Patrick Bresnihan run the MA in Geography, the MA in Spatial Justice, and the Postgraduate Diploma in Geography. If you have any problems you cannot solve with Karen or Patrick's help, please feel free to contact Gerry Kearns or Adrian Kavanagh.

For academic year 2020-21, eleven core geography staff will be able to supervise MA theses, who are listed below. You can also contact numerous other academic staff members about your research listed in the second staff list. The department is a welcoming place – all staff will respond well to a polite email asking to meet and chat, so long as you give plenty of notice!

## Core academic/research staff available to supervise MA theses in 2020-21

Name	Research interests	Email (add mu.ie)	Phone	Room no.
Mark Boyle	Social, cultural, political geography; urban planning, migration, postcolonial	mark.g.boyle	TBA	TBA
Patrick Bresnihan	Human geography, political ecology; water, energy, land, infrastructure	patrick.bresnihan	3756	R18
Ronan Foley	Health geography, GIS; therapeutic landscapes; blue spaces	ronan.foley	6024	R12
Alistair Fraser	Economic, political, & cultural geography; foodscapes; South Africa	alistair.fraser	3494	R21
Mary Gilmartin	Social, cultural, political geography; migration	mary.gilmartin	6617	R09

<b>Adrian Kavanagh</b>	Electoral geography (incl. geography of: voter turnout, candidate selection, electoral boundaries); Geography/Geopolitics of Eurovision Song contest	adrian.p.kavanagh	6014	R06
<b>Gerry Kearns</b>	Historical and health geography, geopolitics; Geographies of Empire; AIDS/HIV, Irish identity, race, urban	gerry.kearns	6153	R23B
<b>Rachel McArdle</b>	Urban and cultural geography; creative, activist and autonomous geographies; urban justice movements; qualitative methods	rachel.mcardle	3938	R20
<b>Karen Till</b>	Cultural geography; memory, place and care; wounded cities; art and geography; spatial justice; feminist, activist and qualitative methodologies	karen.till	4550	R19
<b>Chris van Egeraat</b>	Economic; regional spatial planning	chris.vanegeraat	4714	R10

### Other academic / research staff

<b>Name</b>	<b>Research interests</b>	<b>Email (add @mu.ie)</b>	<b>Phone</b>	<b>Room</b>
<b>Conor Cahalane</b>	GIS, remote sensing	conor.cahalane	3748	R7
<b>Ro Charlton</b>	Fluvial geomorphology, hydrology, water resources	ro.charlton	3679	R23
<b>Stephen McCarron</b>	Quaternary climatic change, Irish geomorphology	stephen.mccarron	6147/ 6839	R14
<b>Gerard McCarthy</b>	Atmosphere-ocean interaction	gerard.mccarthy	6550	LH2.7
<b>Conor Murphy</b>	Climate change, water resources	conor.murphy	3494	IC2.6
<b>Lisa Orme</b>	Marine, lake & peat bog sediments; atmospheric & ocean circulation	lisa.orme	3769	IC1.10
<b>Martina Roche</b>	Medical geography	martina.j.roche	6617	R9
<b>Helen Shaw</b>	Ecological & landscape change, biogeography, paleoecology	helen.shaw		R13
<b>Peter Thorne</b>	Climate detection and attribution	peter.thorne	6469	LH1.1 1

### Retired/Emeritus Staff

<b>Name</b>	<b>Research interests</b>	<b>Email (add @mu.ie)</b>	<b>Phone</b>	<b>Room</b>
<b>Patrick Duffy</b>	Cultural and historical, rural and landscape	patrick.duffy	6835	R17
<b>Paul Gibson</b>	Geomorphology, remote sensing, environmental geophysics	paul.gibson	6835	R17
<b>John Sweeney</b>	Climate change, climatology, air pollution	john.sweeney	6835	R17

Shelagh <b>Waddington</b>	Learning and teaching, e-learning	shelagh.waddington	6835	R17
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### Administrative and Technical Staff

Name	Expertise	Email (add @mu.ie)	Phone	Room
Mick <b>Bolger</b>	Technician	Michael.bolger	4762	RG
Neasa <b>Hogan</b>	Administration	geography.department	3610	R23C
Norma Murphy	Administration	geography.department	4760	R23C

Key: R=Rhetoric House; RA=Rhetoric Annex; IC=ICARUS (Laraghbryan House); IO=Iontas Bldg.

### Athena Swan

The Athena Swan Charter is a national strategy to promote gender equality in higher education and was launched in Ireland by the Higher Education Authority in 2015. The Department of Geography has committed itself to the Athena Swan process of critical self-assessment and after a rigorous application, we were one of the first departments at Maynooth to earn 'bronze status' two years ago. We are committed to this process of advancing gender equity and opportunity, which means that during the year we will offer workshops that you can participate in. You will certainly be asked to let us know how we are doing through the end of semester and year questions about the modules and teaching we offer. The responses are anonymised by the University Athena SWAN officer and then passed back to the Department where they are considered by our Athena SWAN Committee. Recommendations are then passed to the Head of Department, and discussed in our Undergraduate, Postgraduate and Research Committees, and at Staff Meetings.

In this, we are supported by the University with [its policies](#) addressing: the under-representation of women in higher administrative and academic offices in the university; the need to make campus a place where diverse gender identity and expression are respected, including for our transgender and gender diverse staff and students; and a data collection and analysis system that alerts us to the many complex dimensions of equality, diversity, inclusion and interculturalism. We know that gender and sexuality intersect with other forms of discrimination in society, including around race, class, physical and mental challenges, citizenship-status, and nationality. You know it too, and with your help we will learn how to make Maynooth University a leader in recognising the needs and sustaining the flourishing of the diverse community of our state. If you have questions or would like to participate, please contact our Athena Swan Committee Chair, Professor Karen Till, [karen.till@mu.ie](mailto:karen.till@mu.ie).

### Research Centres and Collaborations

Geography staff are active in a number of research centres and through collaborations with others in Maynooth, including the Maynooth University Social Sciences Institute, the National Institute of Regional and Spatial Analysis, AIRO, Irish Qualitative Data Archive, The National Centre for Geocomputation, the Space&Place Research Collaborative, and the Irish Climate Analysis and Research Units.

A key institute is **Maynooth University Social Science Institute (MUSSI)** directed by Professor Linda Connolly. Many of the existing research centres that have been run by human geographers will be housed in this new interdisciplinary institute, including NIRSA, NCG, AIRO and IQDA. In addition to MUSSI there is **The National Institute of Regional and Spatial Analysis (NIRSA)**, established in 2001 by Professor Rob Kitchin. NIRSA formed a collaborative partnership of scholars from a number of social science disciplines located in four partner institutions: Maynooth University, Mary Immaculate College, University of Limerick, Institute of Technology Sligo and Queen's University Belfast. The role of NIRSA is to undertake fundamental, applied and comparative research on spatial processes and their effects on social and economic development in Ireland, and to provide high quality graduate education to the next generation of Irish social scientists. To date over 300 researchers have been affiliated to NIRSA and over 150 of them have received competitive funding from Maynooth University. Over 200 projects have received external funding since 2001, totalling over €55 million. NIRSA is a founding partner of the all Ireland International Centre for Local and Regional Development

(ICLRD) and serves as Ireland's contact point for the EU ESPON planning network. For more details, see: <http://www.maynoothuniversity.ie/nirsa/>.

Two additional significant research resources, originally developed and housed through NIRSA include: the **All-Island Research Observatory (AIRO)**, which undertakes academic and applied mapping research and produces spatial datasets and specialist tools to assist in their analysis; and the **Irish Qualitative Data Archive (IQDA)**, which archives social science data in media other than machine readable datasets. Finally, **The National Centre for Geocomputation (NCG)** was founded at Maynooth University in 2004 through funding provided by Science Foundation Ireland. Since then, NCG has become firmly established as a leading international research centre in the field of Geocomputation, with over thirty researchers, and is a major intellectual centre committed to extending understanding and utilisation of the capture, analysis and modelling of spatial data. For more information see: <http://ncg.nuim.ie/index.php>.

**The Space&Place Research Collaborative** is a translocal scholarly and creative network, based Geography and directed by Prof. Karen Till. S&P regularly partner with individuals, groups and institutions in Dublin (<https://www.maynoothuniversity.ie/geography/about-spaceplace>). With the Ómós Áite Research Group at the Centre for Irish Studies, National University of Ireland Galway, we curate and host creative projects, workshops and public interventions. Each May at the annual Conference of Irish Geographers, a special 'Art and Geography' series of papers, sometimes with exhibitions and performances, are curated by the group. Thematic foci that have developed through projects and members over the past two years include: Art and Geography, Urban Public Spaces, Landscapes and Environments, Publicly Engaged Research and Creative Practices, Memory and Place, and Bodies and Space. If you would like to join the group and listserv, email Karen ([karen.till@mu.ie](mailto:karen.till@mu.ie)).

Finally, the **Irish Climate Analysis and Research Unit (ICARUS)** in Maynooth is the largest dedicated climate change research and modelling centre in Ireland. It conducts pure and applied research covering all aspects of climate change from regional climate modelling to impact assessments in a variety of sectors and provides a wide and diverse range of research capabilities in the climatic arena. See: <http://icarus.nuim.ie/>

## The Geography Seminar Series

We expect all postgraduate students to attend and participate in the Department of Geography's seminar series, which includes research talks on topics relevant to your studies. International and national scholars will introduce students to frontiers in research, research design and methodology in Geography, as well as discuss relevant projects and issues in the contemporary world. The seminar series mostly takes place on Thursday afternoons from 4-5:30pm in the Rocque Lab (see the timetable above). In addition to the above seminars, we may also have some special lunch events with visiting scholars and guests. Please check the Department's 'Events' page for the latest updated series and further details: <https://www.maynoothuniversity.ie/geography/events>

## Getting Involved in the Department

There are different ways you can get involved beyond interacting with your fellow MA SJ colleagues during class and study time. You can meet with your instructors and supervisor during office hours to discuss a range of topics beyond your own research interests. In addition to attending departmental seminars, there are special additional events and outings that we offer each year. You may choose to go to lunch or tea with a visiting guest, or you can arrange to meet with one of our partners after a special event. You may choose to write a blog, tweet or create a video about your work. Or you may choose to become one of the MA course representatives, or become involved at the Faculty or University level as a postgraduate student rep. You can consider tutoring some of our undergraduates, or volunteer to work with some of our PhD candidates and postdoctoral fellows. You can find out about the different topics and groups that many of staff and postgraduates are actively engaged with, from NGOs, to professional conferences, to civil society causes, to artistic collaboratives, to political actions, and others, and you may decide to become involved in the public life of your community.





Follow us/Tweet to us at [@MaynoothGeog](https://twitter.com/MaynoothGeog)

**Videos:** Maynooth MA Geography Video: Tell your friends! Help us add to this page! ☺ (We will hope to get a SJ video made soon!)

<https://www.youtube.com/watch?v=W5Q4-fwaGoU>

## Maynooth Geography Blogs

Blogs are an increasingly common medium through which academics communicate with each other and the world at large. Maynooth is an exciting place in this regard, with numerous academics blogging for diverse audiences. Blogs you should consider subscribing to include:

**Geography's Eye on the World**, a blog written by Maynooth Geography staff and students, includes postings about geography in the news, geographers in the news, news stories that are especially geographic, or stories we feel should connect with a large swathe of our student body. The site is managed by Dr. Alistair Fraser. Some information about the MA is featured here, and many of our former MA Geography students and PhD students have also published blogs about their coursework or research. See: <http://maynoothgeography.wordpress.com/>

**Irish Elections: Geography, Facts and Analyses**, a blog written by our own political geographer Dr. Adrian Kavanagh, has been cited among the most important/used blogs in Irish politics. See: <http://adriankavanaghelections.org>

**Contour Lines**, a blog written by our own **Conor Cahalane**, co-Director of the MSc in GIS and Remote Sensing, explores the latest trends in GIS, geo-visualisation, citizen-mappings to new applications in remote sensing. See: <http://wdddslwtm.blogspot.com/2018/10/geo-for-good.html>

**Chris Brunsdon**, Director of the **National Centre for Geocomputation**, publishes a lot of his work online. See: <https://rpubs.com/chrisbrunsdon>

**Ireland after NAMA** is another well-regarded and cited blog to which many Maynooth University Geographers regularly contribute. Run out of NIRSA and managed by Dr. Cian O'Callaghan at TCD, it focuses on a range of critical commentaries and useful analyses focused on Ireland after NAMA. See: <http://irelandafternama.wordpress.com/>

## Rooms and Facilities

**Rhetoric House, South Campus:** The department has three main taught Masters teaching rooms: the Rocque Lab, Cartography Lab, Physical Geography Lab and Computer Room 1. MA students can enter and use the computers in CR1 only if the room is not being used. Your Maynooth card is needed for swipe entrance to the Cart Lab and CR1 rooms. On Thursdays and Fridays, the Cart Lab is mostly assigned to the MA in Geography, which means you should be able to spend free time in there, however please try to keep this room tidy and do not spend extended periods of time there due to C19 Health Regulations. WiFi is available across the department via the Maynooth University wireless internet service. If you find there are blind spots around the department where service is poor, please let us know.

The latest guidelines from the Health Service Executive mandate face covering plus a distance of at least one metre for activities that cannot be followed on the basis of 2m distancing. The current guidelines also mandate a maximum room capacity of 50 for indoor events. We have adjusted our teaching spaces to accommodate social distancing. We have an incoming MA class size of 5 as of now; with 3 Postgraduate Diploma students. For classes in the Cart Lab, a maximum of 12 students and an instructor is allowed. For other classrooms, please refer to your instructors for directions about socially distanced teaching and learning.

For some staff and students health considerations will make attendance on campus too risky and we will facilitate, insofar as we are able, students having access to as much of our course content as possible via remote access. The precise arrangements for each module on the course will vary with the judgements we make about the most effective way to teach the content and we will update you on this detail as our timetables and plans become more concrete over the coming month.

## Library

MU Library will be essential to you in finding the **physical and virtual spaces that you need**, including:

- accessing physical books, journals, and Special Collections & Archives, subject to C-19
- 24/7 access to our electronic collections online (eBooks/eJournals/databases)
- exceptional digital collections, including extensive digital primary sources for your research
- a dedicated PG study room with swipe access; a quiet zone in the library for you
- bookable group study-rooms
- relevant PG training during the year (online & in-person) that will support your study
- inter-library loans/document-supply and access cards to other libraries
- dedicated staff who provide information and research support to all PG levels

Taught Master's students have the support of the Teaching & Learning Librarians during the year (see below for contact details). They run popular Taught Master's Workshops at critical points in your year for preparing your assignments. Sessions in 2020 covered:

- *Moving from your thesis proposal to research and writing your thesis*,
- *Developing your thesis: researching & writing*, and
- *Successful Reference Management and Tools for Thesis Writing*.

