



## **Department of Geography**

# **SECOND YEAR GEOGRAPHY 2020/21**

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## IMPORTANT DATES FOR YOUR DIARY

### 2020

Monday 28 September:	Lectures commence
Monday 28 September:	Second Year General Introduction Meeting (Details TBA via Moodle)
Friday 16 October:	Change of Module Deadline
26 - 30 October	Semester 1 Study Week
Friday 18 December:	Conclusion of First Semester lectures

### 2021

4 January – 8 January:	Study Period
8 January:	Semester 1 examination period (runs for 2 weeks)
25 – 29 January (approx.):	Inter Semester Break and Overseas field trip (GY206) TBC
Monday 1 February:	Semester 2 lectures commence
15 March - 19 March:	Semester 2 Study Week and Ireland field trip (GY205) TBC
Friday 2 April:	Good Friday - no lectures
5 – 9 April:	Easter vacation
Monday 12 April:	Lectures Resume
Monday 3 May:	Bank Holiday
Friday 7 May:	Conclusion of Second Semester lectures
10 May to 13 May:	Study Period
Friday 14 May:	Semester 2 examinations commence

For detail and updates see <https://www.maynoothuniversity.ie/registrar/key-term-dates>

# Welcome back!

Dear Second Years

Welcome back. We can now spend some time on campus, albeit in smaller groups. This means that in some modules there are smaller classes on campus and students will be following or participating in other parts, including small-group discussions, online. There will be a more diverse set of ways of learning offered than previously. We did listen to what you told about your experiences last semester and we have tried to learn from them, in different ways in each module.

Each subject at Maynooth has different requirements for study and a slightly different mix of online and in-person instruction, and the possibility of substituting online access for in-person access varies between subjects. These details are on the university and department websites.

What can we in Geography do for you? We can put as much of our content online as is possible so that you can access the majority of your course content even when you might be unable to attend on campus in person (or when one or more of us staff are unable to travel to campus). We can try to ensure that our in-person teaching is interesting and engaging enough to make it worthwhile your taking the trouble to come onto campus for it.

What can you do for yourself? You can make sure you have access to a laptop and a decent internet connection for at least a good number of hours per day. How many is that? Provided that none of your subjects have professional or other reasons for mandating on-campus instruction as non-substitutable, then I suspect that it will be able to follow your courses across all your subjects at Maynooth with five to six hours of online access per day. In addition, you will download further materials for reading offline.

You can also ensure that you have a daily routine that allows you to function effectively during your times of online access. This means you must take care of yourself with breaks, exercise, healthy food and fluids, and the companionship of fellow students. Support each other. Ask at least a couple of people each day how they are doing and then listen. And let us know if you are having specific problems. We will

listen and we will try to help. We have a form on the Department website so that you can flag these issues for us.

There is now much less reliance on formal examinations. Don't leave all your work till the end of the semester. You can get help if you try to do something and run into difficulties but if you leave it too late we can't give advice that you will have time to act upon. If you are having real difficulty meeting a deadline, let us know. Do not cheat as a short-cut. The work you submit must be your own and it must show where you have learned from the things you have read. Please read your handbook carefully and make sure you know what we mean by Plagiarism.

You were wise to take Geography at Maynooth. Around us we see all the ways a geographical education is necessary if we are to be informed citizens. We need to understand physical geography and environmental policy if we are to respond intelligently to the challenges of climate and biodiversity changes. We need to understand political and social geography if we are to think carefully about the needs of, and our responsibilities towards, refugees and migrants in our country. We need to understand economic geography if we are to have any sense of how our world is being transformed by globalisation and Brexit. Finally, must understand medical geography if we are to appreciate the distinctiveness of our Covid public health crisis and think clearly about the regional policies needed to keep us safe while still working, learning, and celebrating our cultural lives.

Say hi when we meet,

Gerry



Gerry Kearns, Professor of Geography and Head of Department

## A note about studying under COVID restrictions.

You left first year in challenging circumstances; it seems likely that we can expect further challenges in the year ahead.

The way you attend lectures, the way you move around campus, and the way you interact with lecturers and fellow students has all changed. Study will continue to feel different during the coming semester and probably the whole year. We may transition back to normality, or, of course, further restrictions may be imposed at short notice.

There is an official university position on teaching and Covid which you should read. You can keep up to date at <https://www.maynoothuniversity.ie/coronavirus>. This may be especially important if the situation changes.

From a Geography perspective, we want to assure you that we are doing everything we can. However your modules are delivered we will do our very best to make sure that you have a high quality equivalent learning opportunity. Staff, including module leaders, administration, IT support and library supports have been working hard all summer to develop flexible content. We have new resources we can access through Moodle to assist with teaching delivery, some lectures are likely to be recorded and delivered to you online. In particular, online access has been extended for many resources through the library. Universities spend a great deal on library resources each year; as part of your registration at Maynooth you have the privilege of free online access to a wide range of high quality academic resources, please do make sure you use these to enhance your studies.

You will be aware that lecture hall capacities are reduced by social distancing requirements. Classes may be split into groups, or delivered wholly or partially online. One method that several modules leaders might use is that of a “flipped classroom”<sup>1</sup>. This means that you may be asked to prepare ahead of a lecture, by reading a chapter, watching an online lecture doing an exercise etc. then come to the lecture room, or TEAMS site, or outside field walk, ready to contribute to a discussion.

The good news is that a range of pedagogic research shows that flipped classroom teaching can actually enhance learning<sup>2</sup>. The main challenge for you as a student will be **remaining dedicated to your studies and keeping up with module content**. Flipped classroom models may rely on an increase in regular short continuous assessment work. Please do ensure that you are clear about the assessment strategy for each module and keep a timetable of your deadlines.

Many students rely on last minute cramming for exams. This is not the best way to work in any year, and, will almost certainly not work well this year. Remember, you are attending a full time degree and whether working online or in the classroom each 5 credit module should require at least 125 hours of your time<sup>3</sup>. The flipped classroom model will require better student planning, as well as a more regular work pattern throughout the semester. The positive is that, if you are usually a last minute student, this forced organisation should enhance your learning.

We will all have to get used to new ways of working and new technologies. Sometimes internet connections may not work, or we might struggle with technology. We ask that you are patient, it will be important to develop resilience and flexible approaches. We will get there. Remember, many additional skills that you may learn will continue to develop in the workplaces of the future, and learning them now is a benefit. In addition, you will be able to discuss your resilience, flexibility, independence, and enhanced planning and technical skills in your future CVs and in job interviews.

Lastly, if you are struggling please let us know. We are not accepting office visits, but, we can arrange times and places to meet. So, don't let worries build up, just email us for help or advice.

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<sup>1</sup> Bergmann, J. and Sams, A., 2012. Flip your classroom: Reach every student in every class every day. International society for technology in education.

<sup>2</sup> e.g. Zeren, M.G., 2016. The flipped geography lecture. Marmara Coğrafya Dergisi, (33), pp.25-57.

<sup>3</sup> <https://www.study.eu/article/what-is-the-ects-european-credit-transfer-and-accumulation-system>

# Staff involved in Second Year Geography Programme

Academic Staff	Email	Phone	Room	Modules
Mark Boyle	<a href="mailto:mark.g.boyle@mu.ie">mark.g.boyle@mu.ie</a>			GY236
Patrick Bresnihan	<a href="mailto:patrick.bresnihan@mu.ie">patrick.bresnihan@mu.ie</a>	3756	18	GY206 GY260/261
Ro Charlton	<a href="mailto:ro.charlton@mu.ie">ro.charlton@mu.ie</a>	3679	R-23	GY212
Conor Cahalane	<a href="mailto:conor.cahalane@mu.ie">conor.cahalane@mu.ie</a>	3748	R-7	GY205
Rowan Fealy	<a href="mailto:rowan.fealy@mu.ie">rowan.fealy@mu.ie</a>	4562	LH 2.3	GY213 GY201 GY202
Alistair Fraser ( <i>Single Major Manager</i> )	<a href="mailto:alistair.fraser@mu.ie">alistair.fraser@mu.ie</a>	3494	R-26	
Mary Gilmartin	<a href="mailto:mary.gilmartin@mu.ie">mary.gilmartin@mu.ie</a>	6617	R-9	GY234
Adrian Kavanagh ( <i>Deputy Head of Dept.</i> )	<a href="mailto:adrian.p.kavanagh@mu.ie">adrian.p.kavanagh@mu.ie</a>	6014	R-6	GY209 GY227
Gerry Kearns ( <i>Head of Depart.</i> )	<a href="mailto:gerry.kearns@mu.ie">gerry.kearns@mu.ie</a>	6153	R-23B	
Stephen McCarron	<a href="mailto:Stephen.McCarron@mu.ie">Stephen.McCarron@mu.ie</a>	6147	R-14	GY206 GY211
Gayle McGlynn	<a href="#">TBC</a>			GY260
Lisa Orme	<a href="mailto:Lisa.orme@mu.ie">Lisa.orme@mu.ie</a>	3769	LH 2.4	GY261 GY205 GY216
Martina Roche	<a href="mailto:martina.j.roche@mu.ie">martina.j.roche@mu.ie</a>	6617	R-9	GY201/202 GY223
Louise Sarsfield Collins	<a href="mailto:louise.sarsfieldcollins@mu.ie">louise.sarsfieldcollins@mu.ie</a>		R-15	GY240
Helen Shaw ( <i>Second Year Manager</i> )	<a href="mailto:helen.shaw@mu.ie">helen.shaw@mu.ie</a>	7574	R-13	GY217
Karen Till	<a href="mailto:karen.till@mu.ie">karen.till@mu.ie</a>	4550	R-19	GY239
Chris van Egeraat	<a href="mailto:chris.vanegeraat@mu.ie">chris.vanegeraat@mu.ie</a>	4714	R-10	GY205 GY221
Debangana Bose	<a href="mailto:Debangana.Bose@mu.ie">Debangana.Bose@mu.ie</a>			GY206 GY222
<b>Support staff</b>				
Neasa Hogan	<a href="mailto:geography.department@mu.ie">geography.department@mu.ie</a>	3610	R-23C	
Norma Murphy	<a href="mailto:geography.department@mu.ie">geography.department@mu.ie</a>	4760	R-23C	
Mick Bolger, Technician	<a href="mailto:michael.bolger@mu.ie">michael.bolger@mu.ie</a>	4762	Opp PG Lab	

*R = Rhetoric House; LH = Laraghbryan House; ION = Iontas Building, PG = Physical Geography  
From outside the university the telephone prefix is 01 708*

**See the department's full staff list (inc. office hours and phone numbers) on our webpages**  
<https://www.maynoothuniversity.ie/geography/our-people>

Covid restrictions will impact on options for tutorial interactions throughout the semester and possibly the whole year. Please do not let this prevent you contacting us, we can work out a way to meet or help. However, **please do not come to staff offices on a drop-in basis. Please email in the first instance.** A meeting, virtual or in person, will be arranged to suit the circumstances.

**2nd Year Manager: Dr. Helen Shaw, Room 13, Top Floor, Rhetoric House.**

**Office Hours: Tuesday 10:30-12:30 by appointment. [Helen.Shaw@mu.ie](mailto:Helen.Shaw@mu.ie)**

**Geography Single Major Manager: Dr. Alistair Fraser, Room 26, Top Floor, Rhetoric House. 01 7083494**

# Keeping in touch, getting in touch

You should keep in touch with the Department in these ways:

1. **Moodle:** This online learning environment [<https://2021.moodle.maynoothuniversity.ie/>] is accessible both on and off campus. We use it for: (a) administration work by the Year Manager including, posting notices and announcements, posting important documents for final year students and signing up students to modules (e.g. GY310B project) and events and (b) to pass on information/ resources about individual modules. You will have access to all Moodle areas relating to the modules that you are registered for, as well as to a general information page for the Second Year Year geography programme **MC:GY\_02**.

**You should check Moodle regularly for updates and notices.**

**If you need to ask for support or an extension for a CA due to illness/other reasons** you will also find the PMC forms on Moodle. [2nd Year PMC Forms 2020/21](#)

2. **Email:** Messages to individual students from the Year Manager/Staff will normally ONLY be made via email, using the student's [mumail.ie](#) address. You should check your University email account on a regular (at least daily) basis and clear your inbox when it is getting full. Email messages FROM students to staff must come from your [mumail.ie](#) account.

Messages may be sent via Moodle: an email notification telling you to check Moodle will appear in your emails. *Please do not ignore these.*

3. **Contact with year managers and lecturers under Covid 19:** General matters relating to your particular year course should be addressed to the Second Year Manager (Helen.Shaw@mu.ie) or to the Major/Single Major Manager (Alistair.fraser@mu.ie). Detailed, module-related, questions should be addressed to the email of individual lecturers or module co-ordinators. Where required, initial communication can be followed up by telephone or virtual meeting.

**Note:** Staff are always happy to help, advise and support, and we do like an academic discussion. However, **please do check that simple answers to queries are not available in handbooks and Moodle/university web site before emailing us.**

4. **Department of Geography website:** **Department of Geography website:** Students will find useful information here on the undergraduate geography programmes including an overview of each year, modules offered, course requirements, Year Guides and other documentation and details on staff teaching and research activities. Information about upcoming events and more general departmental news is posted regularly on this site [www.maynoothuniversity.ie/geography](http://www.maynoothuniversity.ie/geography). For more detailed and up-to-date information on specific modules, see the geography Moodle pages.

When to use which medium	
Moodle	Frequently; for most information regarding modules and courses
Email	If Moodle, webpages, in-class announcements or notice boards don't help. For queries that only require a <b><u>brief response</u></b>
Virtual meetings	For queries requiring a more detailed discussion with a staff member, please email to schedule a meeting.
Phone	For <b><u>urgent matters</u></b>
Referencing help	See the Reference Point



# Essential information for 2nd Year Geography Students

The focus of this second year of the Geography undergraduate programme is on *Methods* and *the Systematic Branches of the Discipline*. You will be introduced to different systematic branches of Geography, and will learn that within both human and physical geography there have emerged distinctive sub-areas with their own concerns and trajectories. In parallel, year 2 foregrounds the teaching of basic research methods. You will learn to work as individuals and in teams, in the laboratory and in the field; to identify, source, collect and analyse primary and secondary data, and to evaluate and present research results and findings. In addition, you will be provided with the opportunity of applying the research skills acquired in year 2 through fieldwork in Ireland and overseas. All students will also learn the basics of GIS.

If you are **experiencing difficulties** please **consult with staff at an early stage** – often problems can be resolved quickly by early intervention. If during the course of the year, health or personal circumstances arise which adversely affect your long-term ability to study and submit your CA work, bring these to the notice of the Year Manager (Helen Shaw [helen.shaw@mu.ie](mailto:helen.shaw@mu.ie)) and Geography Admin ([geography.department@mu.ie](mailto:geography.department@mu.ie)) **as soon as possible**.

## Student Categories and Credit Requirements

*Geography Single Major* MH101 (BA) - You will focus almost entirely on Geography in the 2<sup>nd</sup> and 3<sup>rd</sup> year. In principle students take **60 credits\*** in Geography in second year. To enter the Single Major option students must achieve at least 60% in their first year Geography examinations.