At the time of writing, there was limited access to the library, due to Covid-19 restrictions. We expect this to change over the coming months as we enter different phases. The library homepage is: <https://www.maynoothuniversity.ie/library> where you can explore the range of our collections, and services that provided. The library homepage will always have:

- up-to-date information about accessing the library,
- information on using all our services and classes (including remotely), and
- advice on connecting with us to get the support you need for your studies and assignments.

The library also runs other popular online training sessions that you can follow at your own pace: See LISTOnline (Library & Information Skills) or you can attend one of the interactive LIST sessions in the library on a variety of information topics and critical skills. Take a look at the range of sessions that you can attend here: <http://nuim.libguides.com/list>

Some other useful links and contacts for the Library are as follows:

LIST online: <http://nuim.libguides.com/list-online>

Taught Postgraduates contact: Áine Carey [aine.carey@mu.ie](mailto:aine.carey@mu.ie), Rachel Hynes [rachel.hynes@mu.ie](mailto:rachel.hynes@mu.ie), and Saoirse de Paor [saoirse.depaor@mu.ie](mailto:saoirse.depaor@mu.ie)

Research students & staff (research support) contact: Ciarán Quinn, [ciaran.ciaran.quinn@mu.ie](mailto:ciaran.ciaran.quinn@mu.ie)

Academics (general library queries) contact: Helen Farrell, [helen.farrell@mu.ie](mailto:helen.farrell@mu.ie)

## The MA in Geography: Overview

The MA in Geography at Maynooth University is now in its seventh year. An innovative and flexible degree programme offering students the opportunity to develop their understanding of human geography while also significantly enhancing their transferrable and research skills, it is available both full-time (1 year) (MHN60) and part-time (2 year) (MHN61). Students are provided with insights into the ways in which cities, communities, social institutions, and local/global networks function within and challenge existing power relations in real-world settings, with partners working in rural environments to Dublin, a European capital and port city. Human Geography also offers such complimentary skills as thinking spatially, using multiple methods, developing employability skills (time management, learning to be flexible, working in teams), interpreting different forms/types of data, and gaining confidence and the ability to participate in public life. For students returning to academic study after, or even alongside of, a period of employment, the public engagement and field immersion emphasis of our course offers practitioners, professionals and artists the opportunity to reflect critically upon their existing practice. For those yet to establish their own career paths, students are offered opportunities to establish civil society networks that can be useful in later finding work. Finally, the course provides an excellent platform for those interested in progressing to a PhD.

The course offers a wide-ranging **programme of taught modules** that develop competencies in human geographic thought and field methods; methodological modules develop skills in analysis, research and public engagement; and specialist modules provide the opportunity for research-led teaching and learning (see selection of modules below). In addition, all students submit a thesis based upon **independent minor research thesis** at the end of the course.

The thesis is the capstone to MA and is between 12-15,000 words. Students will be provided more details about this in GY609 and in the MA Thesis Handbook. The basic elements of a minor thesis include: an *introduction*, setting out the aims and scope of the thesis, main research questions, the material to be covered in each chapter, and the significance of the study; a *review of scholarly literature* relevant to the thesis subject matter (either as a stand-alone chapter, or within thematic and/or data analysis chapters); an introduction to *geographical and historical contexts* that are relevant to situate and justify the selection of case studies and/or data sources (may be included in the introduction and/or methodology statement chapter); a detailed *methodological statement*, setting out the research design and the methods/sources employed in both acquiring and analysing information to answer stated research questions; a series of *thematic and/or case study chapters* providing a detailed discussion and analysis of data collected, produced and interpreted (i.e. research findings should be framed and interpreted by the themes and hypotheses derived from the literature review, and provide a more in-depth and nuanced discussion of these); a *conclusion*, which should recall the initial aims of the thesis, summarise the main findings, indicate the significance of the findings within existing scholarly literature, and (where appropriate) make recommendations (e.g. of a policy nature, or for future research); a *bibliography* of the works consulted in the preparation of the thesis; *appendices* with additional material relevant to the study, such as: sample research ethics information and consent forms; sample questionnaire, survey, and/or interview questions; tables of summary primary or secondary data collected; lists of codes used to analyse data; tables with sample qualitative questionnaire and/or interview results; and/or other relevant materials.

Students will develop the thesis research project by working directly with a **supervisor**. Students will develop their ideas for a thesis topic during GY609 and either choose or be assigned a supervisor based upon their specific research interests in the first semester. Once a supervisor has been approved, students are expected to meet with their supervisors during office hours and/or by appointment to discuss thesis progress regularly. At a minimum, students should arrange meetings with a supervisor to discuss: their thesis proposal (end of S1); progress in developing research questions, research design and preliminary literature review (during S1 and over winter break); the thesis proposal presentation (January-February 2020); further developing the literature review and conducting pilot research (S1 and S2); plans for completing the thesis (the 'summer sign off'); and feedback on the thesis three weeks before submission (Summer 2020). Additional meetings will help students learn how to conduct original research and submit a final extended written product.

## Public Engagement and Our Partners

An exciting component of the MA in Geography and a highlight of a number of our modules is the opportunity to engage with local, national and international experts. The MA in Geography recognises the importance of theoretical insights, concepts, geographical imaginations and ways of knowing by scholars, practitioners, artists, and community leaders, and we have established partnerships and collaborations with partners actively involved in public engagement practices. Geography collaborations with organisations and practitioners benefit MA students in a number of ways. Students may work on a research project with a partner, learn about recent projects through a guest lecture, or, as part of a module, visit practitioners and professionals in situ to learn more about their work. Our partners are experts who offer spatially relevant knowledges, creative practices, and grounded expertise from which scholars, professionals and citizens can learn in order to create better places, communities, cities, towns and environments. This approach has been recognised in 2020 by the Irish University Association and Campus Engage by selecting our GY619 Public Engagement and Spatial Justice module as a national case study for those seeking to earn a digital badge in 'Community Based Teaching and Learning'.

This year's engagement partners may include:

- Common Ground: <https://commonground.com> (GY607, GY629)
- Pavee Roads Home: <https://paveeroads.paveepoint.ie/> (GY619)
- Movement of Asylum Seekers in Ireland (in collaboration with the artist Rajinder Singh): <https://www.masi.ie/> (GY629)

This year's artist/activist partners may include:

- Ruth Niamh Clinton Moriarty: <https://www.ruthandniamh.info/about-current> (GY626)
- V'cenza Cirefice: <https://extractingus.org/contributors/vcenza-cirefice/> (GY626)
- Michele Horrigan, Askeaton Arts: <https://michelehorrigan.com> (GY626)
- Kate O'Shea ('Just City/Counter Narrative' artist in residence for Common Ground): <https://www.commonground.ie/the-just-city-counter-narrative-neighbourhood-artist/> (GY607, GY629)
- Rajinder Singh: <http://www.unprimed.com/> (GY629)

More information about partners and public engagement opportunities associated with specific modules will be announced throughout the year. Students interested in working with partners for their thesis research should contact the Course Director as soon as possible and/or their thesis supervisor. Past partners for modules and student theses have included:

- Action from Ireland (Afri)
- Asylum Archive
- Bradóg Regional Youth Services (North Dublin)
- Cloughjordan Ecovillage (Tipperary)
- Connect the Dots (Dublin)
- Creative Rathangan
- Dublin Bay North Choice and Equality Network
- Dublin Biennial
- Icon Factory (Dublin)
- Irish Heritage Council Small Walled Towns Network
- The Irish Housing Network (IHN)
- Kildare County Council Arts Service
- Maynooth Housing Justice Research Group
- Maynooth Housing Action
- Irish Museum of Modern Art
- Office of Public Works Ireland (Oifig na nOibreacha Poiblí)
- A Playful City
- Playtime
- Project Arts Centre
- Services Industrial Professional and Technical Union (SIPTU), National and Community Campaigns, and Research Division
- SPARK (Single Parents Acting For Rights of Kids)
- Upstart

## MA Geography: Course Structure and Options, 2020-21

The Department is offering a blended approach to teaching for the coming year. The University will communicate with students about what this means for accessing campus and for conduct on campus. Some of this is at the mercy of the changing public health situation and the government regulations that follow from that. We encourage all of our students to wear masks and maintain social distancing in and out of the classroom to keep us all healthy.

For the MA in Geography, insofar as the public health situation allows, we will try to offer some elements of in-person teaching alongside other materials provided online. All of our outgoing students were very happy with our pivot to online learning last semester and we are looking forward to combining that experience with onsite learning where possible.

To meet the requirements of the MA, students are required to accumulate 90 credits (ECTS) over 1 year full-time and over 2 years part-time. For the one-year full-time option, the course runs from September 2020 to September 2021 (thesis due noon, 10 September). For the part-time two-year degree, the course runs from September 2020 to September/October 2022.

Each student must complete 50 credits of **compulsory** modules in Semesters 1 & 2, as follows:

Module code	GY609
Module name	Thesis Development
Credits	30
Semester	One and Two
Instructor	Prof Karen Till and staff
Location & time	S1: Thursdays, 2-4pm Cart Lab S2: Thursdays, 11am-1pm, Cart Lab (variable)

Module code	GY608
Module name	Thinking geographically
Credits	10
Semester	One
Instructor	Prof Mary Gilmartin
Location & time	Thursdays 11am-1pm, Cart Lab

Module code	GY607
Module name	Field school
Credits	10
Semester	One
Instructor	Prof Gerry Kearns
Location & time	Fridays 2-4pm, lectures, Cart Lab; with three field excursions in Dublin, 1-4pm

In addition, students must complete another 40 credits (10 credits in Semester 1 and 30 in Semester 2) from the following options. We recommend that 30 to 40 credits of these be GY modules. Students can take one non-Geography elective; depending on student research interests, a student can take up to 20 credits non-GY modules, with permission from the Course Director. Note that students may only take up to 10 credits from Anthropology (i.e. two five credit options) as an elective.

### Semester 1 (up to 10 credits, ie select one or two 5 credit options)

Geography option

Module code	GY626
Module name	Critical ecologies
Credits	10
Semester	One



Instructor	Dr Patrick Bresnihan
Location & time	Fridays 9-11am, Cart Lab

#### Non GY-Electives

Module code	SO602A
Module name	Qualitative Analysis
Credits	10
Semester	One
Instructor	Dr Philip Finn
Location & time	Thursdays 9-11am, Roque Lab

Module code	AN692
Module name	Anthropology & Development
Credits	10
Semester	One
Instructor	Dr Chandana Mathur
Location & time	Mondays 5-7pm, Iontas Seminar Room

Module code	MD624
Module name	Irish Media History
Credits	10
Semester	One
Instructor	Dr Stephanie Rains
Location & time	Mondays 12noon-2pm, Hall D

Module code	LW634
Module name	Gender, Sexuality and the Law
Credits	10
Semester	One
Instructor	Fergal Ryan & Sinead Ring
Location & time	Thursdays 1-3pm, ELT

#### Winter Term

Module code	AN662A
Module name	Ethnography Winter School
Credits	5
Semester	Two (Winter Break)
Instructor	Dr Chandana Mathur
Location & time	TBA

### Semester 2 (up to 20 credits)

#### Geography Options

Module code	GY619
Module name	Public Engagement
Credits	10
Semester	Two
Instructor	Dr Rachel McArdle
Location & time	Fridays 2-4pm, Cart Lab

Module code	GY629
Module name	Spatial Justice: Geographies of Social and Environmental Change
Credits	10
Semester	Two
Instructor	Prof Karen Till
Location & time	Fridays, 11am-1pm Cart Lab

Module code	GY621
Module name	Dublin Urban Laboratory
Credits	10
Semester	Two
Instructor	Prof Mark Boyle
Location & time	Thursdays 2-4pm, Cart Lab

#### Non-GY Electives

Module code	SO617
Module name	Quantitative analysis
Credits	10
Semester	Two
Instructor	Dr Eoin Flaherty
Location & time	Thursdays 9-11am, Roque Lab

Module code	AN647
Module name	Foundations of Medical Anthropology
Credits	5
Semester	Two
Instructor	Dr Jamie Saris
Location & time	Fridays 3-5pm, Anthro Seminar Room

Module code	MD632
Module name	Media Publics
Credits	10
Semester	Two
Instructor	Dr Gavan Tittley
Location & time	Wednesdays 10am-12noon, Iontas Room 0.33

## Module Timetable, 2020-21

The following tables outline the PROVISIONAL GENERAL instruction timetable for both semesters. For modules with field excursions and special events (GY607, GY626 (S1) and GY619 and GY629 (S2)), students are expected to meet instructors at a designated meeting place to be provided by the instructors. Days, times and venues for all modules in both semesters are subject to change; details will be posted on Moodle and announced in class.

### Semester One\*

Mon	Tues	Thu	Fri
12noon-2pm, MD624: Irish Media History, Hall D		9-11am, SO602A: Qualitative Analysis (Roque Lab)	9-11am, GY626: Critical ecologies
		11am-1pm, GY608: Thinking Geographically	
		1-3pm, LW634: Gender, Sexuality and the Law (ELT)	2-4pm, GY607: Field School (Note: 1-4pm for field excursions)
		3-4pm, GY609: Thesis Development	
	5-7pm, AN692: Anthro & Development (Iontas Seminar Room)	4-5pm, Geography Seminars (Rocque Lab)	

\*Note: Modules start week of 28 September 2020.

## Winter Term (S2)

AN662A: Winter School of Ethnography (TBA)

### Semester Two\*

Wed	Thu	Fri
10am-12noon, MD632 Media Publics (Iontas 0.33)	9-11am, SO617: Quantitative Analysis (Roque Lab)	
	11am-1pm, GY609: Thesis Development	11am-1pm, GY629: Spatial Justice
	2-4pm, GY621: Dublin Urban Laboratory	2-4pm, GY619: Public Engagement (with possible meetings/events tba)
	4-5:30: Geography Seminars (Rocque Lab and online)	3-5pm, AN647: Foundations of Medical Anthropology (Anthro seminar room)

\* AN, MD and SO modules start week of 1 February 2021. GY609 starts 4 Feb; other GY modules start 11-12 February.

*Please Note!* Specific dates/times may vary for each module. All Geography modules meet in the Cart Lab, with some lab and excursions in other venues. Please refer to the instructor and specific class Moodle page for details

### Further Details about Modules on Offer, 2020-21

The following module descriptors are provisional: content, assessment and timetables for all modules may be subject to change. Instructors will provide specific details the first day of classes and reserve the right to make adjustments to module content and assessment. Changes will be posted on the course Moodle website, and announced in class by instructors. **It is the responsibility of the students enrolled in a given module to regularly check their Maynooth University emails and Moodle pages to monitor changes.**

### Semester One

#### GY 607: Field School (10 credits)

<i>Instructor</i>	Professor Gerry Kearns
<i>Location &amp; time</i>	Fridays 2-4pm, Cart Lab, with three field excursions, in Dublin, 1-4pm
<i>Overview</i>	This course asks about the place of fieldwork in the study of Geography. We take three themes and explore them both in the classroom and in the field. Students are asked to reflect upon the value of fieldwork for each of the four topics. The three aspects of Human Geography that we take are: Historical Geography, Literary Geography, and Urban Iconography. For each topic there is a two-hour seminar and half-day field trip. I will work with each student to help them develop their own response to the provocation of readings, seminar and field-visits.
<i>Learning outcomes</i>	<ul style="list-style-type: none"> <li>• The students will develop an appreciation of the place of fieldwork as a research method in human geography.</li> <li>• The students will have a clear idea of some of the elements of the cultural and historical geography of Dublin.</li> <li>• The students will have an understanding of the ethical challenges of local studies in urban areas.</li> </ul>
<i>Assessment</i>	100% continuous assessment.

	<p>1) Mandatory attendance for all three field walks.</p> <p>2) You will write a 4,000-word essay on some aspect of the Historical Geography or of the Iconography of the City, submitting an essay for feedback and revising it for final submission (60%).</p> <p>3) You will write a 2,000-word blog on some aspect of the Literary Geography of Dublin based on your own archival work (25%).</p> <p>4) You will also present in the field an element of urban geography on each of our field walks; each of the field presentations will be worth 5% (15%).</p>																																				
<i>Further details</i>	<p>A reading list, information about assessment, deadlines, and transferrable skills will be handed out in the first class and available on Moodle. The tentative schedule is:</p> <table border="1"> <thead> <tr> <th>Week</th> <th>Date</th> <th>Topic</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2 October</td> <td>Introducing Field Methods in Geography</td> </tr> <tr> <td>2</td> <td>9 October</td> <td>Historical Geography of the City</td> </tr> <tr> <td>3</td> <td>16 October</td> <td>Field Excursion 1 (meet in Dublin)</td> </tr> <tr> <td>4</td> <td>23 October</td> <td>Landscape Iconography of the City</td> </tr> <tr> <td></td> <td>30 October</td> <td><i>Study Week: No class</i></td> </tr> <tr> <td>5</td> <td>6 November</td> <td>Field Excursion 2 (meet in Dublin). <b>Essay 1 returned</b></td> </tr> <tr> <td>6</td> <td>13 November</td> <td>Literary Geographies of the City. <b>Essay 1 final version submitted.</b></td> </tr> <tr> <td>7</td> <td>20 November</td> <td>Field Excursion 3 (meet in Dublin)</td> </tr> <tr> <td>8</td> <td>27 November</td> <td><i>No class</i></td> </tr> <tr> <td>9</td> <td>4<sup>th</sup> December</td> <td><b>Submit Essay 2</b></td> </tr> <tr> <td>10</td> <td>11<sup>th</sup> December</td> <td><i>No class</i></td> </tr> </tbody> </table>	Week	Date	Topic	1	2 October	Introducing Field Methods in Geography	2	9 October	Historical Geography of the City	3	16 October	Field Excursion 1 (meet in Dublin)	4	23 October	Landscape Iconography of the City		30 October	<i>Study Week: No class</i>	5	6 November	Field Excursion 2 (meet in Dublin). <b>Essay 1 returned</b>	6	13 November	Literary Geographies of the City. <b>Essay 1 final version submitted.</b>	7	20 November	Field Excursion 3 (meet in Dublin)	8	27 November	<i>No class</i>	9	4 <sup>th</sup> December	<b>Submit Essay 2</b>	10	11 <sup>th</sup> December	<i>No class</i>
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### GY608: Thinking Geographically (10 credits)

<i>Instructor</i>	Professor Mary Gilmartin			
<i>Location &amp; time</i>	Thursdays 11am-1pm, Cart Lab			
<i>Overview</i>	<p>This mandatory module addresses key debates on the nature and practice of geography, drawing on historical and contemporary scholarship from a range of academic contexts. The module will focus on key concepts that underpin geographical thoughts, and key approaches to the practice of geography. The module outline will be discussed and agreed with the students and instructor the first day of class. The first day of instruction for GY608 will be on Thursday, October 1, from 11am-1pm in the Cartography Lab, Rhetoric House.</p>			
<i>Learning outcomes</i>	<p>On successful completion of the module, students should be able to:</p> <ul style="list-style-type: none"> <li>Identify and analyse key theoretical debates in the discipline of Geography;</li> <li>Locate and contextualise their independent research within the key theoretical debates of Geography;</li> <li>Critically analyse the ways in which their independent research contributes to broader theoretical debates in Geography.</li> </ul>			
<i>Assessment</i>	<p>100% Continuous Assessment. This module counts for 10 credits. You are expected to attend and participate in classes and read widely in conjunction with this module. The module will be assessed by continuous assessment (100%), allocated as follows:</p> <ul style="list-style-type: none"> <li>Participation (20%)</li> <li>Paper proposal and presentation (20%) – presentation on Thursday 26 November 2020; proposal due no later than 5pm on Friday 27 November 2020.</li> <li>End of semester paper (60%) – due no later than 5pm on Monday 11 January 2021.</li> </ul>			
<i>Further details</i>	<p>Reading lists, detailed information about assignments, and transferrable skills will be handed out in the first class. The tentative schedule is:</p> <table border="1"> <thead> <tr> <th>Week</th> <th>Date</th> <th>Topic</th> </tr> </thead> </table>	Week	Date	Topic
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	<b>1</b>	1 October	Introductions: What is Geography?
	<b>2</b>	8 October	Nature and culture
	<b>3</b>	15 October	Landscape and environment
	<b>4</b>	22 October	Place, space and time
	<b>5</b>	29 October	<i>Study Week: No class</i>
	<b>6</b>	5 November	Regions, territories and scale
	<b>7</b>	12 Nov	Cities, states and empire
	<b>8</b>	19 Nov	Geography's Identity Crisis?
	<b>9</b>	26 Nov	In-class presentations
	<b>10</b>	3 December	Power and politics
	<b>11</b>	10 Dec	TBC

### **GY609: Thesis Development (30 credits over the academic year)**

<i>Instructor</i>	Professor Karen Till
<i>Location &amp; time</i>	Semester One: Thursdays 3-4pm, Cart Lab Semester Two: Thursdays 11am-1pm, Cart Lab (variable)
<i>Overview</i>	This module provides the structure for and recognition of hours involved for students to conduct an original piece of geographical research, including the collection, analysis and interpretation of data, and contextualisation within the wider academic literature.
<i>Learning outcomes</i>	On successful completion of the module, students should be able to: Demonstrate knowledge of the theory and concepts of a specific area of geography; conduct original geographical research under the supervision of a thesis advisor, including the collection, analysis and interpretation of data using a variety of methods; contextualize research within academic literature; and produce a substantive piece of original geographical research in the written form of a thesis.
<i>Assessment</i>	The final thesis is worth 100% of the mark for this module. As part of GY609, in Semesters 1 and 2, mandatory workshops, formative assignments, and presentations (with feedback) will be due to help students make progress with developing a thesis topic, set of research questions, research design and methodology, and relevant literature review, methods, and data analysis.
<i>Further details</i>	The MA thesis preparation coursework and final submitted thesis (12-15,000 words) is worth 30 credits of the course. The thesis preparation module a very important part of the programme. It must be given significant thought and time from the start of the course. In Semester 1, students will be introduced to the MA Thesis Handbook and a series of short assignments related to developing the topic and preliminary literature review will be provided on Moodle. They will select a supervisor and/or be assigned a supervisor by late November. Over winter break, students must work on a proposal and preliminary literature review and methodology and submit to their supervisors by <b>21 January 2021</b> . Students are required to present their thesis research proposals to Geography staff <b>on 4 February</b> . In Semester 2, students continue to work on theses, getting training in ethics, literature reviews, and other relevant topics. To advance to thesis candidacy, a student must have satisfactorily completed and passed 60 credits of coursework (with a mark of 40% or above), and have submitted all formative assignments as part of the thesis preparation module GY609 by June 202. A PDF and two hard bound copies (checked by TurnItIn) is due on the GY609 Moodle page and the front office by noon <b>10 Sept 2021</b> .

### **GY626: Critical ecologies (10 credits)**

<i>Instructor</i>	Dr Patrick Bresnihan
<i>Location &amp; time</i>	9-11am Fridays
<i>Overview</i>	From climate breakdown to the sixth mass extinction, claims of environmental breakdown and eco-apocalypse are hard to ignore:



	<p>world ecologies are in a critical state. But the loss of life-sustaining ecosystems and the fall-out of environmental change are not experienced equally. The era of the Anthropocene is in fact an era marked by the geographically uneven distribution of environmental risks and burdens. For many indigenous peoples, their worlds have already been and gone, lost through colonial appropriation, extraction, and pollution. Resistance to these processes has in turn a much longer history and wider geography than often considered within the dominant narratives of western environmentalism. Thinking critically about environmental issues today requires us to position ourselves within the diverse tradition of environmental justice, operating at the intersections of race, class, work, gender and the environment. This module will introduce students to key texts, concepts, writers, and social movements operating within this broadly defined tradition. Class-based discussions, guest talks, and site visits will reflect on the political, ethical, and aesthetic challenges of fostering hopeful politics in a time of environmental crisis, reactionary politics, and deepening global inequalities, with a particular focus on Irish-based artistic and activist interventions.</p>																																				
<i>Learning outcomes</i>	<p>Upon successful completion of this module, students will have: a good understanding of the key concepts, texts, writers, and movements that inform spatial and environmental justice; developed critical, interdisciplinary thinking in relation to environmental problems in Ireland and abroad; developed a critical appreciation of the role and value of artistic practice and participatory research for understanding and communicating the complexities of environmental challenges today; developed the skills of critical reading, writing, debating and presenting, including how to synthesise ideas and communicate these effectively in written and oral form.</p>																																				
<i>Assessment</i>	<p>100% continuous assessment consisting of class participation (10%), class presentation (15%), extended essay abstract (min. 500 words, due 2 November (15%), and final paper (4000 words excl. bibliography, due 30 November) (60%).</p>																																				
<i>Further details</i>	<p>The module consists of 9 x 2 seminar hours and 1 x 2 hour field excursion (4 December). Students should also expect to undertake approximately 60 hours for reading and class preparation. Reading lists, detailed information about assessment, and transferrable skills will be handed out in the first class. The tentative schedule is:</p> <table border="1"> <thead> <tr> <th>Week</th> <th>Date</th> <th>Topic</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2 October</td> <td>Introduction/overview</td> </tr> <tr> <td>2</td> <td>9 October</td> <td>Race &amp; Colonialism</td> </tr> <tr> <td>3</td> <td>16 October</td> <td>Feminism &amp; Gender</td> </tr> <tr> <td>4</td> <td>23 October</td> <td>Work &amp; Class</td> </tr> <tr> <td></td> <td>30 October</td> <td><i>Study week; no class</i></td> </tr> <tr> <td>5</td> <td>6 November</td> <td>Situating knowledges: Ethnography &amp; Visual methods</td> </tr> <tr> <td>6</td> <td>13 November</td> <td>Forests &amp; Protest; guest seminar with Ruth Niamh Clinton Moriarty</td> </tr> <tr> <td>7</td> <td>20 November</td> <td>Extractivism &amp; Deep mapping; w/ V'Cenza Cirefice</td> </tr> <tr> <td>8</td> <td>27 November</td> <td>Toxic exposure &amp; Environmental Justice; guest seminar with Michele Horrigan, Askeaton Arts</td> </tr> <tr> <td>9</td> <td>4<sup>th</sup> December</td> <td>Field Excursion to Agitation Co-op, Temple Bar Gallery</td> </tr> <tr> <td>10</td> <td>11<sup>th</sup> December</td> <td>Final reflections &amp; Discussion</td> </tr> </tbody> </table>	Week	Date	Topic	1	2 October	Introduction/overview	2	9 October	Race & Colonialism	3	16 October	Feminism & Gender	4	23 October	Work & Class		30 October	<i>Study week; no class</i>	5	6 November	Situating knowledges: Ethnography & Visual methods	6	13 November	Forests & Protest; guest seminar with Ruth Niamh Clinton Moriarty	7	20 November	Extractivism & Deep mapping; w/ V'Cenza Cirefice	8	27 November	Toxic exposure & Environmental Justice; guest seminar with Michele Horrigan, Askeaton Arts	9	4 <sup>th</sup> December	Field Excursion to Agitation Co-op, Temple Bar Gallery	10	11 <sup>th</sup> December	Final reflections & Discussion
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4	23 October	Work & Class																																			
	30 October	<i>Study week; no class</i>																																			
5	6 November	Situating knowledges: Ethnography & Visual methods																																			
6	13 November	Forests & Protest; guest seminar with Ruth Niamh Clinton Moriarty																																			
7	20 November	Extractivism & Deep mapping; w/ V'Cenza Cirefice																																			
8	27 November	Toxic exposure & Environmental Justice; guest seminar with Michele Horrigan, Askeaton Arts																																			
9	4 <sup>th</sup> December	Field Excursion to Agitation Co-op, Temple Bar Gallery																																			
10	11 <sup>th</sup> December	Final reflections & Discussion																																			

## Electives

### AN692: Anthropology & Development (10 credits)

<i>Instructor</i>	Dr Chandana Mathur
<i>Location &amp; time</i>	Tuesdays 5-7pm, Iontas Seminar Room
<i>Overview</i>	This module provides the foundations for the study of Anthropology and Development by situating the long process of the making of the contemporary Global South at the intersection of world historical and political economic flows. We will begin with a close reading of key texts in the field of historical anthropology in order to trace the emergence of mass poverty, inequality and conflict in our world today. The latter part of the module introduces current anthropological perspectives on, and engagements with, issues of sustainable international development.
<i>Further details</i>	Reading lists, detailed information about assessment, and transferrable skills will be handed out in the first class.

### MD624: Irish Media History (10 credits)

<i>Instructor</i>	Dr Stephanie Rains
<i>Location &amp; time</i>	Mondays, 12noon-2pm, Hall D
<i>Overview</i>	This module will examine the history of mass media in Ireland from mid-19thC print culture to the early years of television. It will examine the creation of a mass media audience, the development and reception of new media technologies and cultures, and the political economy of media industries in an Irish context.
<i>Learning outcomes</i>	Upon successful completion of this module, a student will be able to: Recognise and appraise the historical development of mass media in Ireland; Apply and evaluate critical methods and theoretical frameworks in to the development of media technologies and cultures in Ireland; Synthesise ideas and communicate these effectively in written contexts; Develop and pursue independent research activities.
<i>Assessment and further Details</i>	100% continuous assessment module, consisting of 12 x 2 seminar hours during the course of the first semester. Students will undertake a minimum of 96 hours of independent reading and research. Reading lists, detailed information about assessment, and transferrable skills will be handed out in the first class and will be available on Moodle.