*Geography as a Major* MH101 (BA) ) – Geography is taken as a major option in the final two years of the degree and is studied along with another subject (the Minor). In principle you will take **40 credits\*** in Geography in year 2.

*Geography Joint Major* MH101 (BA) - Geography and other subject to degree level. In principle you will take **30 credits\*** in year 2.

*Geography as a Minor* MH101 (BA) – Geography is taken as a minor option in the final two years of the degree and is studied along with another subject (the Major). In principle you will take **20 credits\*** of geography in year 2.

*BA International* – Students who opt to spend a year studying abroad are awarded a BA International degree. Students can make this choice during second year.

*BA European Studies* MH108 (25 Geography credits required – See University Courses Page for detail!)

*\*See section on electives for exceptions to this rule.*

## Course Requirements

Students on the Single Major programme must sign up for GY201, GY209 and four optional modules in Semester 1, and GY202, GY206 and four optional modules in Semester 2.

Students on the Geography as a Major programme must sign up for GY201, and three optional modules in Semester 1, and GY202, GY205 and two optional modules in Semester 2. Places permitting, they may sign up for GY206 instead of GY205

Students on the Joint Major programme must sign up for GY201 and two optional modules in Semester 1, and GY202 and two optional modules in Semester 2.

Students on the Geography as a Minor programme must sign up for two optional modules in Semester 1, and two optional modules in Semester 2.

Students on the European Studies programme must sign up for three optional modules in Semester 1, and two optional modules in Semester 2. Students are strongly advised to take GY201 and GY202 as part of their options.

## Electives and modules outside your normal programme

### Regulations for electives

All students are permitted to take a 10 credit elective module.

In the Single Major programme, the 10 Elective credits will substitute 10 Geography credits.

In all other programs, the 10 Elective credits will substitute 5 credits in each subject of the programme.

You can register for Elective modules as part of the overall registration process for second year and the normal 'change of minds' procedures apply.

More information at

<https://www.maynoothuniversity.ie/study-maynooth/maynooth-education/electives>

For questions regarding Elective modules contact: [programme.choices@mu.ie](mailto:programme.choices@mu.ie).

### Regulations for modules outside the normal programme

Each subject involves a set of modules, some compulsory, some optional. As part of options students on Joint Major and Single Majors in Geography can opt to take a limited number of credits outside of the normal programme. This is limited to 5 credits for joint majors and 10 credits for Single Majors. The option is not available to Minor students.

Students may opt to take such a module in addition to, or in replacement of, geography modules.

Regulations are found at <https://www.maynoothuniversity.ie/registry/registry-forms> see R7.

Students are **required to obtain written formal approval from the Head of department** ([gerry.kearns@mu.ie](mailto:gerry.kearns@mu.ie)) for all modules taken outside of the normal programme.

It is **vital that you obtain this written approval from the HoD**, or you could end up at the end of the year with insufficient credits to progress in your subject.

**\*\*\*Students *cannot* take outside modules *in combination* with Elective modules\*\*\***

There are two main offices whose role it is to deal specifically with student queries regarding registration and programme choices.

<b>Programme Advisory</b>	<p>The Programme Advisory Office, is available to advise you on any choices you might have to make related to your programme including subject choice. The Programme Advisory Office acts as a guide to students as you navigate your own way through your programme options. The Programme Advisory Team are available to answer any questions students may have: details of times and location are available on the PAO website. Continuing second year students may avail of the service if you are unsure about your programme options for example if you have any questions about the difference in major/minor pathways or whether or not to choose to take an Elective.</p> <p>Email: <a href="mailto:programme.choices@mu.ie">programme.choices@mu.ie</a> Telephone: 01 474 7428</p>
<b>Registry Help Desk</b>	<p>Deals with student enquires on all aspects of registration except fees and course/pathway choice. Access is by phone, email or in-person at the Registration Desk (Humanity House).</p> <p>Email: <a href="mailto:registration@mu.ie">registration@mu.ie</a> Tel: 01 708 3813 <a href="http://www.maynoothuniversity.ie/records">www.maynoothuniversity.ie/records</a></p>



# Critical information

## 1. Missed Assessments/ Deadlines/ Tutorials/ Examinations/ On-going personal circumstances

Note that the following procedures are there to support you. **If you have any ongoing personal issues that may affect your performance you are strongly advised to contact your second year manager (Helen Shaw – [helen.shaw@mu.ie](mailto:helen.shaw@mu.ie)).** This allows for early facilitation and the exam board will consider your situation in determining your results.

**All Medical Certs must be accompanied by a PMC Form.** You **MUST** complete and submit a **2<sup>nd</sup> Year Personal or Medical Circumstances [PMC]** form if you:

- miss, or have difficulties during, a written examination;
- miss a required in-class assessment;
- fail to meet a deadline for submitting a project report or essay, or work in methods classes;
- are absent from regular classes for a significant period of time (more than one week);
- have ongoing issues that are affecting your ability to engage with the course.

PMC forms **must be completed online** through Moodle. The link to the PMC form is on Moodle: **[MC:PMCGY200\(19-20:YR\)](#)** You must submit medical certificates and/or other supporting documentation where appropriate online as well, using the same link. (All medical certificates and other documentation **must be dated** and include name, address, year of study and student number. Copies of all documents submitted should be retained by the student, who may be required to produce them later. When this form is completed you may be asked to schedule an appointment to meet the Department of Geography administration staff and/or the Year Manager (through the Moodle Scheduler Function) within two weeks of the relevant event. If you know that you will be absent ahead of an event (e.g. medical appointment), then the PMC (and supporting documents) should be submitted ahead of that event.

*Follow-up procedure:* In most circumstances if the reason is acceptable, students will be notified by email. If it is considered that further information is required, the student will be given guidance at the time about what is needed. If further discussion is required about information provided, students will be required to make an appointment to see the Second Year Manager (Helen Shaw). Where the reasons given in the PMC form are accepted, the following outcomes provide guidance of probable outcomes; but note, these may be module-specific.

Circumstances	Outcome (if successful)
Missed in-class assessment	Resit assessment, usually on same day as main module examination in January/May
Late submission of essay/ project	Later date for submission set by lecturer/ tutor/ year manager
Missed skills/ methods assignment	Either mark adjusted or deadline extended – individual guidance provided
Missed examination/ examination difficulty	Re-sit examination during the August Repeat Exams.
Extended absence from class	Details brought to attention of examination board at the end of the year for consideration

### Cases when no marks/extension/additional sitting will be awarded:

- When a PMC form is submitted more than two weeks after the exercise/ deadline
- When the reasons given are not deemed to be acceptable
- When no PMC form is submitted or inadequate supporting documentation is provided
- When a subsequent deadline is missed

## 2. Assessment Formats and Marks and Standards

In-class tests may take the form of a single main test or a series of short tests during class time. Details and dates for in-class assessments are determined by individual lecturers and will be announced in class and/or via the relevant Moodle page. Final written examinations for second-year geography modules (excluding those assessed by 100% continuous assessment) take place in 60, 90 or 120 minute. Examination papers generally consist of four questions, of which two must be answered. First semester modules are examined in January and second semester modules in May/June. Provisional grades for first-semester lecture-modules will be posted during the middle of the second semester.

**GRADING SYSTEM:** Marks awarded for individual modules are divided into the following grades:

- First Class Honours: 70% and higher
- Second Class Honours Grade I: 60-69%
- Second Class Honours Grade II: 50-59%
- Third Class Honours: 45-49%
- Pass 40-44%
- Fail < 40%
- Non-compensatable fail < 35%

*Specific grade related criteria for 2nd Year Geography are posted to Moodle.*

In order to pass the geography subject a student must:

- Obtain 40% on aggregate in the subject
- Have marks of 40% or higher for at least half of credits
- Not fall below 35% in any module

### Compensation and progression

The default compensation mark is 35%. That means that if you get a module mark of under 35, in principle you cannot pass the module by compensation, and must repeat it or substitute another module. A student who does not meet the required progression standard, but is within the compensation parameters may be rated as “restricted” and allowed to progress if the subjects to be continued have been passed, and any other subject-specific progression requirements have been met. A “restricted deficit” rating will be given where:

- 1) The modules with marks below 35% amount to no more than 5 credits;
- 2) The weighted average mark in the remaining modules, excluding the deficit modules, is over 40%;
- 3) At least half of the credits taken in the period have marks of 40% or above.

The missing credits must be secured in third year by taking additional modules.

### Composition of the final mark in your degree

The final mark in your degree is calculated from a combination of annual marks in second and final year.

The second year contributes 30% if the final mark, as shown in the table below.			
Your second year is important!			
Contribution of each year to the final mark			
Three year degrees		Three year degree with study abroad	
Second year	30%	Second year	30%
Final year	70%	Study abroad	Excluded
		Final year	70%

For the full regulations, see the Marks and Standards document (Version 03 April 2019) at:

[https://www.maynoothuniversity.ie/sites/default/files/assets/document/MU%20Marks%20and%20Standards%20-%20ver%2003%20April%202019\\_0.pdf](https://www.maynoothuniversity.ie/sites/default/files/assets/document/MU%20Marks%20and%20Standards%20-%20ver%2003%20April%202019_0.pdf)

### 3. Plagiarism and Collusion

**Plagiarism**, in summary is “*The practice of taking someone else's work, **or ideas** and passing them off as one's own*” (Oxford Reference, 2019). Note: this covers ideas as well as direct text copy.

You should use your own words when writing essays and assessments and always **reference all sources of ideas, and research, as well as all images, figures, maps, code etc., as well as referencing direct quotations.**

*Plagiarism* can occur by accident if you rely too heavily on a single source for your information.

To avoid the risk of plagiarism you should:

- Summarise or paraphrase, in your own words, material from outside sources – do not copy out chunks of a book/article/report (even if referenced properly);
- When you use exact quotations of another author's words, you must use quotation marks to indicate this, and reference the source fully, both in the text and in the reference list (*including the page number*).
- Similarly, if you make reference to statistics/figures images, etc. from another source, you must reference the source fully, both in the text as a citation and in the reference list as a full reference.
- **Reference all material that is not either your own work or common knowledge.**

**Note: this means that your paragraphs, and even sentences, generally should contain multiple references.**

Generally your work will not be very original at second year (you are not doing primary research, but reviewing and learning from the work of others); however, there is a big difference between rewriting the ideas of one source with a single reference at the end (basically rewording), and the *synthesis of material from a range of sources*. It is through synthesis and developing your own words and ideas on a topic that you can avoid plagiarism; and, importantly, improve your understanding and develop ideas.

**Self-Plagiarism** can occur if you use work submitted for assessment for one module, as a part or whole of an assessment for another module. Note: this is not allowed. Work for each CA must be new.

**Collusion** occurs when two or more students co-operate to produce work, which is then submitted for assessment as the work of a single student. It does not include work which is required to be submitted by a team as part of the assessment. Collusion occurs when a student:

- Knowingly submits work done in collaboration with others without supervisor approval;
- Collaborates with another student in completion of work which he/ she knows is intended to be submitted as that student's own, unaided work;
- Knowingly permits another student to copy all or part of his/her work and to submit it as the other student's unaided work.

**All cases of suspected plagiarism/collusion will be referred to the Head of Department. If claims prove to be the case, penalties will be heavy. Students may also be referred to the University's Academic Discipline Board. All students should familiarise themselves with the updated Maynooth University Policy on Plagiarism See Moodle: GY\_02\_GY02 Second Year**

The Maynooth policy on Plagiarism can be found here: <https://www.maynoothuniversity.ie/university-policies/rules-regulations-students>

#### Reference:

Oxford Reference (2019) Plagiarism. Online

<https://www.oxfordreference.com/view/10.1093/oi/authority.20110803100329803> Oxford University Press. [Accessed 06/09/2019]

#### 4. Using References

The Department of Geography has an excellent guide for referencing 'The Reference Point' which is available from the Undergraduate section of the department web site. You should consult the guide whenever you hand in written work. Here are some General Guidelines for Citations, Reference Lists and Bibliographies.

- In the MU Harvard Referencing style, items should always be arranged alphabetically. Do not use bulleted lists.
- You should not break down the material according to type of resource (books, journals, electronic journals, etc.), unless you have been specifically instructed to do so. Therefore, unless instructed, *all resources should be listed in a single Reference List or Bibliography in strict alphabetical order.*
- Each resource or item used should be listed in the Reference List or Bibliography only once.  
*However, a resource should be cited in-text each time you use information from it.*
- If using a number of references by the same author, the convention is to put the references in order by year.
- If using a number of references by the same author and the same year, you should use letters (a, b, c, d) after the year in your in-text citations, and also in your Reference List or Bibliography, in order to distinguish them for the reader.
- If there is no author, the resource or item should be listed under the first significant word in the Reference List or Bibliography, i.e. not under 'The' or 'A'.
- Figures and Tables should be numbered according to the chapter in which they appear. For example, Figure 4.1 is the first figure in Chapter Four and Table 6.2 is the second table in Chapter Six.
- A List of Figures and/or a List of Tables should appear separately, after the Table of Contents in a thesis, report or assignment.
- Use both authors' surnames linked by "and" when citing them directly, but linked by "&" when citing indirectly. (For examples see sections 2.5 and 2.6)
- Do not include authors' titles e.g. Prof, Dr.
- When citing year of publication use full digits, for example, 2001.
- Please note the importance of following the correct punctuation guidelines as outlined.
- URLs should not be included in in-text citations. URLs should be included in the Reference List or Bibliography citation, with the URL address underlined.

**Action: Do this NOW.**

**Download The Reference Point, from Moodle MC:GY 02 Second Year. and READ it.**

**You must use this referencing system for all assignments.**

# **An important instruction on Plagiarism from the Head of Department of Geography, Professor Gerry Kearns**

## **Academic Integrity**

University work must meet the professional standards of honest and moral behaviour for academic work. 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 understood 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. In physical geography the level of quotation would generally be much less.

Therefore, you will also need to consult your module specific handbooks/guidance, and pay attention to the general practice in the particular subdiscipline of Geography you are working in.

## 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

The University has a clear and strict policy on plagiarism and you [can read it here](#).

If a lecturer suspects that your work shows evidence of plagiarism, it will be reported to the Head of Department. The Head of Department will look at the work and review the concerns of the lecturer. If it looks like you are claiming credit for work that is not your own, then, the Head of Department will first determine whether you have been reported previously for plagiarism.

If you have not been reported previously for plagiarism, either in Geography or elsewhere in the University, then, you will be invited to a meeting with the Head of Department. You will get an opportunity to explain how the appearance of plagiarism has arisen. If the Head of Department decides that this is a case of plagiarism you will be given the opportunity to submit a replacement assignment but that will have a cap of 40% to the mark it may be awarded. The Head of Department will make a report to the Registrar and you will then have a recorded case of plagiarism.

If you have been reported previously for plagiarism, then, the Head of Department will prepare a report on the suspected plagiarism and this will be referred directly to the Registrar and ultimately to the Academic Discipline Board—the members of the Board are [given here](#). At this point, the Board will offer you a hearing to answer the case. After that they will make a determination of the facts of the case and in light of that may impose various penalties up to and including expulsion from the University.