### SO620A: Qualitative Methods (10 credits)

<i>Instructor</i>	Dr. Philip Finn
<i>Location &amp; time</i>	Thursdays 9-11am, Roque Lab
<i>Overview</i>	This course offers students a theoretical and practical guide to qualitative research methods. It locates these methods within an interpretivist tradition which explores the meanings with which people attach to human behaviour. It facilitates a greater understanding of the subjects perspective. The course explores human behaviour through methods such as participant observation, interviewing and focus groups and also how social action is represented through visual methods. The course offers practical experience to students in these methods but also focuses on the analysis and writing of qualitative research.
<i>Learning outcomes</i>	On successful completion of the module, students should be able to: Understand the epistemological foundations behind qualitative research; Assess which qualitative methods are the most appropriate to answer particular research questions; Demonstrate a knowledge of various qualitative research methods; Understand how qualitative data is analysed and written up.

<i>Assessment</i>	One critical review (30%); Thematic analysis of interview transcript (provided with an interview transcript selected from the Irish Qualitative Data Archive (IQDA); students will be required to develop a thematic analysis of the data using codes, categories and themes (35%); and One field-based exercise (write field notes when/after visiting a social setting (approved in class) for 45 minutes OR transcribe and analyse an interview (45 minute long) OR transcribe and analyse a focus group (45 minutes long) (35%).
<i>Further details</i>	A reading list, assessment details and deadlines, and other information will be handed out in the first class.
<i>Instructor</i>	Dr. Philip Finn
<i>Location &amp; time</i>	Thursdays 9-11am, Roque Lab

### **LW634: Gender, Sexuality and the Law: Comparative Perspectives (10 credits)**

<i>Instructor</i>	Fergus Ryan and Sinéad Ring
<i>Location &amp; time</i>	Thursdays 1-3pm, ELT
<i>Overview</i>	This module seeks to interrogate the manner in which the law engages with gender and sexuality, with a particular emphasis on comparative legal perspectives. Drawing on legal responses from different jurisdictions, and informed by relevant theories, this module will critique legal and social responses to gender difference, sexual orientation, gender identity and gender expression in a variety of legal contexts. The module will evaluate the extent to which gender is a relevant factor in law and legal processes, with particular regard to family law, criminal law and property law. It will, moreover, seek to critique the legal and social treatment of sexual minorities and of those whose gender identity and/or gender expression differs from that expected of the gender assigned to the person at birth. The module will interrogate and critique legal responses to expressions of sexuality and to sexual activity, both consensual and non-consensual, with a particular emphasis on prostitution, sexual offences and age of consent laws. It will also address legal issues relating to reproduction and reproductive technologies. Topics may include (but are not limited to): sex discrimination and harassment in employment; gender and parenting; marriage and gender; gender and property; reproduction and the law; gender recognition laws (the legal treatment of people who are transgender and intersex); sexual orientation and the law; recognition of same-sex couples; legal responses to the hijab and niqab; prostitution; age of consent; obscenity and public decency; sexual offences; gender and the criminal law.
<i>Assessment</i>	Assessment is 50% continuous assessment and 50% exam.
<i>Further details</i>	A reading list, assessment details and deadlines, and other information will be handed out in the first class.

### **Winter Break (S2)**

### **AN862: Ethnography Winter School (5 credits) (Winter Term)**

<i>Instructor</i>	Dr. Chandana Mathur
<i>Location &amp; time</i>	TBA
<i>Overview</i>	This module is a comprehensive introduction to ethnography. 'Ethnography' is more than a 'method': it comprises a whole style of thought encompassing forms of observation, analysis, and writing. The module therefore emphasizes analysis and theory in addition to the research practices (interviewing, participant observation, note-taking) conventionally associated with qualitative research methodology. Themes covered include: culture and difference, contexts and cases (working in NGOs, clinics, corporations), styles of representation and the politics of knowledge,

	research ethics and ethnographic engagement. The module is also structured as a workshop, so that ethnographers at various stages of their careers -- from students planning proposals, to dissertation writers analysing previously collected material, to research professionals who may not be based in academia -- will be able to produce work within the module that relates to their respective career stages, locations, and goals. This work, such as a proposal draft or a stretch of ethnographic writing, forms the basis for module assessment.
<i>Further details</i>	Reading lists, detailed information about assessment, and transferrable skills will be handed out in the first class.

## Semester 2 GY Electives

### GY619: Public Engagement (10 credits)

<i>Instructor</i>	Dr Rachel McArdle
<i>Location &amp; time</i>	Fridays, 2-4pm Cart Lab, plus additional workshops off campus
<i>Overview</i>	In this module, students work on a 'real world' project as developed with a partner through such platforms as: action research; participatory action research; community service learning; advocacy for a civil society group; an internship with a community group, NGO, artistic institution or collaborative; participating and contributing to an activist, community or creative group or collaborative; or another public engagement framework. Students will work either in teams or individually on a project. This module will involve collaborative work with the chosen partner. In 2019/2020, GY619 students worked with Pavee Roads Home, through Pavee Point, and together created a storymaps, documenting the personal journeys and histories of Traveller men. This collaboration can be seen here: <a href="https://paveeroads.paveepoint.ie/">https://paveeroads.paveepoint.ie/</a> . In 2020-21, we hope to continue this partnership, adding to the rich stories and collaborations that already exist.
<i>Learning outcomes</i>	Upon completion of the module, students will: become familiar with applying key theoretical concepts and research methods in Geography to real world projects; become familiar with the theoretical and practice-based debates with respect to publicly engaged research approaches, such as participatory and action research design; develop a reflexive understanding of one's own critical lens on the world through this application and by working with local experts and other professionals; gain experience in applied empirical research and creative and/or activist practices on a project defined by a partner working on geographically relevant topics; and gain real life experience working with people outside of academic which provides a range of transferrable skills relevant for student post-MA careers.
<i>Assessment</i>	100% continuous assessment, details TBA.
<i>Further details</i>	A reading list, assessment details and deadlines, information about partners, and transferrable skills will be handed out in the first class and available on Moodle. A high level of attendance and participation is required as part of the overall module mark will be based on in class work and team projects. This module is based on students working independently and engaging with the project as a team.

### GY621: Dublin Urban Laboratory (10 credits)

<i>Instructor</i>	Professor Mark Boyle
<i>Location &amp; time</i>	Thursdays 2-4pm, Cart Lab, with three Dublin field excursions
<i>Overview</i>	Dublin is a particularly interesting city for urban studies and economic geography students to examine and forms a key focus of our Masters

	in Geography degree. Using Dublin as an active research laboratory, this field-immersion class investigates a range of pressing political-economy themes, bringing together rich and varied scholarship from leading researchers in Maynooth and Dublin-based universities and the valuable experiential analysis of community workers, policy makers and a range of other urban actors. Comprising a mixture of seminars, workshops and field excursions, key suburban, peri-urban, central and inner-city field-sites, form the objects through which students examine key social, political, economic, historical, cultural and environmental dilemmas of this capital and coastal city, where neoliberal financial regimes have restructured urban space to a significant degree. This field-immersion class posits Dublin as an active research laboratory in which to treat some of the central themes of urban and economic geographical analysis. It includes a semester long applied research project which will be conducted with stakeholder engagement in mind, and is taught through a combination of lectures, field excursions and workshops.
<i>Learning outcomes</i>	On successful completion of the module, students should be able to: demonstrate a critical awareness of current socio-spatial issues and challenges relating to Dublin; demonstrate familiarity with applying key theoretical concepts in urban and economic geography to real world situations; apply field-based observation, interpretation and analysis skills; demonstrate familiarity with methodological approaches and analysis techniques of Dublin's contemporary urban and economic geographers; and appreciate field-based research activity by engaging with a range of urban actors.
<i>Assessment</i>	100% continuous assessment.
<i>Further details</i>	A reading list, assessment details and deadlines, information about partners, and transferrable skills will be handed out in the first class and available on Moodle.

### **GY629: Spatial Justice: Geographies of Social & Environmental Change (10 cr)**

<i>Instructor</i>	Professor Karen Till
<i>Location &amp; time</i>	Fridays 11am-1pm, Cart Lab
<i>Overview</i>	This module will critically explore: theories of spatial justice; underlying spatial processes involved in social and environmental change; mechanisms for achieving and resisting these; and the possibilities of alternative futures. It examines how spatial justice, and social and environmental change are conceptualised, manifest, fail and are resisted with a focus on power geometries, decolonisation and the politics of difference. The relationships between geographical knowledges; feminist, indigenous, artistic and other theories and practices; as tied to material changes of decolonisation, activism, solidarity building, community building, and forging alternative futures, will be examined. Depending on student's research interests, the module will introduce students to different facets of spatial justice and relevant theories, possibly including: procedural, distributional, social, spatial, place-based, land, commemorative, and environmental justice. Students will investigate the underlying spatial and structural processes of injustice leading to current earth and social crises, including colonialism, neoliberalism, racism, patriarchy, homophobia, and nature/society dualisms. Conceptual engagement will be developed through student-led research about current issues, and students will learn about the significance of local knowledges, including the voices of those affected by forms of injustice, through workshops with public engagement partners.
<i>Learning outcomes</i>	On successful completion of the module, students should be able to: Critically evaluate theoretical approaches to understanding spatial justice and geographies of social and environmental change; Learn to



	document, map and acknowledge past and ongoing forms of spatial injustice; Learn ethical, responsible and respectful approaches to research that include attending to the knowledges of local experts, including those affected by the legacies of injustice; Use a geographical lens to analytically examine the possibilities and limitations of activism, policy making and community and voluntary work in working towards social change; Debate and discuss resistances to inclusive social progress and environmental justice; Bring geographical theories together with a chosen example to develop new insights into the spatialities of a contemporary or historical struggle for spatial justice; Manage their own learning so as to make appropriate use of a full range of available resources.
<i>Assessment</i>	100% Continuous Assessment, with readings and assignments to be available on Moodle and at the start of the second semester. A high level of attendance and participation is required as part of the overall module mark will be based on in class work.
<i>Further details</i>	Details about the module's schedule, readings, specific assignments, assessment and transferrable skills will be handed out in the first class and available on Moodle.

### Non GY-Electives

#### **AN647: Foundations of Medical Anthropology (5 credits)**

<i>Instructor</i>	Dr Jamie Saris
<i>Location &amp; time</i>	Fridays 3-5pm, Anthro Seminar Room
<i>Overview</i>	This module offers an advance introduction to the broad field of Medical Anthropology, focusing on the classical anthropological contributions to this important subfield, from the work of Klienman and Goode to current debates about Global health, health care systems; care more generally, and social suffering, medically and psychologically. Students will refer to key work in the area, such as studies of ethno-medicine, critiques of bio-medicine, healing and health care. Students will explore ethnographic work on patient-physician relationships, the social and community contexts of care provision, and the impact of bio-medicine on Western and non-Western populations.
<i>Further details</i>	Reading lists, detailed information about assessment, and transferrable skills will be handed out in the first class.

#### **MD632: Media Publics: Digital media, public discourse & political formations (10 credits)**

<i>Instructor</i>	Dr Gavan Titley
<i>Location &amp; time</i>	Wednesdays, 10am-noon, Iontas 0.33
<i>Overview</i>	Publics are produced by the circulation of discourse. Politics, in a digital age, is in part shaped by the expansive production of discourse, in and through emergent and contingent public formations. This has the benefit of broadening the range of 'voices' and actors in public circulation, though this by no means fundamentally re-shapes communicative power relations. At the same time, the dramatic increase in the extent and intensity of media content raises questions for the categories and concepts used to conceptualise 'the public', and publics. The aim of this module is to examine the significance of digital media in the shaping of publics and public contestation, with a thematic focus on the politics of multiculturalism, racism, gender and class in contemporary societies. Building on key foundational, normative ideas of the public it will cover key conceptual discussions of political publics (such as 'counter-publics', 'subaltern publics', 'anti-publics') in relation to more recent theorisations of mediated publics (such as 'networked publics', 'public horizons', 'ad hoc publics', 'eventisation', 'algorithmic publics').

<i>Learning outcomes</i>	Upon successful completion of this module, a student will be able to: Identify and discuss key dimensions of the concept of the public in historical and contemporary terms; Apply theoretical concepts related to digital media publics to key examples and case studies; Recognise and understand the relevance of mediated publics to the analysis of contemporary politics, with a particular emphasis on racism, gender and class; Demonstrate advanced, independent research skills in relation to contemporary media research.
<i>Assessment</i>	100% continuous assessment.
<i>Further details</i>	A reading list, assessment details and deadlines, information about partners, and transferrable skills will be handed out in the first class and available on Moodle.

### **SO617: Quantitative Analysis (10 credits)**

<i>Instructor</i>	Dr Eoin Flaherty
<i>Location &amp; time</i>	Thursdays, 9-11am, Roque Lab
<i>Overview</i>	Quantitative research methods have a long and important history in the social sciences. Sociologists, criminologists, geographers, educationalists and political scientists amongst a range of others in the Social Sciences need to collect or make use of existing numeric data, make sense of it and use it to answer questions relevant to social and public debate. This course is aimed at postgraduate students in Sociology and cognate disciplines, and will use examples from a range of disciplines. The aims of this module are to: Enhance the quantitative capacity of postgraduate students by learning how to develop and apply basic, intermediate and advanced quantitative research skills that are responsive to the needs of social science subject areas and disciplines; Raise awareness of the secondary data sources (cross-sectional and longitudinal) that are available to postgraduate students as well as new data collection; Boost the skills training social science students receive to enhance their employment and research prospects.
<i>Learning outcomes</i>	On successful completion of the module, students should be able to: Evaluate the need for new data collection. That is, students will be able to evaluate the need for new data collection in light of the range of existing secondary data sources available to postgraduate students to answer specific research questions; Design a basic survey questionnaire with an understanding of concepts that underpin the construction of variables. / Interpret and understand numerical data that are presented in tabular or graphical form; Understand the principles of different types of quantitative research designs (e.g. cross-sectional, longitudinal); Formulate research questions and hypotheses which are amenable to empirical investigation; Demonstrate and understanding of the basics of sampling, statistical inference and modelling, and the ability to differentiate the broad range of quantitative research methods and types of analyses that can be used to include univariate, bivariate and multivariate methods; Apply quantitative analytical methods to a question of interest to the social sciences to professional standards. That is, students will be able to effectively use a range of descriptive and inferential statistics for parametric and non-parametric data and independently perform a range of data analyses including cross-tabulations, t-tests and ordinary least squares regressions to answer specific research questions; Apply data reduction and grouping methods, such as factor and cluster analysis; and, Read and critique quantitative articles effectively.
<i>Assessment and further Details</i>	100% continuous assessment, TBC. Reading lists, detailed information about assessment, and transferrable skills will be handed out in the first class and are available on Moodle.