# Second Year Geography modules on offer in 2019/20

## At a glance

Module	Code	Credits	S	Single (60 Geography credits)	Major (40 Geography credits)	Double (30 Geography credits)	Minor (20 Geography credits)
Methods of geographical analysis 1	GY201	5	1	C	C	C	NA
Reading geography	GY209	5	1	C	NA	NA	NA
Climatology	GY213	5	1	O	O	O	O
Biogeography	GY217	5	1	O	O	O	O
Economic geography	GY221	5	1	O	O	O	O
Urban geography	GY222	5	1	O	O	O	O
Geography of rural development	GY223	5	1	O	O	O	O
Social and cultural geography	GY234	5	1	O	O	O	O
Development geography	GY240	5	1	O	O	O	O
Global environmental change - 1	GY260	5	1	O	O	O	O
Methods of geographical analysis 2	GY202	5	2	C	C	C	NA
Geography field trip (Ireland)	GY205	5	2	NA	C	O*	NA
Geography field trip (overseas)	GY206	5	2	C	NA/O*	NA	NA
Geomorphology of Ireland	GY211	5	2	O	O	O	O
Hydrology and water resources	GY212	5	2	O	O	O	O
Hazards and society	GY216	5	2	O	O	O	O
Political geography	GY227	5	2	O	O	O	O
Geography, technology, society	GY236	5	2	O	O	O	O
Spatial justice	GY239	5	2	O	O	O	O
Global environmental change - 2	GY261	5	2	O	O	O	O

C= compulsory: O= optional: NA = Not available: S = Semester

O\* subject to restricted numbers, contact the module leader if you would like to take this module as an option.

For a more detailed description of modules (Learning Outcomes, Assessment, etc.) students should consult the University's web page [www.maynoothuniversity.ie/courses/](http://www.maynoothuniversity.ie/courses/)

## ***Modules that are mandatory for some students.***

*Please check carefully that you are registered for mandatory modules for your degree course*

**GY201 S1: Methods of Geographical Analysis I** (RF, MR and tutors) – *Mixed Physical/Human*. This weekly methodology class covers aspects of research including planning, data collection, analysis and presentation techniques, focusing predominantly on primary data sources.

**Note:** GY201 will not start until week 2 of semester 1. Please refer to instructions on Moodle.

**\*GY201 is compulsory for Single Major, Geography as a Major and Joint Major students.**

After Registration, the Registration Department will assign students to timeslots that fit their optional module choices. Students can see the allocated slot at the end of the first week of registration.

**Assessment:** Continuous Assessment 100%. August repeat with departmental permission only

**GY202 S2: Methods of Geographical Analysis II** (RF, MR and tutors) – *Mixed Physical/Human*. This weekly methodology class covers aspects of research including planning, data collection, analysis and presentation techniques, building on the work carried out in GY201. Students will carry out a number of projects during the module – each of which will involve different aspects of geography and different research approaches and methodologies.

**\*GY202 is compulsory for Single Major, Geography Major and Joint Major students.**

*After Registration, the Registration Department will assign students to timeslots that fit their optional module choices. Students can see the allocated slot at the end of the first week of registration.*

**Assessment:** Continuous Assessment 100%. August repeat with Departmental permission only

**GY205 S2: Field Trip – Ireland** (CvE/LO and CC) – *Mixed Physical/Human*.

The module involves a residential visit to locations in the North-West of Ireland and will take place during study week in Semester 2 (dates and venue to be confirmed). In addition to the field trip, a number of preparatory lectures and workshops will be undertaken before the trip. For this module, students will carry out work on a number of projects, prior to, during and after the fieldtrip, when they will engage in collection and analysis of data, prepare and make presentations and reports on their work. This module carries a financial cost and has restricted numbers. Announcements regarding the field trip will be made in Semester 1.

**\*Mandatory for Geography as a Major students.**

Optional to Joint Major students.

**Assessment:** Continuous Assessment 100%. August repeat with Departmental permission only.

**GY206 S2: Field Trip - Overseas** (PB and DB) – *Mixed Physical/Human*. This module comprises a physical and human geography research fieldtrip to Lanzarote. The trip will take place during the last week in January. Further announcements regarding the field trip will be made in week 1/2 of Semester 1.

**\*Mandatory and restricted to Geography Single Major students.**

Places permitting, there may be some availability for some Geography as a Major students.

**Assessment:** Continuous Assessment 100%. August repeat with Departmental permission only.

**GY209 S1: Reading Geography** (AK) – *Human/Physical Geography*. This module will explore, and begin to develop a critical appreciation of, writings in Geography. It will examine different structures of writing, including book chapters, journal papers and policy reports, and establish how arguments are formulated and constructed. It will draw out the selection of appropriate research methods, which may subsequently inform the students' research dissertations.

**\*Mandatory and restricted to Geography Single Major students.**

**Assessment:** Continuous Assessment, 100%.

## **Optional modules**

*Please ensure that you register onto the correct number of 5 credit modules for your degree type*

**GY211 S2: Geomorphology of Ireland (SMcC) - Physical Geography.** This module's objective is to understand the development of Ireland's physical landscape in terms of the processes that have affected it through geological time. The operation of landscape forming processes is examined in order to understand the historical development of the Irish landscape. The module commences with an examination of the large scale geological (endogenic and exogenic) processes and affecting all landscapes of the world. It then examines the geological evolution of Ireland and its geomorphology including the role of Ireland's climatic history, mass movement, fluvial, karst, glacial and coastal processes.

**Assessment:** Continuous Assessment, 100%.

**GY212 S2: Hydrology and Water Resources (RC) - Physical Geography.** The objectives of this modules are to provide an understanding of the distribution, movement and quality of water on and below the surface of the earth. This module focuses on the basic principles of hydrology, which is the study of the occurrence, distribution, movement and quality of water on and below the earth's surface. Focusing on the river catchment, the different flow pathways are defined, to explain how rainfall is transferred from hillslopes to river channels. Each catchment has a unique response to rainfall, influenced by climatic factors and catchment characteristics (e.g. size, topography, land-use). These are explored, with each student carrying out basic hydrological analysis for a different catchment in Ireland using rainfall and river flow data that are available from Met Éireann and the Environmental Protection Agency. Leading on from this, floods and flood management are considered to examine the appropriateness of a range of management strategies in different contexts. The module also considers water below the surface (soil moisture and aquifers), the environmental consequences of groundwater pollution and over-extraction, and water supply in Ireland.

**Assessment:** Continuous Assessment, 100%.

**GY213 S1: Climatology (Rowan Fealy) - Physical Geography.** This module is designed to impart a basic awareness of atmospheric processes and their function in explaining climatic variation on various area and temporal scales. Major advances have been made in the past few decades in the understanding both of the nature and significance of atmospheric processes and the manner in which regional variations in climate can be understood in terms of the balance between such processes. During the past decade a growing awareness of the climatic dimension to many pressing problems such as food supply, population growth, resource depletion and environmental pollution has also become widespread, as have concerns regarding the impacts of imminent climatic changes associated with anthropogenic effects on the atmosphere. This module examines the main controls on climate at a number of different spatial and temporal scales.

**Assessment:** Continuous Assessment, 100%.

**GY216 S2: Hazards and Society (LO) – Mixed Physical/Human.** This module's objectives are to provide an understanding of the dynamics of common hazards and to question if 'Natural Disasters' are entirely natural. Today, the world is facing disaster on an unprecedented scale with more than 255 million people, on average, being affected by disasters globally each year between 1994 and 2003. It is therefore critical that we aim to improve our understanding of natural hazards and the how these hazards interact with societies to result in disasters. The geographer, through understanding the physical dynamics of hazards and key social processes has a lot to offer this field of study. The module

will include topics such as; critiques of past approaches to understanding and managing disasters; auditing and examining trends in disasters; understanding the processes giving rise to common hazards; examining theories of vulnerability and resilience; early warning for loss reduction; emerging issues for hazards and disasters such as climate change, and the growth of mega-cities.