## **Transferrable Skills**

You will learn and practice a wide range of transferrable skills when completing your modules and when conducting your original research for the MA thesis. You will learn to become excellent professional geographers but much more besides. Each module instructor will highlight the key transferrable skills applicable in their module. Referring to this list and your module syllabus will be helpful in describing your experience and training in your resume/cv and when applying to jobs after graduation. Depending on the module in question, you will:

- set and realize goals;
- break down larger projects into smaller, realisable tasks;
- problem solve;
- nurture creativity and creative thinking;
- develop interpretive skills;
- identify appropriate qualitative and quantitative research methods are needed to gather, interpret and analyse data for particular projects;
- effectively use computers and different software packages/technologies that are relevant for specific projects;
- adapt to new situations;
- trouble shoot;
- take initiative and develop leadership skills;
- work in teams;
- network;
- motivate others;
- listen to others;
- manage time effectively;
- follow instructions;
- think critically;
- develop strong written and verbal communication skills;
- write and communicate for different audiences;
- develop numeracy skills;
- make professional presentations;
- use specific analytical skills;
- act as a professional in different settings;
- be respectful and responsible to a range of experts and work/research partners;
- conduct research ethically.

## **Overview of course policies**

The MA in Geography is designed to nurture independent and critical thinking from a human geography perspective. Students are encouraged to actively participate in all lectures, practicals and seminars, and to fulfil the requirements of the various components of the course. By nurturing contacts with our public engagement partners, as well as through the advice of our world-class researchers, students on the course will also have the opportunity to develop their academic studies towards practical and relevant competencies. Since this is a postgraduate course, a high level of performance and contribution is expected from each participant.

## **Your Responsibilities as a MA Geographer**

This is a postgraduate course. Therefore a high level of performance and contribution, as well as professionalism, is expected from each participant.

## **Academic Integrity**

University work must meet the professional standards of honest and moral behaviour for academic work. This includes how we address each other and the consideration we show to each other in our interactions. Should we need to raise questions with each other, it is professional to give people a clear statement of what we are asking and to give them a reasonable time to respond. We should not anticipate people working outside core working hours. We should acknowledge that we may have differences of opinion and interpretation and that we have a right to be heard with respect. But this also means that we must understand how

to make an academic argument—by drawing upon evidence, by understanding the point of view of those who have reached different conclusions, and by appreciating that we may learn new things that could change our view. We can disagree and learn how to understand the basis of that difference. Only then can we develop our own views in ways that allow them to make an effective contribution to a collective debate.

The organisation that validates the quality and standards of universities in Ireland, [Quality and Qualifications Ireland](#), reminds us that the purpose of assessment is ‘to ascertain understanding and demonstrate the achievement of specific learning outcomes.’ It is illegal, according to the Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019, to do work on behalf of someone else and the QQI is empowered to prosecute those who cheat for others. The university is committed to making cheating difficult and to prevent students cheating their way to a degree. We all have a role to play if we are to have a community based on honesty, fairness, respect, and responsibility. Students need also to have the courage to do the right thing even they face serious challenges. The QQI tells us that students must ‘ensure that all submitted work for assessment purposes in an academic setting [...] correctly acknowledges the source of any data which is not original to the learner.’ To understand what this requires you need to familiarise yourself with the natures and risks of plagiarism.

## Plagiarism

Plagiarism is taking credit for the work of someone else. When you are asked to submit work for evaluation we are testing your understanding of the concepts, information, and debates within some field of Geography. This is why the essay, dissertation or short answer should be your own work. Of course, your work will draw upon the ideas, data, and discussions presented wither by your lecturers or in the articles or books that have been recommended to you or that you have found for yourself. You avoid plagiarism by composing your answer for yourself while giving credit to your sources.

### A. The forms of plagiarism

There are three main ways that plagiarism arises.

#### 1. Using the words of someone else without proper acknowledgement

Sometimes you will think it helpful to use the words of someone else in your essay. This may be because you want to discuss further something you have read. It may be because it is a particularly concise statement of something. In any such case you must indicate that the phrase, sentence or short paragraph is the work of another person. You should put their words in quotation marks: “ ”. You should also give a reference to the source. In the text of your essay and immediately following the quotation you should give the source in some form similar to this: (Bloggs, 2008: 33). The first part of the reference here is the author’s surname and the year of publication, and this tells me where in your I can find the full details bibliography (and this is why your essay must have a bibliography). The part at the end is the page number where I could find the quotation if I wanted to look it up. In this way you have told me your source and you have let me check it for myself. You can find further guidance to referencing in *The Reference Point: The Maynooth Guide to the Harvard Referencing System*, [available online here](#). You will also need to consult your lecturer, or module specific handbooks, and pay attention to the general practice in the particular subdiscipline of Geography you are working in. For example, quotation is more frequent in some areas of Human Geography than it is in many areas of Physical Geography.

Even if you use the words of another person and you put them in quotation marks and you give the source you used, you must still explain in your own words what this means or make it clear from the context in your essay that you understand the sense of the quotation. For example, it would be perfectly alright for you write something like this—‘The reasons why land values are generally high at the core of cities include accessibility and prestige, and these have been called the “benefits of centrality” (Christaller, 1945: 66).’ I am telling you where I learned about the causes of high land values at the centre of cities and it is clear from the context that I understand accessibility and prestige to be what Christaller referred to as the “benefits of centrality.”

2. Relying too heavily upon the words of others even with proper acknowledgement  
Remember, that we are trying to assess your understanding of what you have read. We can't do that if your essay is mainly composed of extracts from the works of others even if these are properly referenced both in text and in your bibliography. One way to avoid this is to remember that when you quote someone's words you must show that you have understand what is being said. This will mean that most quotations will be accompanied by explanatory text of your own relating to the quotation to the question you have been asked to consider. Also remember that there is little point quoting your source if there is no special reason for doing so. As I said above this might be because you specifically want to discuss in detail the claim made by the author or it might be because they have expressed things particularly clearly and your own explanation can best be developed by elaborating upon these quoted words. As a guide for you, it would be odd for quotations in a student essay in Geography to make up as much as a quarter of the essay although for some work in Literary Geography that might occasionally occur.

3. Using the work of others without proper acknowledgement even where no direct quotation is included

You are always being asked questions that require you to draw upon the work of others to answer them. We need to know the source of your information. For example, if I were to be asked how central places develop in a predominantly agricultural society, I might talk about Walter Christaller's central place theory that I may read about in book by Peter Haggett. If so, I might write something like this—'In agricultural societies, the bringing of food to market may cause the development of market towns. Christaller argued that these would likely be relatively evenly spaced across the landscape (Haggett, 1965).' I am telling you that this idea comes from the work of Christaller and I am telling you that I learned about this in the book by Haggett, the details of which I will provide in the Bibliography at the end of the essay. In other words, I must give a source even where I do not directly quote words from that source.

## **B. Avoiding Plagiarism**

1. Taking notes

It is very dangerous to take notes by cutting-and-pasteing from things you read online. If you do make notes like this, then, at the very least put quotation marks around everything you insert from another place and make a note to yourself of its source. This is laborious but necessary. It is far better to make notes in your own words. Even if you download the source onto your laptop, notes in your own words can capture your understanding when the reading is fresh in your mind. You might read a paragraph and make a note to yourself if there is something there that could be useful in your essay and this, then, will be your understanding of the relevance of that part of the article you were reading. We might imagine note-taking as leaving a record for ourselves of what we understood when reading so that we can easily recover that understanding when later we need it again. No one remembers all they read and understand without such prompts. It is a sort of conversation with yourself, or at least with the future self who will read the notes at some later point. When you turn to your notes to compose your essay, it needs to be crystal clear to you which words are yours and which come directly from a source. Of course, in your notes you will need the full details of your sources so that they can be given in your bibliography. You will also want the page numbers for any sections of text you quote into your notes.

2. Writing your essay

Essays begin with a blank sheet and you have to compose your answer. You will want to show you have understood the question set and then you will draw upon your notes about your readings in order to compose your answer. It really will not do to copy paragraphs from online sources into your essay and then work at disguising this by swapping out certain words, or rearranging parts of sentences in a different order. Yes, these will in some sense be your words but it is not your understanding. You must read, understand and then explain. This is hard work and there is no short-cut. Start with your own words. How would you explain this to someone who had not read what you have read? You can go back to the sources for illustration and also to document where your ideas come from. But, start with your own understanding in your own words.

### 3. Collaborating with other students

It is a very good idea to talk about your essay with other students, even if they are not taking the same course. This helps you clarify your own ideas. Except in cases where group work is specifically required, however, the composition of the essay must entirely be your own. Remember, plagiarism is taking credit for work that is not your own. If you borrow chunks from another student's essay you both may be complicit in cheating. This is also called collusion. Of course, you may not ever submit work written by another person as if it were your own.

### 4. Using Turnitin

If you submit work via Moodle, it is very likely that you will be able to get a Turnitin report on your work. This will identify parts of your essay that have been seen elsewhere. There may be very good reasons for this. For example, the details of most of your bibliography is very likely to be found in other articles or essays so that these will be highlighted. Any quotations you include, even if you put them in quotation marks, will be highlighted but, provided you have given your source correctly (see A.1 above) and this does not make up too much of your total length of your essay (see A.2 above) there is no problem. Turnitin may suggest that various other common phrases (such as "central place theory" or "European agricultural history") are not original to you. This also is not a problem. However, if you see chunks of your essay highlighted by Turnitin and you have not given a source and it is not a commonly used phrase, then, you should ask yourself if you have inadvertently copied into your essay something from a source you were reading. You will want to rephrase this to ensure that you are writing in your own words.

A low "score" in Turnitin is no guarantee that there is no plagiarism in your work, particularly if you write your essay by copying into it chunks of text that you then amend. This is why it is so important to follow good practice in taking notes and composing essays.

### C. Consequences of Plagiarism

At the Masters level we are not expecting to see very much plagiarism because you will already have learned better practice as an undergraduate. If we do see cases where it looks like you are claiming credit for the work of others, we are very likely to refer the work back to you for you to correct the shortcoming. However, please realise that we fully expect you to avoid this altogether.

## Attendance and Assignments

In order to fully benefit from the programme, students are expected to:

- Attend the full range of modules that are enrolled during the academic year.
- Do their assigned preparatory readings prior to class meetings.
- Be prepared to participate in class discussion.
- Be prepared to engage in team-work on certain tasks and projects.
- Attend all Geography Seminars.
- Act professionally and responsibly when interacting/working with our public engagement partners.
- Submit all written coursework by the due dates (as per policy below).

If a student fails to meet the above expectations, including regular class attendance and participation, performance and progress will most certainly be affected.

**Attendance**, punctuality and participation are compulsory for all classes and students are expected to come prepared to class. If there is a documented personal/medical reason for not coming to class, it is the student's responsibility to let the instructor and course director know in advance. As a postgraduate student learning to be a Master of your discipline, it is expected that you turn up for class on time and participate fully on all occasions. Problematic attendance, punctuality and participation will be reported to course director.

**Mandatory deadlines** will be strictly enforced. We have coordinated all assignments across modules so that student workload will not get piled up. Assignments submitted after the set deadlines will be penalised 3% of their overall mark per day for late submissions, with a cap/maximum penalty being that final grade can't drop below 40%. Exception: If there

are extremely extenuating personal or medical circumstances, the course director and instructor will consider extensions on a case by case basis. The circumstances must be communicated to, and accepted by, the lecturer prior to, or, in cases of unexpected emergencies, immediately after, the relevant deadline.

**Submission of Coursework:** For all module assignments/coursework, the standardised **cover sheet** must include: the name of the student, her/his student number, the title and code of the module, the name of the lecturer who gave the assignment in question; when appropriate, a thematic title for the work; and the total word count of the student's work, along with what percentage the submitted work is over/under the assigned word count. A blank cover sheet will be available on the GYSJF6 webpage (MA Geography course Moodle page) and from your module instructors.

Unless the instructor specifies otherwise, all coursework for any module must be submitted by the specified deadline, along with a TurnItIn check, with a statement thereof. All essays, reports and exams should be properly edited and proof-read. Particular attention should be paid to syntax, grammar and spelling, as well as presentation. All submitted coursework and the thesis, along with coursework/thesis cover sheets, must be uploaded onto the relevant Module Moodle assignment page.

**Word-count limits** will be strictly enforced and penalties applied for submitted work significantly over- or under-word counts. For every 10.1% over/under an assignment or thesis word-count, students will be penalised by 3% of their overall mark, with a cap/maximum penalty being that final grade can't drop below 40%. (So, if you are 10.1% over, you will be penalised 3% of your overall mark; if you are 20% over, you will be penalised 6%; if you are 30% over, you will be penalised 9%; and so on). Students are required to indicate what the assignment/thesis total word count is on the cover sheet accompanying submission of coursework, as well as what percentage the submitted work is over/under that word count, and what penalty, if any, applies.

### **Referencing**

When you refer directly or indirectly to the work of others in the text of your own work, you **MUST** identify the source clearly. Detailed guidelines are available in *The Reference Point*, available from the Department of Geography and on the GYSJF6 course Moodle page.

## **Student Feedback, Writing Support and Provisional Marks**

For all modules, instructors will provide students with feedback on assessed work with written suggestions on how to improve in further work during and at the end of each semester. Please refer to the marking criteria in the section below to help you to interpret the mark/numerical grade assigned to your work. Provisional marks following submission and marking of coursework will be provided in a timely manner. By the conclusion of each module, all students must have uploaded all assessed work electronically on module Moodle pages by the final assignment deadlines.

At the end of the course, students are required to return any hard copies of oversized or other materials to their instructors for the purposes of external examiner's evaluation in October. These and one hard copy of the thesis will be returned to students upon the release of final marks by the University (in November).

### **Writing Support: Maynooth University Writing Centre**

In addition to getting feedback from your instructors and supervisor, we recommend that all students regularly visit the *Maynooth University Writing Centre* to work on revising draft papers and theses, and get feedback on their written work. Doing so improves students' communication skills and also improves marks. According to their webpage: "The Writing Centre offers free, friendly, non-judgemental writing help to any student, undergraduate or postgraduate, regardless of course, degree or level". The Centre offers individual appointments and group workshops. For more information see: <https://www.maynoothuniversity.ie/centre-teaching-and-learning/student-learning-and-advice/writing-centre>; email: [writingcentre@mu.ie](mailto:writingcentre@mu.ie) .



The Writing Centre was “established by the Centre for Teaching and Learning to support student academic writing. The Writing Centre is based in Rye Hall and co-located with the Mathematics Support Centre. ... Students can drop in on their own or in groups to work with tutors on course work or material/topics with which they may be having trouble. Students may also book one-to-one appointments to discuss their writing with peer tutors. ... Further information regarding the Centre’s opening hours and specific services will be posted on the Centre’s Moodle space”, which “can be accessed through the Maynooth University Moodle homepage or at this link”: <http://2015.moodle.maynoothuniversity.ie/course/view.php?id=8330>

## External Examination

A sample of coursework and marks from every module will be reviewed and moderated by an appointed External Examiner to ensure the maintenance of proper standards and to adjudicate on borderline and/or disputed cases. Students will have the opportunity to meet with the external examiner to provide feedback about the course during the MA course review. All coursework and theses marks are provisional until the external examiner’s review, the Departmental Examination Board meeting with the external examiner (October), and the University Examinations Board meetings (early November).

## Feedback from you

Students will have different opportunities throughout the academic year to provide feedback on their postgraduate experience, including the following:

- Regular informal meetings will take place between the Course Director and one to two course representatives, to be selected in October 2020. Students should feel comfortable raising concerns and compliments relating to the programme to their MA reps, who will pass these along to the course director anonymously. MA representatives should make sure that they consult with their fellow classmates before each meeting to relay feedback, questions and potential concerns to Karen.
- All students are also welcome at any time to discuss issues directly with the Course Directors, Instructors, Supervisors, and/or Head of Department.
- Anonymous module evaluations will be conducted at the close of each semester. Lecturers will not receive the evaluations until after their provisional marks are submitted.
- Anonymous overall MA course and Athena Swan surveys will be conducted at the close of the second semester. Course directors and the external examiner will have access to the MA course evaluation. Departmental Athena Swan officers will see these and mask any personal identifiers before sharing the data with the Department’s AS working committee.
- All students are invited to provide feedback to our external examiner in person (in October), which is a very important form of student and course feedback.
- Students should make sure that they are represented at the University level by:
  - Having representatives to the Graduate Feedback Council, see: <http://www.maynoothuniversity.ie/study-maynooth/postgraduate-studies/postgraduate-learning-support-services/postgraduate-feedback>;
  - Attending the Postgraduate Researcher’s Forum, see: <http://www.maynoothuniversity.ie/study-maynooth/postgraduate-studies/currentpostgrads/researchersforum>

## Grading System

To qualify for the award of Master of Arts, students must obtain a minimum of 40% for their research thesis and an average of 40% for all remaining components. Details about postgraduate marks and standards are available at:

<https://www.maynoothuniversity.ie/exams/information-students>

All marks must be completed and examined by the University examination board meetings, which for the MA Geography is usually in October/November (all marks have to be submitted in June for coursework and in November for theses). Please note that there is no provision for repeating the continuous assessment (CA) component of any MA modules. In exceptional circumstances (documented medical and/or personal emergencies), the course director may grant a student the possibility of taking an incomplete for a module or for the thesis, but this will most likely mean that the student will not be able to graduate until the following academic year;



CA marks originally obtained for coursework completed will be carried forward for repeat purposes the next year/semester.

The grading system used for each module is as follows:

First Class Honours:	70+%
Second Class Honours Grade I:	60-69%
Second Class Honours Grade II:	50-59%
Pass:	40-49%
Fail:	<40%

## Maynooth University Policies, Rules and Regulations

Maynooth University has a number of rules and regulations linked to its wider governance structures. Many of these are general for all students, but there are some of specific relevance to taught postgraduate courses. The main relevant link is under ACADEMIC POLICIES AND PROCEDURES, which is the starting point to find information across the board and ranges from University governance down to student services and supports. See:

<https://www.maynoothuniversity.ie/university-policies/academic-policies-procedures>

Of postgraduate interest (with latest update) there are at least some relevant documents under the ACADEMIC subcategory for **Teaching & Learning Guidelines** (August 2018; a document listing expectations linked to teaching and learning environments including expectations of both students and academic staff) and for MARKS AND STANDARDS. The **Marks and Standards** (April 2019) document on credits, progression, grades etc., applicable to all undergraduate and postgraduate students, academic year 2018-19 and beyond. For full information and access to other policies please click on: <https://www.maynoothuniversity.ie/university-policies>

## Bullying and Sexual Harassment

Bullying and sexual misconduct are unacceptable at Maynooth University. Bullying is where repeated mistreatment of a person undermines their capacity to thrive at university. In a university setting, this includes, but is not limited to, ridiculing a person or making abusive remarks. Sexual misconduct includes any sexual contact that is unwanted or to which someone did not or was not able to give consent. In full confidence of your complaint being received respectfully, seriously, and in confidence, you may contact the Head of Department, Professor Gerry Kearns, [gerry.kearns@mu.ie](mailto:gerry.kearns@mu.ie); or you may contact the Maynooth Student Union Vice President for Welfare and Equality, Ciarán Watts, [welfare@msu.ie](mailto:welfare@msu.ie), (01) 708 6808, (087) 630 6433; the Student Services Centre, 01 708 3554; or Maynooth University Access Office, [access.office@mu.ie](mailto:access.office@mu.ie), (01)708 4600. There are also support services for victims of sexual violence including the 24-hour Rape Crisis Centre, [counselling@rcc.ie](mailto:counselling@rcc.ie), 1 800 77 8888; the Student Health Centre, (01) 708 3878; and the Student Counselling Service, (01) 708 3554.

We want Maynooth University to be a place where our students can fulfil their potential and to do that we must treat other with respect. We must address the situations in which bullying and harassment can occur. We have committed ourselves to following the strategies offered as part of the National Consent Framework of the Department of Education and Skills. To make Maynooth a place that is safe, respectful, supportive and positive, there are a number of initiatives now underway. First, the university will host workshops about what consent really means. These will be offered to staff and to students over the coming years. These are based on a programme developed at National University of Ireland Galway. Second the University will host a training programme to help us all learn how to intervene effectively when we see others suffering bullying or harassment. This programme is based on one developed by University College Cork. Staff and students can help our community by taking advantage of these workshops so that we all develop our awareness and make our commitment to a safe, respectful, supportive, and positive environment more effective. If you would like to be more pro-active still, you can volunteer for training to become a Facilitator for the either the Consent Workshops or the Bystander Intervention Workshops by emailing [equality@mu.ie](mailto:equality@mu.ie).

## Help! If something goes wrong

If you experience academic or personal difficulties during the year, there are a number of ways you can get help. More general issues may be raised by course representatives, who will

anonymously relay your concerns to Karen and Patrick, the MA Course Directors. Your first point of contact for academic difficulties should be your module instructor, and then Karen or Patrick. For difficulties with your MA thesis, your first point of contact is your supervisor, and then the MA Directors. If this is not satisfactory, you should contact the Head of Department (Professor Gerry Kearns), after which you can contact the Deputy Head of Department (Adrian Kavanagh). Students can also contact the Graduate Feedback Council at university level. If concerns are not addressed within the Department, you can bring the matter to the attention of the Dean of Graduate Studies.

In the case of personal or medical difficulties, your supervisor, the Course Directors and the Head and Deputy Head of Department are all available to assist you. In addition, the University has a number of support services, including a Counselling Service, a Chaplaincy, a Mature Students Office, a Disability Office and a Students' Union. Key contact details are below:

Name	Email	Telephone
Gerry Kearns, Head of Department	<a href="mailto:gerry.kearns@mu.ie">gerry.kearns@mu.ie</a>	01-708 6153
Adrian Kavanagh, Deputy Head of Department	<a href="mailto:adrian.p.kavanagh@mu.ie">adrian.p.kavanagh@mu.ie</a>	01-708 6014
Karen Till, MA Course Co-Director	<a href="mailto:karen.till@mu.ie">karen.till@mu.ie</a>	01-708 4550
Patrick Bresnihan, MA Course Co-Director	<a href="mailto:patrick.bresnihan@mu.ie">patrick.bresnihan@mu.ie</a>	01-708 3756
Dean of Graduate Studies, Prof. Ray O'Neill	<a href="mailto:vicepresident.research@mu.ie">vicepresident.research@mu.ie</a>	01- 708 6682
Graduate Studies Office	<a href="mailto:graduatestudies@mu.ie">graduatestudies@mu.ie</a>	01-708 6018
Student Counselling Service (Kay Lynch)		01-708 3554
Chaplaincy	<a href="mailto:chaplaincy@mu.ie">chaplaincy@mu.ie</a>	01-708 3320
Mature Students' Office	<a href="mailto:emer.sheerin@mu.ie">emer.sheerin@mu.ie</a>	01-708 3307
Disability Office	<a href="mailto:rosario.ryan@mu.ie">rosario.ryan@mu.ie</a>	01-708 6341
Students' Union	<a href="mailto:students.union@mu.ie">students.union@mu.ie</a>	01-708 3669
Postgraduate Feedback Council	<a href="mailto:marie.murphy@mu.ie">marie.murphy@mu.ie</a>	01-708 6016

In some exceptional circumstances, you may need to suspend your registration to your postgraduate degree. This is dealt with on a case-by-case basis. For this to be considered, you need to discuss your case first with Karen who then does the research regarding what options might be available to you. After you make an informed decision, you may have to discuss your decision with the Department Head (Gerry), and/or fill out forms and get signatures. For extreme circumstances or if a special case needs to be made to the Registrar, documentation will be needed. **In all cases, the earlier we know about difficulties that have arisen, the more we can do to address them.**

Maynooth University also has a number of useful support services for students at all levels to supplement the support given within the departments. We would draw your attention to these general supports as well as those specifically associated with personal support, counselling and academic advice. The University takes all personal problems and learning disabilities seriously and provides support for student physical and mental health and safety at all levels. Note: Dial 01-708 in front of the extension numbers if you are using a mobile/external phone.

Student Counselling	Ext 3554
Academic Advisory	Ext 3368 or email: <a href="mailto:advisory.office@mu.ie">advisory.office@mu.ie</a>
Student Services	Ext 4729 or email: <a href="mailto:student.services@mu.ie">student.services@mu.ie</a>
Students Union	Ext 3669 or email: <a href="mailto:students.union@mu.ie">students.union@mu.ie</a>
Student Health Centre	Ext 3878
Health & Safety	Ext 4720/ 6521
Security	Ext 3929/ 3589 or 3333
Career Development Centre	Ext 3592 or email <a href="mailto:careers@mu.ie">careers@mu.ie</a>

## Grade-Related Criteria for Coursework

Marking criteria and guidelines used for marking are presented here for the following types of assessment: coursework essays, reports, and projects; and oral presentations. These are provided as broad guidelines only and should be read in conjunction with the specific advice on assessment that is provided by the module instructor.

### Essays and Projects

The key criteria used to arrive at the mark reflect the ability of students to:

- respond to a specific question, puzzle or challenge;
- undertake independent study of the topic in question;
- structure an argument;
- provide evidence of critical and independent thinking and interpretation;
- support an argument with reference to different relevant literatures and examples;
- evaluate and analyse different kinds of evidence (and/or data);
- support interpretations using relevant evidence (literatures, examples, data);
- show awareness of the strengths & weaknesses of methods of inquiry and analyses;
- communicate effectively in writing;
- produce a well-presented piece of work.

Grade Range	Grade Related Criteria for Essays/Reports
<b>90+ First Class Honours</b>	<ul style="list-style-type: none"> <li>– Exceptional work, exceeding the criteria listed for 80+.</li> <li>– Contains material of publishable quality, as a whole or in part, as a journal paper, and is worthy of retaining for reference.</li> </ul>
<b>80-89 First Class Honours</b>	<ul style="list-style-type: none"> <li>– Excellent to exceptional answer, exceeding criterion listed for 70+.</li> <li>– Evidence of extensive reading that demonstrates an impressive ability to understand theoretical literature and to make connections between that literature and appropriate examples.</li> <li>– Original insight and use of evidence.</li> <li>– Where appropriate, originality in the application of methodology.</li> <li>– Where appropriate, exceptional analytical and interpretive skills.</li> <li>– Ability to make connections between own results and the literature, where appropriate.</li> <li>– Very well written with no grammatical or other errors. Excellent use of citations and strong references.</li> </ul>
<b>70-79 First Class Honours</b>	<ul style="list-style-type: none"> <li>– Very good to excellent answer based on extensive reading and a clear understanding of theoretical debates.</li> <li>– Original or insightful answer drawing on own observations and critical treatment of literature.</li> <li>– Strong insight and/or originality in the application of methodology</li> <li>– Strong analytical/interpretive skills.</li> <li>– Ability to make connections between own results and the literature, where appropriate.</li> <li>– Very well written with no to few grammatical or other errors. Excellent use of citations and references.</li> <li>– Contains material that is potentially of publishable quality, in part, as a journal paper, and / or is worthy of retaining for reference.</li> </ul>

<b>60-69</b> <b>Second Class Honours, Grade I (upper)</b>	<ul style="list-style-type: none"> <li>- Good to very good answer that shows a thorough understanding of arguments, contributions and context, with efficient use of relevant reading and examples.</li> <li>- Well organised, clearly expressed and a direct response to the question / topic.</li> <li>- Evidence of good analytical skills and reflecting wider reading.</li> <li>- Shows insight and thoroughness in the application of methodology.</li> <li>- Ability to make connections between own results and the literature, where appropriate.</li> <li>- Few spelling or grammar errors, and good use of citations and references.</li> <li>- Does not display the outstanding ability, critical acuity and/or originality characterising the award of first class honours.</li> </ul>
<b>50-59</b> <b>Second Class Honours Grade II (lower)</b>	<ul style="list-style-type: none"> <li>- Fair to good answer, with a competent treatment of ideas and concepts from classes and set reading.</li> <li>- Evidence of good effort and sound argument, but little evidence of critical insight or independent critical appraisal.</li> <li>- Competent but lackluster application of methodology.</li> <li>- Little attention given to the limitations of approaches (in literature and/or methodology).</li> <li>- Good to fair analytical skills.</li> <li>- Little evidence of being able to connect own results with the literature, where appropriate.</li> <li>- Some spelling, grammar and/or citational/referencing errors, but not enough to detract from main arguments.</li> </ul>
<b>40-49</b> <b>Pass</b>	<ul style="list-style-type: none"> <li>- Adequate answer to pass.</li> <li>- Demonstrates a very basic understanding of the question / topic and of the broader subject area.</li> <li>- Some to little evidence of detailed knowledge.</li> <li>- Reading is partial and selective.</li> <li>- Contains vague generalisations that may include mistakes about the topic, context and content, including misunderstandings or the inclusion of irrelevant material.</li> <li>- Organisation and expression makes it difficult to understand the main arguments of the essay.</li> <li>- Very little evidence of critical thinking and original work.</li> <li>- Poor application of methodology</li> <li>- Poor analytical and interpretive skills.</li> <li>- Few connections between own results and the wider literature.</li> <li>- Grammar and spelling mistakes may impede clarity of prose.</li> <li>- Basic use of citations/references.</li> </ul>
<b>0-39</b> <b>Fail</b>	<ul style="list-style-type: none"> <li>- Inadequate work for a pass, with little to no relevance in answer to the question / topic.</li> <li>- Does not directly answer the question / topic, but may show some basic understanding of the general field.</li> <li>- Prose is muddled; ideas are incomplete and poorly expressed.</li> <li>- Little to no evidence of reading; reading sources cited are trivial.</li> <li>- Inappropriate application of methodology.</li> <li>- Poor understanding of approaches.</li> <li>- No analysis or interpretation.</li> <li>- No connections between own results and the wider literature.</li> <li>- Many spelling, grammar and referencing mistakes.</li> <li>- Sloppy presentation.</li> </ul>
<b>0</b> <b>Fail</b>	<ul style="list-style-type: none"> <li>- Copied or plagiarised answer with no intellectual input from student.</li> <li>- Work penalised for late submission without the granting of an extension by the module facilitator.</li> <li>- Plagiarised material will be reported to the Head of Department and may be reported to the University Authorities.</li> </ul>

## Field-based Reports

In evaluating how field-work is used in assessed work, credit will be given in five areas: planning, execution, description, reflection, and interpretation. (Where the course team has planned the field-work, evaluation will be confined to the description, reflection and interpretation offered in the field report.)