**Assessment:** Continuous Assessment, 50%. End of module open book exam 50%.

**GY217 S1: Biogeography (HS) - Physical Geography.** Changing patterns in the geography of life are at the heart of this truly interdisciplinary subject. The module explores the distribution of plants and animals from an environmental perspective, where climate and habitats dictate the spread of populations. It goes on to examine ecosystem theory and how interactions between organisms contribute to their distribution patterns. The section on historical biogeography considers the age old processes of evolution, plate tectonics and quaternary environmental change and their effects on biodiversity. Colonisation and extinction shape the biogeography of islands and their investigation provides an insight into key processes shaping species distribution patterns. The module concludes with an evaluation of the current extinction crisis, the spread of invasive species, the challenges faced by small populations and conservation management.

**Assessment:** Continuous Assessment, 50%. End of module open book exam 50%.

**GY221 S1: Economic Geography (CvE) – Human Geography.** This module provides a grounding into Economic Geography, the longest established and one of the most dynamic sub-discipline of Human Geography. The module starts with the approaches to understanding the spatial organisation of production and consumption. Subsequently the module will explore a number of current topics of the sub-discipline. The module focuses on the evolution of the global economic map, the spatial expression of contemporary economic change, with particular reference to globalisation, transnational corporations, the growth of service activities and related social polarisation in cities, new trends in consumer behaviour, shopping malls and the geographies of finance. Special sections are devoted to the impact of these changing processes on Ireland. Enrolment does not require any previous grounding in economics.

**Assessment:** Continuous Assessment, 100%.

**GY222 S1: Urban Geography (DB) – Human Geography.** Considering that we now live in a predominantly urban world and that levels of global urbanisation are set to increase, the study of cities and urban places is of major significance. This module introduces students to some of the key themes, concepts and debates characterising historical and contemporary urban geography. Among the topics covered initially are conceptualisations of the urban condition, theories of urban evolution and processes of historic and contemporary urbanisation. The course then focuses on urban geographies of the global north through an examination of contemporary shifts in urban structure, urban form and urban economy, the crisis of the inner city and cities as key sites of accumulation in the global economic system. Finally, the module carefully considers themes of conflict and contestation in urban environments through an exploration of inner-city regeneration policies, processes of gentrification and new approaches to city governance. Case studies for this module will be drawn primarily from cities in Europe, North America, Australia and China.

**Assessment:** Continuous Assessment, 100%.

**GY223 S2: Geography of Rural Development (MR) – Human Geography.** The main objective is to enable students to develop an understanding of the principal processes that underpin the restructuring of agricultural production and the formulation of rural development policies and strategies. This module explores contemporary issues in rural geography in both Ireland and Europe. The module examines the main drivers of change affecting rural areas and the how our understanding of the 'rural' has changed over time. Particular attention will be given to existing and emerging challenges for rural areas and the role of public policies, both at European and national levels.

Specific thematic areas addressed will include the changing role of agriculture, urban-rural relations, rural poverty and strategies for rural development.

**Assessment:** One-hour end of semester examination, 50%; Continuous Assessment, 50%.

**GY227 S2: Political Geography (AK) – Human Geography.** The objectives of this module is to give an introduction to the key themes of Political Geography; namely geography of political conflict, electoral geography, geopolitics, as well as a means to encourage students to engage more with current affairs, both in international and Irish terms. Politics impacts on people's lives at a range of spatial scales, extending from the local to the regional, national, European and global levels. Geographers offer a unique perspective on politics and political behaviour and an approach that differs from that offered by the field of political science. This module introduces some of the key themes within Political Geography, namely electoral geography, the process of policy making (using environmental policy making as a case study), geopolitics and the geography of political conflict. One section of the module will focus on key themes within the field of electoral geography, with specific reference to Ireland - electoral systems and the geographies of voter turnout and political support. The next section will offer a brief introduction to the processes of policy making and policy implementation, with a focus on environmental policy making as a case study here. The final section of the module, which is international in scope, focuses on the themes of states, nations and nationalism, geopolitics, and the geography of political conflict.

NB: It is not assumed that students will have prior knowledge of politics/political issues coming into this module.

**Assessment:** One-hour end of semester examination, 33.3%; Continuous Assessment, 67.7%.

**GY234 S1: Social and Cultural Geography (MG) – Human Geography.** This module introduces students to social geography and cultural geography, two of the most dynamic fields of study within human geography. It focuses on the relationship between space and society, expressed through the emergence of social and cultural differences and inequalities. The module also examines key themes such as power, identity and exclusion, and their theoretical and empirical importance within social and cultural geography.

**Assessment:** One hour end of semester examination, 50%; Continuous Assessment, 50%.

**GY236 S2: Geography, Technology, Society (MB) – Human Geography.** This module will adopt a geographical perspective to on what has traditionally been titled, Science, Technology, and Society Studies (STSS). In the tradition of Kondratiev, Kuznets, and Schumpeter, economic historians have long sought to identify waves and cycles of technological disruption and economic advancement. Today, there is emerging an increasingly influential claim that a fourth industrial revolution (also known as a cyber-physical revolution, Industry 4.0, and/or Society 5.0) is imminent, predicated upon computing power, digital connectivity, and a data revolution. As part of a wider suite of interventions designed to prepare their countries for the fourth industrial revolution political leaders across the world are increasingly leveraging Artificial Intelligence and computerised data analytics to help solve their most pressing economic, social and environmental challenges<sup>5</sup>. This course will acknowledge the benefits of new technologies but will also ask; how can the powerful ICT and data revolution be harnessed in a way which is democratic, ethical, underpinned by a social licence, and which maintains ongoing stakeholder– and public – trust?

Assessment: One-hour end of semester examination, 50%; Continuous Assessment, 50%.

**GY239 S2: Spatial Justice (KT) – Human Geography.** This module examines human geographical understandings of justice according to key concepts in geography, including space, place, landscape, environment and scale in the age of the capitalocene. Human geographers critically and self-reflexively examines how regimes of power work in everyday life at different moments in time and space, according to power geometries, varying environmental and cultural circumstances, and social axes of



difference. Students will learn about underlying spatial structural processes and geographical imaginations leading to social and environmental injustice, including through colonialism, capitalism, racism, patriarchy, among others. Using a range of case studies from around the world, students will be exposed to approaches to decolonisation; the possibilities and limitations of rights-based approaches; and to debates about procedural, distributional, social, spatial, place-based, land, and environmental justice. They will be introduced to the relationships between geographical knowledges, the practices and material changes of activism, and the possibilities and limitations of utopian visions of progressive social and environmental change through direct action and protest, social media online spaces, transnational networks, government and NGO spaces, art, and local actions. Finally, the module will consider policy changes as well as community and voluntary work as situated within diverse spatialities of social, political and environmental difference. Students will learn about the significance of local knowledges, including through the voices of those affected by forms of injustice.

**Assessment:** One-hour end of semester examination, 33.3%; Continuous Assessment, 66.7%.

**GY240 S1 Development Geography (LSC) – Human Geography.** The objectives are to give an introduction to main theoretical perspectives in understanding development. Position students to understand key processes at issue in development. Present and analyse different theoretical perspectives on the competing roles of a relevant institutions, agencies, and actors. This module is interested in the geography of development. The module is based on the view that development is a 'first' and 'third' world issue. The module moves through a range of theoretical perspectives on development and uses a series of case studies to shed light on some of the practical and political consequences of different views on development. The course covers modernization theory, Marxism, feminist understandings of development, neoliberalism, and contemporary anti-capitalist views on development. The module then gives detailed consideration to urban and rural dimensions of development.