**Planning:** Good planning operationalises a research question and decides what data may be realistically and accurately derived from field-work; Good operationalisation of questions may include original ways of framing issues so that novel types of observation may be brought to bear upon a question that has perhaps not been approached that way before; Research design includes preparing for data collection (which may include preparing forms for recording observations, or designing an appropriate field-work trajectory).

**Execution:** A well-conducted piece of field-work includes accurate and comprehensive recording of observations; Good field-work shows flexibility in responding to unexpected opportunities or challenges in the field.

**Description:** Good work includes accurate and comprehensive description of the field-work undertaken; Good description will probably include sketch-maps and may also have photographs and other recordings made in the field; Analysis of data, including tabular representation or statistical analysis where appropriate; Good description will also include recognition of anomalous results and will not simply pull material from the field to illustrate a given hypothesis.

**Reflection:** Critical understanding of the strengths and weaknesses of the research design; Critical understanding of the strengths and weaknesses of the execution of the research in the field; Showing understanding of how what was learned in the field may produce a better design for future research; Showing the flexibility that enables a researcher to identify anomalous results, or to develop new hypotheses in the light of unexpected information.

**Interpretation:** Explaining implications of research findings for initial hypotheses; Shows ability to explain significance of unexpected findings; Revisiting the claims of published works in light of findings from the field.

Grade Range	Grade Related Criteria for Submitted Work
<b>90+</b> <b>First Class Honours</b>	<ul style="list-style-type: none"> <li>- Exceptional work, exceeding the criteria listed for 80+.</li> <li>- A wide range of types of field observations will be included (photographs, sketch-maps, video, etc.).</li> <li>- The operationalising of research ideas will be somewhat original and may even include novel forms of data.</li> <li>- The field-work will show accuracy and flexibility.</li> <li>- The field-work may be exceptional in its density and comprehensiveness.</li> <li>- The writing-up of the field-work will be accurate and may even be imaginative.</li> <li>- Findings based on field-work will perhaps be integrated with data derived from other sources (e.g. official statistics or online archives).</li> <li>- The data will be presented precisely and this may include relevant graphical, cartographic or statistical elements.</li> <li>- The findings may be of sufficient quality as to suggest that they would be worth publishing as an original contribution to knowledge.</li> <li>- The strengths and limitations of the fieldwork will be described in ways that suggest novel approaches for future work.</li> <li>- The implications of the research findings will be explicated with reference to both existing published work and to the broader theoretical issues of the field.</li> </ul>
<b>80-89</b> <b>First Class Honours</b>	<ul style="list-style-type: none"> <li>- Excellent to exceptional work, exceeding the criteria listed for 70+.</li> <li>- Probably contains some elements worthy of consideration for publication.</li> <li>- A wide range of field-research methods, all properly explained.</li> <li>- Careful operationalising of theoretical ideas so that it is clear how field-based observations can be relevant for evaluating claims made in published works.</li> </ul>

	<ul style="list-style-type: none"> <li>- Field-work was comprehensive and accurate.</li> <li>- The field-work was written up accurately.</li> <li>- The limitations of the field-based findings are covered explicitly.</li> <li>- The findings were comprehensively treated in an appropriate analysis, which may include statistical or graphical treatment.</li> <li>- The significance of the findings is explained with respect to existing published work</li> </ul>
<b>70-79 First Class Honours</b>	<ul style="list-style-type: none"> <li>- Very good to excellent answer based on substantial field-work.</li> <li>- A range of field methods used.</li> <li>- The limitations of field methods are understood.</li> <li>- Field data are well described and appropriately analysed, although these methods may in fact all come from existing published studies.</li> <li>- The findings are related to existing studies and extent of congruence noted.</li> </ul>
<b>60-69 Second Class Honours Grade I (upper)</b>	<ul style="list-style-type: none"> <li>- Good to very good work based on careful and appropriate field work.</li> <li>- The field work was designed in ways informed by reading of existing published works.</li> <li>- The field measurements and observations were reliably made and recorded.</li> <li>- The field data is accurately and adequately described.</li> <li>- Some of the limitations of the research design and execution are recognised.</li> <li>- The implications of the field-based findings are adequately treated in light of existing published studies.</li> <li>- There may be a lack of imagination or originality in the planning, execution and interpretation of the field-work but the work will be accurate and reliable.</li> </ul>
<b>50-59 Second Class Honours Grade II (lower)</b>	<ul style="list-style-type: none"> <li>- Fair to good answer, with field-based data and some understanding of some of the existing published studies in the field.</li> <li>- There may be some significant shortcomings in the planning and execution of the field-work but these are not such as to completely disqualify the field-work.</li> <li>- There is some attempt to analyse the data collected although there may be some inappropriateness in the choice of methods or the ways the data are presented, but there are some original findings described in at least a moderately adequate way.</li> <li>- There is some awareness of problems with the research design or execution even if they were such as should have been anticipated and accommodated.</li> <li>- The research findings are related to existing published works even if this is done in a rather formulaic manner and lacks the imagination shown by the upper-second class student.</li> </ul>
<b>40-49 Pass</b>	<ul style="list-style-type: none"> <li>- Adequate answer to pass, some original work and analysis but patchy and even slight.</li> <li>- There may be significant failings of research design and execution but the process is adequately described.</li> <li>- Student shows some but only limited understanding of the difficulties facing the research and can suggest little by way of improving the research methods for future work.</li> <li>- There is some attempt to relate the field-work findings to existing studies even though this is perhaps done rather poorly with only very limited discussion.</li> </ul>

	<ul style="list-style-type: none"> <li>- There may be significant failings in the writing, tabulation and analysis but not such as to suggest that the student did not actually undertake the research work as claimed and described.</li> </ul>
<b>0-39 Fail</b>	<ul style="list-style-type: none"> <li>- Inadequate work for a pass, with only limited relevance to the assignment set.</li> <li>- Poorly described research methods.</li> <li>- Limited analysis and perhaps even unsuitable or faulty methods used.</li> <li>- Very little evidence that the student has reflected critically upon the research or the analysis.</li> <li>- Poorly written up, or inadequately or inaccurately referenced.</li> <li>- Little evidence that the student has studied relevant published studies.</li> </ul>
<b>0 Fail</b>	<ul style="list-style-type: none"> <li>- Copied or plagiarised answer with very little independent work from the student.</li> <li>- Work penalised for late submission without relevant prior permission or without the granting of an extension by the module facilitator.</li> <li>- Plagiarised material will be reported to the Head of Department and may be referred to the University Authorities.</li> </ul>

## Blogs

The key criteria used to arrive at the mark reflect the ability of students to:

- respond to a specific question, puzzle or challenge;
- undertake independent study of the topic in question;
- be able to write in an accessible way, i.e. to a non-expert reader;
- structure and communicate an argument in a concise format;
- provide evidence of critical and independent thinking and interpretation;
- support interpretations by selectively using relevant evidence (literatures, examples, data);
- utilise technology and web 2.0 tools (including hyperlinks, embedded images and videos etc) to support and augment the blog post;
- produce a well-presented piece of work.

<b>Grade Range</b>	<b>Grade Related Criteria for Blogs</b>
<b>90+ First Class Honours</b>	<ul style="list-style-type: none"> <li>- Exceptional work, exceeding the criteria listed for 80+.</li> <li>- The blog post is focused and coherently integrates examples with explanations or analysis. The post demonstrates awareness of its own limitations or implications, and it considers multiple perspectives when appropriate.</li> <li>- The post is of appropriate length and is communicated a critical argument in an accessible way.</li> <li>- Innovative use made of web 2.0 tools</li> <li>- Has the potential to make a strong contribution to public debates</li> </ul>
<b>80-89 First Class Honours</b>	<ul style="list-style-type: none"> <li>- Excellent to exceptional answer, exceeding criteria listed for 70+.</li> <li>- Original insight and use of evidence.</li> <li>- Evidence of extensive reading that is used selectively to enhance the argument.</li> <li>- Where appropriate, exceptional analytical and interpretive skills.</li> <li>- Where appropriate, ability to make connections between the literature, field analysis, and real world examples.</li> <li>- Very well written with no grammatical or other errors. Excellent communication to a non-expert audience.</li> <li>- Excellent use made of web 2.0 tools</li> </ul>
<b>70-79 First Class Honours</b>	<ul style="list-style-type: none"> <li>- Very good to excellent answer based on extensive reading and a clear understanding of theoretical debates.</li> </ul>

	<ul style="list-style-type: none"> <li>- Original or insightful answer drawing on own observations and critical treatment of literature.</li> <li>- Strong analytical/interpretive skills.</li> <li>- Where appropriate, ability to make connections between the literature, field analysis, and real world examples.</li> <li>- Very well written with no to few grammatical or other errors. Very good communication to a non-expert audience.</li> <li>- Very good use made of web 2.0 tools</li> </ul>
<b>60-69 Second Class Honours, Grade I (upper)</b>	<ul style="list-style-type: none"> <li>- Good to very good answer that shows a thorough understanding of arguments, contributions and context, with efficient use of relevant reading and examples.</li> <li>- The blog post is focussed and coherent but lacks accessibility for a non-expert audience.</li> <li>- Evidence of good analytical skills and reflecting public debates.</li> <li>- Where appropriate, ability to make connections between the literature, field analysis, and real world examples.</li> <li>- Few spelling or grammar errors. Some attempt to communicate to a non-expert audience.</li> <li>- Does not display the outstanding ability, critical acuity and/or originality characterising the award of first class honours.</li> </ul>
<b>50-59 Second Class Honours Grade II (lower)</b>	<ul style="list-style-type: none"> <li>- The blog post is reasonably focused, and explanations or analysis are mostly based on examples or other evidence. Fewer connections are made between ideas, and though new insights are offered, they are not fully developed. The post reflects moderate engagement with the topic.</li> <li>- Evidence of good effort and sound argument, but little evidence of critical insight or independent critical appraisal.</li> <li>- Little evidence of being able to make connections between the literature, field analysis, and real world examples.</li> <li>- Some spelling, grammar and/or citational/referencing errors, but not enough to detract from main arguments.</li> <li>- Limited use of web 2.0 tools</li> <li>- Limited ability to communicate the argument to a non-expert audience.</li> </ul>
<b>40-49 Pass</b>	<ul style="list-style-type: none"> <li>- Adequate answer to pass.</li> <li>- The blog post is mostly description or summary, without consideration of alternative perspectives, and few connections are made between ideas. The post reflects passing engagement with the topic.</li> <li>- Demonstrates a very basic understanding of the question / topic and of the broader subject area.</li> <li>- Some to little evidence of detailed knowledge.</li> <li>- Reading is partial.</li> <li>- Contains vague generalisations that may include mistakes about the topic, context and content, including misunderstandings or the inclusion of irrelevant material.</li> <li>- Organisation and expression makes it difficult to understand the main arguments of the blog post.</li> <li>- Very little evidence of critical thinking and original work.</li> <li>- Poor analytical and interpretive skills.</li> <li>- Few connections between the literature, field analysis, and real world examples.</li> <li>- Grammar and spelling mistakes may impede clarity of prose.</li> <li>- Poor use of web 2.0 tools</li> <li>- Limited ability to communicate an argument.</li> </ul>



<b>0-39 Fail</b>	<ul style="list-style-type: none"> <li>- The blog post is unfocused, or simply rehashes previous comments, and displays no evidence of student engagement with the topic.</li> <li>- Inadequate work for a pass, with little to no relevance in answer to the question / topic.</li> <li>- Does not directly answer the question / topic, but may show some basic understanding of the general field.</li> <li>- Prose is muddled; ideas are incomplete and poorly expressed.</li> <li>- Little to no evidence of reading.</li> <li>- No analysis or interpretation.</li> <li>- No connections between the literature, field analysis, and real world examples.</li> <li>- Many spelling, grammar and referencing mistakes.</li> <li>- No use of web 2.0 tools</li> <li>- Sloppy presentation.</li> </ul>
<b>0 Fail</b>	<ul style="list-style-type: none"> <li>- The blog post is missing, consists of one or two disconnected sentences, or is a copied or plagiarised answer with no intellectual input from student.</li> <li>- Work penalised for late submission without the granting of an extension by the module facilitator.</li> <li>- Plagiarised material will be reported to the Head of Department and may be reported to the University Authorities.</li> </ul>

### Technical Reports

The key criteria used to arrive at the mark reflect the ability of students to:

- structure a technical report;
- compile suitable material;
- communicate effectively;
- deliver a balanced and complete report within a word limit;
- design and use visual materials to augment written content;
- undertake independent study of the topic in question.

Grade Range	Grade Related Criteria for Submitted Work
<b>90+ First Class Honours</b>	<ul style="list-style-type: none"> <li>- Exceptional work, exceeding the criteria listed for 80+.</li> <li>- Material presented is balanced and clearly has been very well researched.</li> <li>- Excellent structure and design.</li> <li>- A balanced and complete report delivered within a word limit.</li> <li>- Excellent illustration and critical argument.</li> <li>- Advanced and mature technical skills.</li> <li>- As good as can be expected at this academic level.</li> </ul>
<b>80-89 First Class Honours</b>	<ul style="list-style-type: none"> <li>- Excellent work, exceeding the criteria listed for 70+.</li> <li>- Excellent technical report, well structured and balanced.</li> <li>- Content and depth of knowledge are clearly beyond that delivered from lectures.</li> <li>- Confident delivery and confident response to critical requirements.</li> <li>- Delivered within word limit.</li> <li>- Very impressive first class work.</li> </ul>
<b>70-79 First Class Honours</b>	<ul style="list-style-type: none"> <li>- Very good to excellent work, exceeding 2.1 class criteria.</li> <li>- Very good technical report scoring highly on structure, suitable material, communication.</li> <li>- Well researched with aims and conclusions clearly stated.</li> <li>- Good ability to explain critical content.</li> <li>- Keeps to word limit.</li> <li>- May lack polish and fluency of a higher scoring report.</li> </ul>
<b>60-69 Second Class</b>	<ul style="list-style-type: none"> <li>- A good to very good report, exceeding the criteria listed for 2.2 work.</li> <li>- Report has a clear logical structure, is well-researched, and covers suitable material.</li> </ul>

<b>Honours Grade I (upper)</b>	<ul style="list-style-type: none"> <li>– Uses good technical material.</li> <li>– Some ability to show critical thinking.</li> <li>– Some minor shortcomings may include aims not clearly indicated, contents pitched at a slightly wrong level, slightly imbalanced structure, inconsistent reporting of technical tasks, difficulties with word limitations.</li> </ul>
<b>50-59 Second Class Honours Grade II (lower)</b>	<ul style="list-style-type: none"> <li>– A fair to good report, exceeding the criteria listed for third class work.</li> <li>– A competent report demonstrating a reasonable standard in all aspects of the reporting.</li> <li>– Content is largely relevant and shows some evidence of critical thinking.</li> <li>– Some of the ideas may be less well expressed; may not be completed within the word limit available or may be significantly imbalanced in structure.</li> <li>– Technical components may be variable in quality and relevance.</li> </ul>
<b>40-49 Pass</b>	<ul style="list-style-type: none"> <li>– Adequate to passing work.</li> <li>– Weak but acceptable report.</li> <li>– Some irrelevant or inaccurate material is included.</li> <li>– Report lacks structure and the author may not show good understanding of task.</li> <li>– Technical content poorly constructed, not always relevant and difficult to follow.</li> <li>– May be significantly under or over word limit.</li> </ul>
<b>30-39 Fail</b>	<ul style="list-style-type: none"> <li>– Inadequate work for a passing mark.</li> <li>– Report narrowly but clearly fails in several aspects.</li> <li>– There may be major gaps in knowledge and understanding, and/or inclusion of substantial amounts of irrelevant material.</li> <li>– May be disorganized with insufficient explanation of technical components/tasks.</li> <li>– Delivery is poor, for example; substantially over or under word and hard to follow.</li> </ul>
<b>20-29 Fail</b>	<ul style="list-style-type: none"> <li>– Failing work, despite attempt at producing a report.</li> <li>– Report fails on most key points.</li> <li>– Very limited material, content largely irrelevant, with limited suitable technical explanation</li> <li>– Sections may be hard to follow</li> <li>– Complete inability to understand task.</li> </ul>
<b>10-19 Fail</b>	<ul style="list-style-type: none"> <li>– Failing work.</li> <li>– Unacceptable report. Fails on all key criteria.</li> </ul>
<b>1-9 Fail</b>	<ul style="list-style-type: none"> <li>– Failing work.</li> <li>– Unacceptable report: content entirely irrelevant, no suitable technical material. Fails on all key criteria.</li> </ul>
<b>0, Fail</b>	-- No attempt, or not ready to present by deadline, or plagiarized.

## Posters

The key criteria used to arrive at the mark reflect the ability of students to:

- structure a poster presentation;
- compile suitable material at an appropriate critical level;
- communicate effectively;
- deliver a balanced and complete poster within a word limit;
- design and use visual material effectively; and
- undertake independent study of the topic in question.

<b>Grade Range</b>	<b>Grade Related Criteria for Posters</b>
<b>90+ First Class Honours</b>	<ul style="list-style-type: none"> <li>– Exceptional work, exceeding the criteria listed for 80+.</li> <li>– Material presented is balanced and clearly has been very well researched.</li> <li>– Excellent structure.</li> <li>– A balanced and complete presentation delivered within a word limit.</li> </ul>

	<ul style="list-style-type: none"> <li>- Advanced and mature presentation and visual skills.</li> <li>- As good as can be expected at this academic level.</li> </ul>
<b>80-89 First Class Honours</b>	<ul style="list-style-type: none"> <li>- Excellent work, exceeding the criteria listed for 70+.</li> <li>- Excellent poster, well designed and balanced.</li> <li>- Content and depth of knowledge are clearly beyond that delivered from lectures. .</li> <li>- Delivered within word limit.</li> <li>- Very impressive first class work.</li> </ul>
<b>70-79 First Class Honours</b>	<ul style="list-style-type: none"> <li>- Very good to excellent work, exceeding 2.1 class criteria.</li> <li>- Very good poster scoring highly on structure, design, suitable content, visual communication.</li> <li>- Well researched with aims and conclusions clearly stated.</li> <li>- Keeps to word constraints.</li> <li>- May lack polish and fluency of a higher scoring poster.</li> </ul>
<b>60-69 Second Class Honours Grade I (upper)</b>	<ul style="list-style-type: none"> <li>- A good to very good poster, exceeding the criteria listed for 2.2 work.</li> <li>- Poster has a clear logical structure, is well-researched, and covers suitable material.</li> <li>- Uses good visual material.</li> <li>- Some minor shortcomings may include aims not clearly indicated, content pitched at a slightly wrong level, slightly imbalanced structure, limited design, difficulties with word length.</li> </ul>
<b>50-59 Second Class Honours Grade II (lower)</b>	<ul style="list-style-type: none"> <li>- A fair to good poster, exceeding the criteria listed for third class work.</li> <li>- A competent poster demonstrating a reasonable standard in all aspects of the content.</li> <li>- Content is largely relevant and shows some evidence of research.</li> <li>- Some of the ideas may be less well expressed; may not be completed within the word-limit available or may be significantly imbalanced, i.e. too brief or undetailed.</li> <li>- Visual content may be variable in quality and relevance.</li> </ul>
<b>40-49 Pass</b>	<ul style="list-style-type: none"> <li>- Adequate to passing work.</li> <li>- Weak but acceptable poster.</li> <li>- Some irrelevant or inaccurate material is included.</li> <li>- Poster lacks structure and design that may not engage viewer.</li> <li>- Visual materials are poorly constructed, not always relevant and difficult to see.</li> <li>- May be significantly under or over word limit.</li> </ul>
<b>30-39 Fail</b>	<ul style="list-style-type: none"> <li>- Inadequate work for a passing mark.</li> <li>- Poster narrowly but clearly fails in several aspects.</li> <li>- There may be major gaps in knowledge and understanding, and/or inclusion of substantial amounts of irrelevant material.</li> <li>- May be disorganized with insufficient explanation.</li> <li>- Design is poor, for example; substantially over or under word and /or poorly written.</li> </ul>
<b>20-29 Fail</b>	<ul style="list-style-type: none"> <li>- Failing work, despite attempt at producing a poster.</li> <li>- Poster fails on most key points.</li> <li>- Very limited material, content largely irrelevant, with few suitable visual illustrations.</li> <li>- Sections may be illegible.</li> </ul>
<b>10-19 Fail</b>	<ul style="list-style-type: none"> <li>- Failing work.</li> <li>- Unacceptable poster, may be illegible. Fails on all key criteria.</li> </ul>
<b>1-9 Fail</b>	<ul style="list-style-type: none"> <li>- Failing work.</li> <li>- Unacceptable poster: content entirely irrelevant, no suitable visual content, may be illegible. Fails on all key criteria.</li> </ul>
<b>0, Fail</b>	<ul style="list-style-type: none"> <li>-- No attempt, or not ready to produce by deadline, or plagiarized.</li> </ul>

## Oral Presentations

The key criteria used to arrive at the mark reflect the ability of students to:

- structure an oral presentation;
- compile suitable material;
- communicate effectively;
- deliver a balanced and complete presentation within a time limit;
- design and use visual aids;
- undertake independent study of the topic in question;
- respond to questions.

Grade Range	Grade Related Criteria for Oral Presentations (including poster presentations)
<b>90+ First Class Honours</b>	<ul style="list-style-type: none"> <li>– Exceptional work, exceeding the criteria listed for 80+.</li> <li>– Material presented is balanced and clearly has been very well researched.</li> <li>– Excellent structure.</li> <li>– A balanced and complete presentation delivered within a time limit.</li> <li>– Excellent anticipation and fielding of questions.</li> <li>– Advanced and mature presentation and oratorical skills.</li> <li>– As good as can be expected at this academic level.</li> </ul>
<b>80-89 First Class Honours</b>	<ul style="list-style-type: none"> <li>– Excellent work, exceeding the criteria listed for 70+.</li> <li>– Excellent oral presentation, well paced and balanced.</li> <li>– Content and depth of knowledge are clearly beyond that delivered from lectures.</li> <li>– Confident delivery and confident response to questions.</li> <li>– Delivered within time limit.</li> <li>– Very impressive first class work.</li> </ul>
<b>70-79 First Class Honours</b>	<ul style="list-style-type: none"> <li>– Very good to excellent work, exceeding 2.1 class criteria.</li> <li>– Very good presentation scoring highly on structure, suitable material, communication.</li> <li>– Well researched with aims and conclusions clearly stated.</li> <li>– Good ability to handle questions.</li> <li>– Keeps to time.</li> <li>– May lack polish and fluency of a higher scoring presentation.</li> </ul>
<b>60-69 Second Class Honours Grade I (upper)</b>	<ul style="list-style-type: none"> <li>– A good to very good presentation, exceeding the criteria listed for 2.2 work.</li> <li>– Presentation has a clear logical structure, is well-researched, and covers suitable material.</li> <li>– Uses good visual aids.</li> <li>– Some ability to handle questions.</li> <li>– Some minor shortcomings may include aims not clearly indicated, contents pitched at a slightly wrong level, slightly imbalanced structure, inconsistent handling of questions, difficulties with time keeping.</li> </ul>
<b>50-59 Second Class Honours Grade II (lower)</b>	<ul style="list-style-type: none"> <li>– A fair to good presentation, exceeding the criteria listed for third class work.</li> <li>– A competent presentation demonstrating a reasonable standard in all aspects of the presentation.</li> <li>– Content is largely relevant and shows some evidence of research.</li> <li>– Some of the ideas may be less well expressed; may not be completed within the time available or may be significantly imbalanced.</li> <li>– Visual aids may be variable in quality and relevance.</li> <li>– May be unable to handle questions.</li> </ul>
<b>40-49 Pass</b>	<ul style="list-style-type: none"> <li>– Adequate to passing work.</li> <li>– Weak but acceptable presentation.</li> <li>– Some irrelevant or inaccurate material is included.</li> <li>– Presentation lacks structure and the presenter may not engage audience.</li> <li>– Visual aids are poorly constructed, not always relevant and difficult to see.</li> <li>– May be significantly under or over time limit.</li> <li>– Unable to handle the majority of questions.</li> </ul>

<b>30-39 Fail</b>	<ul style="list-style-type: none"> <li>– Inadequate work for a passing mark.</li> <li>– Presentation narrowly but clearly fails in several aspects.</li> <li>– There may be major gaps in knowledge and understanding, and/or inclusion of substantial amounts of irrelevant material.</li> <li>– May be disorganized with insufficient explanation.</li> <li>– Delivery is poor, for example; substantially over or under time and /or largely inaudible.</li> <li>– Unable to handle questions.</li> <li>– May be substantially over or under the time limit.</li> </ul>
<b>20-29 Fail</b>	<ul style="list-style-type: none"> <li>– Failing work, despite attempt at making a presentation.</li> <li>– Presentation fails on most key points.</li> <li>– Very limited material, content largely irrelevant, with few suitable visual aids.</li> <li>– Sections may be inaudible.</li> <li>– Complete inability to understand or answer questions.</li> </ul>
<b>10-19 Fail</b>	<ul style="list-style-type: none"> <li>– Failing work.</li> <li>– Unacceptable presentation, may be inaudible. Fails on all key criteria.</li> </ul>
<b>1-9 Fail</b>	<ul style="list-style-type: none"> <li>– Failing work.</li> <li>– Unacceptable presentation: content entirely irrelevant, no suitable visual aids, may be inaudible. Fails on all key criteria.</li> </ul>
<b>0, Fail</b>	-- No attempt, or not ready to present by deadline, or plagiarised.

## Participation

In evaluating participation, credit will be given in 3 key areas:

- Attendance, required (apart from excused absences in the case of medical or other emergencies);
- preparation for class, which includes completing assigned readings and/or other activities; and
- contribution to class, including taking an active role in discussions, which may involve expressing opinions; asking questions or engaging in debate; and helping to create a supportive and scholarly atmosphere. This criteria recognises that different people make helpful contributions in different ways.

<b>Mark Range</b>	<b>Grade Related Criteria for Submitted Work</b>
<b>90+ First Class Honours</b>	<ul style="list-style-type: none"> <li>– Perfect attendance.</li> <li>– Exceptional completion of preparatory work, with original insights of a level closer to advanced postgraduate work.</li> <li>– Exceptional contributions to classes, in ways that advancing individual and group understandings of difficult materials. A mature level of respect for the ideas of others.</li> </ul>
<b>80-89 First Class Honours</b>	<ul style="list-style-type: none"> <li>– Perfect to excellent attendance.</li> <li>– Excellent to exceptional completion of preparatory work, with new and original insights.</li> <li>– Excellent to exceptional contributions to class discussion and understanding.</li> </ul>
<b>70-79 First Class Honours</b>	<ul style="list-style-type: none"> <li>– Excellent attendance, with little or no unexcused absences.</li> <li>– Excellent level of successful completion of preparatory work, with novel and original insights.</li> <li>– Excellent and sustained contribution to classes, helping to significantly advance both individual understanding and the levels of others in the class.</li> </ul>
<b>60-69 Second Class Honours Grade I</b>	<ul style="list-style-type: none"> <li>– Very good attendance, with a small number of unexcused absences.</li> <li>– High level of completion of preparatory work, with very good insights.</li> <li>– Very good contribution to classes, helping to advance both individual understanding and the levels of understanding of others in the class.</li> </ul>
<b>50-59 Second Class Honours</b>	<ul style="list-style-type: none"> <li>– Good attendance, with some unexcused absences.</li> <li>– Good level of completion of preparatory work, with some good insights.</li> </ul>

<b>Grade II</b>	<ul style="list-style-type: none"> <li>- Good contribution to classes, with some contribution to advancing understanding helping to advance both individual understanding.</li> </ul>
<b>40-49 Pass</b>	<ul style="list-style-type: none"> <li>- Inconsistent attendance, with at least 3 unexcused absences.</li> <li>- Some effort to complete preparatory work, but with limited insights.</li> <li>- Some contribution to classes, but limited advancement of individual understanding and levels of understanding of others in the class.</li> </ul>
<b>30-30</b>	<ul style="list-style-type: none"> <li>- Inadequate attendance (33.33% or more unexcused absences).</li> <li>- Poor level of completion of preparatory work, with little to no insights or engagement with module readings and themes. Work completed is at an inadequate standard.</li> <li>- Limited contribution to classes; displays limited interested in advancing understanding.</li> </ul>
<b>0-29 Fail</b>	<ul style="list-style-type: none"> <li>- Inadequate attendance (40-50% or more unexcused absences).</li> <li>- Very poor level of completion of preparatory work, with little or no insights. Work completed is at a failing standard.</li> <li>- Limited to no contribution to classes, and displayed limited or no interest in advancing understanding.</li> </ul>
<b>0 Fail</b>	<ul style="list-style-type: none"> <li>- No attendance, preparatory work or participation noted.</li> </ul>

## Your notes