**Assessment:** Continuous Assessment, 100%.

**GY260/GY261 S1/S2 Global Environmental Change (PB/GM/LO). – Mixed Physical/Human.** "We have forgotten that we ourselves are dust of the earth; our very bodies are made of her elements, we breathe her air and we receive life and refreshment from her waters" (Pope Benedict, On Care for Our Common Home).

There are few aspects of modernity more striking and significant than the changes that people have made to the physical and biotic environment. These are so significant that many natural and social scientists refer to a new geological age, the Anthropocene, a period in which the primary drivers of environmental change are human actions rather than just natural processes. This recognition requires conceptualising and understanding how social and physical processes interact in a complex world. Citizens needs to be informed about environmental science, planetary boundaries and safe operating spaces for humanity while at the same time understanding the economic and political, social and cultural drivers and dilemmas of this global order. The requirement for interdisciplinary understanding requires both novelty and urgency in meaningful planetary stewardship. This course will give students a critical introduction to some of the profound responsibilities of modern citizenship in the Anthropocene.

**Module Structure:** This elective stream is run over two modules in semester 1 and semester 2. In semester 1 we will establish the problem of global environmental change by exploring earth system components and trends and historically tracing nature-society interactions over time. In the second semester, module two will explore in more detail contemporary human responses to the Anthropocene by examining adaptive responses and establishing integrative frameworks for understanding how we can live in a sustainable, just and equitable Anthropocene.

**Note:** The two parts (semesters) are logically chosen as a package (= 10 credits) and GY261 students (Semester 2) that have not completed GY260 in Semester 1 will be disadvantaged.

**Assessment:** Continuous Assessment, 50%. End of module open book exam 50%.

# Timetable

## (Check university website for updates before class)

See the University's timetable webpage ahead of your lectures:

<https://apps.maynoothuniversity.ie/timetable/>

Timetables and venues are subject to change and may even change during the first weeks of the semester.

Given the ongoing situation with COVID during the semester it would also be advisable to check Moodle for messages about your individual modules before each class.

Covid restrictions mean that some timetables will be subject to attendance in split groups. Please ensure you attend when you are supposed to. To ensure we record attendance properly and meet the requirement to track students in case of outbreaks you must attend the correct group or request a change so that the module leader can manage numbers in class.

Please download the COVID app to ensure your attendance and close contacts are traceable.

# How to do well in Geography

**Second Year Grade Related Criteria: During Second Year students will begin to**

- learn about systematic branches of the discipline (different concepts, theories, concerns)
- develop basic research skills
- develop basic understanding of the links between discipline areas and research
- understand the contested nature of knowledge within the discipline

		Grade	Grade descriptor	mark
<b>1<sup>st</sup> Class</b>	<b>Awarded when it would not be reasonable to expect a Second Year student to produce better work</b>	A++	Answer cannot be bettered	<b>100</b>
Relevance	Knowledge well applied to set task, readings fully integrated into answer, appropriate links between research and conceptual of discipline cited.	A+	Exceptional insight	90
Content	Wide, detailed and accurate knowledge, evidence of reading, beyond references provided. Clear understanding of alternative concepts/ideas/ theories. Good understanding of basic research methodologies, and research/ understanding linkages.	A	Excellent synthesis/ originality	80
Presentation	Clear/ fluent expression, well-presented, suitable use of graphs, tables, maps, accurate spelling and grammar, referencing as appropriate, good ability to use different genres as appropriate, e.g, essay, project report.	A-	Good synthesis/originality	75
<b>2:1</b>		B+	Comprehensive, high competence & well-read but lacks originality	68
Relevance	Knowledge applied to set task, readings integrated into answer, some relevant research integrated	B	Comprehensive & competent with good evidence of reading but lacks originality	65
Content	Wide knowledge of subject matter, evidence of considerable background reading, awareness of different concepts/ ideas/ theories. Reasonable understanding of basic research methodologies, and research/ understanding linkages	B-	Competent summary of ideas with evidence of reading	62
Presentation	Reasonably clear/ fluent expression, satisfactory presentation, appropriate use of graphs, tables, maps, accurate spelling and grammar, Referencing as appropriate, ability to use different genres, as appropriate, e.g, essay, project report.			

<b>2:2</b>		C+	Slightly better than C on criteria stated	58
Relevance	Knowledge generally applied to set task, some use made of readings, little/ no relevant research cited	C	Basically competent, but lacks breadth and/or depth	55
Content	Adequate but not necessarily complete knowledge of subject matter, evidence of some background reading, limited understanding of alternative /ideas/ theories. Some understanding of basic research methodologies, and research/ understanding linkages	C-	Slightly worse than C on criteria stated	52
Presentation	Reasonable expression, satisfactory presentation, limited use of graphs, tables, maps, reasonably accurate spelling and grammar, Referencing acceptable, some ability to use different genres, as appropriate, e,g, essay, project report.			
<b>3rd</b>		D+	Slightly better than D on criteria stated	48
Relevance	Not fully focussed on set task, but major points relevant, very little evidence of understanding of basic concepts, task not fully attempted	D		45
Content	Clear evidence of knowledge but several factual errors, no evidence of background reading. Accurate reproduction of lecture material, but no evidence of understanding/ knowledge of alternative concepts/ideas/ theories, basic research methodologies			
Presentation	Acceptable expression, no/ inappropriate use of graphs, tables, maps, no referencing, inaccuracies in spelling/ grammar create some difficulty, limited ability to present work in different genres, as appropriate, e.g. essay, project report.			
<b>Pass</b>	<b>Minimum acceptable standard of response</b>	D-		42
Relevance	Limited focus on task, limited evidence of some understanding of basic concepts, no linkage theory/ research to material			
Content	Reproduction of lecture notes, with errors, lack of detail, no evidence of any background reading, no evidence understanding basic research methodology.			
Presentation	Weak expression, inaccuracies create considerable difficulty for understanding, little/ no evidence of ability to use different genres as appropriate, e,g, essay, project report.			

<b>Fail [E]</b>		E+	More relevant/ correct material than E	38
Relevance	Basic focus on task, but serious omissions, major irrelevancies – within general field, but not focussed on actual topic.	E	Displays some knowledge of material	35
Content	Some knowledge of subject matter, major inaccuracies, incomplete answer, no evidence of any background reading, no evidence understanding basic research methodology, serious misunderstandings of basic theories/ concepts/ ideas	E-	Less relevant/ correct material than E	30
Presentation	Very weak expression, very confused and difficult to understand			
<b>Fail [F]</b>	<b>Mark less than 25 – non-compensatable failure – examination <u>must</u> be repeated</b>	F+	Little relevant/ correct material but some evidence of engagement with question	20
Relevance	No focus on set task, maybe not even on general field, very little/ no engagement with material	F	Very little relevant or correct material	10
Content	Very little/ no knowledge of subject area, no evidence background reading, knowledge of basic theories/ concepts ideas, plagiarised	F-	Contains no relevant or correct material	0
Presentation	Extremely weak expression, very confused, very hard to understand			

# Want to study abroad?

## Erasmus and North American Exchange Opportunities

One of the greatest opportunities presented at university is the possibility of spending an academic year in a university overseas. At Maynooth University, a wide range of destinations in Europe and North America is available to students through Erasmus and international bilateral exchange agreements. Not only does the study-abroad option provide students with greater diversity in terms of their academic experience but it also exposes students to different cultures and to different administrative, social, economic and political systems, experience which can be a significant advantage when seeking employment after college. The study-abroad option is particularly relevant for students of geography, where students can gain practical experience of subjects covered in lecture modules through being immersed in a different cultural system.

The Erasmus programme aims to promote European cooperation and to improve the quality of education through partnership across national boundaries. While finding the academic experience very valuable, participating students also find the more social and cultural aspects of the exchange very rewarding. The Geography Department has student exchange agreements with the University of Lund (Sweden), the University of Amsterdam (the Netherlands), Roskilde University (Denmark), the University of Uppsala (Sweden) and the University of Bremen (Germany), each of which offers courses through English, representing an excellent opportunity for a nine-month study-abroad option.

Geography as a Major and Joint-Major students of Geography and a language subject are also encouraged to consider an Erasmus exchange and should consult the International Coordinator in each Department. Maynooth University geography students have their Erasmus exchanges at, amongst others, the Université de Paris- Nanterre (Paris X), the Universidad de Valladolid, Universidad de Alcalá (Madrid) and the Universidad de Alicante.

One of our most popular North American exchange programmes is with the University of Kentucky (Lexington) and we would encourage students to consider availing of this student exchange programme, which, to date, has been a very positive academic and cultural experience for visiting students. We are also building upon our links with other North American universities.

### Procedures

Students applying to spend a year abroad will transfer from the B.A. degree to the B.A. International degree with the study-abroad year taking place in year 3 and students return to complete their 4th (final) year in Maynooth University. No tuition fees are payable and under the Erasmus programme there is a student grant available to cover part of the costs of living abroad. Students applying must do so in their second year. For the full list of possible European and North American study-abroad destinations and for details on application and other procedures, see the International Office website at [www.maynoothuniversity.ie/international](http://www.maynoothuniversity.ie/international). Students interested in applying should make contact with the

International Office Departmental Coordinator: [rachel.mcardle@mu.ie](mailto:rachel.mcardle@mu.ie)

**Given the Covid-19 pandemic, these regulations are contingent on a changing situation. Please contact the International Office / Erasmus coordinator for up to date advice.**



# Get Involved

**STAFF-STUDENT LIAISON:** Class representatives (elected by students during the first semester) have scheduled meetings with the Staff-Student Liaison Officer (Dr Adrian Kavanagh) during the year to discuss matters of mutual concern. Students who wish to have particular matters discussed should bring these to the attention of their class representative.

**GEOGRAPHY SOCIETY:** The student Geography Society organises social events during the year and publishes an annual magazine, Milieu. Support the Society's activities: contact a

member of the society's committee. Also join the society on Fairs Day!

## Geographers in action: opportunities to travel!

The second year of the geography programme offers students the opportunity of engaging in learning in the field, particularly through the field trip modules which include a week-long field course. There are two field-trip modules, one based in Ireland and the other, overseas.

How about spending a year of study abroad, at one of our partner universities in Europe or North America? In addition to students of language subjects, geography students can switch to the BA International and undertake their studies during their year abroad through English. Students might consider, in particular, the University of Amsterdam, Lund University and the University of Kentucky with which our department has strong links.

**Maynooth Green Campus** is another initiative of interest to Geographers

<https://www.maynoothuniversity.ie/green-campus>

Several initiatives are developing sustainability across the built and natural environments of the campus.

Occasional events such as biodiversity walks and litter collection are organised. Student involvement, including new ideas, is always welcome.

## Social Media



Twitter: @maynoothgeog

Facebook:  
Maynooth University Department of  
Geography

Instagram: @MaynoothGeography

**'Eye on the world'** is a blog written by staff in the Department of Geography at Maynooth University. Our plan is to use the blog as a means to keep an eye on the world. We post stories 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. Please also check out our flickr page!

Go to  
<http://maynoothgeography.wordpress.com/>

**IrelandAfterNama** is a second and well-regarded blog running out of NIRSA one of our associated Research Centres is focused on a range of critical commentaries and useful analyses of spatial data focused on Ireland after NAMA.

Go to  
<http://irelandafternama.wordpress.com/>

# Experiential Learning



## Experience More During Your Time at MU

The routes available to Maynooth students to experience more from their degree programme are diverse, enabling the development of rich learning experiences that connect classroom content with real-world experience. The Experiential Learning Office connects Maynooth students to a range of opportunities in the following areas.

### Professional Development and Employability

Experiential learning professional development and employability modules are available to eligible second year students. The key purpose of these modules, involving a number of employers, is to facilitate students in their academic, personal and professional career development, so that they will be well equipped to secure internships and to successfully enter the graduate labour market.

See Skills for Success EX201 and EX202 for more details

### MUSE (Maynooth University Student Experience) Awards

Whilst at University, students are gaining skills from every area of their lives. The Maynooth University Student Experience (MUSE) Awards recognise and reward their contribution to non-credit bearing activities such as work experience, volunteering, club and society involvement, student representation and lots more! As well as being a fantastic addition to the CV, this Award will help students to articulate the skills they develop on their journey towards becoming a distinctive Maynooth student and future graduate.

### MU SPUR (Summer Programme for Undergraduate Research)

An active research based and paid experiential learning programme for successful undergraduate pre-final year student applicants who wish to learn more about the postgraduate experience, by working closely with faculty mentors on research projects across a range of disciplines.



MU Future Ready is a HEA funded initiative, established to empower Maynooth University students to enhance their skills and competencies for work, life and engaged citizenship. It presents an enhanced portfolio of curricular and co-curricular experiences that promote the personal and professional development of Maynooth University students. These include:

- *A Blended e-Learning Offering:* The expansion of critical skills and employability programmes which are accessible in a flexible format to a wider range of students.
- *Live Projects:* This initiative provides our students with the opportunity to integrate theory and practice and have a real-world work experience in the classroom, as they engage in high impact experiential learning experiences with our industry, community, voluntary and public sector stakeholders.
- *Alumni Mentoring:* This programme enables students from underrepresented backgrounds to access a professional network and support them to become more aware of their career interests and opportunities. It also includes an optional work-shadowing opportunity.
- *Micro Internships:* This presents a range of short, flexible work experience opportunities, available to Maynooth University students on a co-curricular basis to complement their academic learning and enable them to get an insight into the world of work, whilst they develop a repertoire of professional skills.
- *Future Connect- Our MU Employability Portal:* A one stop shop for all things employability, which will include access to employability virtual fairs and events, in addition to valuable resources such as an Online Simulated Interview Platform to perfect video interviewing technique, alongside a 24-7 online CV-review tool, that provides instant personalized feedback.

**For further information, refer to:**

Website: <https://www.maynoothuniversity.ie/experiential-learning-office>

Email: [Aisling.Flynn@mu.ie](mailto:Aisling.Flynn@mu.ie)

Tel: + 353 1 4747760

# Geography 2020-21: Year Planner

SEMESTER 1		
	Mid-September 2020	On-Line Registration for Continuing Students
Week 1	28 September 2020	Commencement of lectures
Week 2	5 October 2020	
Week 3	12 October 2020	Change of Module Deadline - all Continuing Students: <b>16 October</b>
Week 4	19 October 2020	
<b>Study Week 5</b>	<b>26 – 30 October 2020</b>	<b>Study Week</b>
Week 6	2 November 2020	
Week 7	9 November 2020	
Week 8	16 November 2020	
Week 9	23 November 2020	
Week 10	30 November 2020	
Week 11	7 December 2020	
Week 12	14 December 2020	Last week of lectures for First Semester
<b>Christmas vacation</b>	<b>21 December 2020 – 1<sup>st</sup> January 2021</b>	
<b>Study Week</b>	4 – 7 January 2021	Study week
	8 – 22 January 2021	Exams
<b>Inter Sem. Break</b>	25 – 29 January 2021	
SEMESTER 2		
Week 1	1 February 2021	Start of Lectures – Second Semester
Week 2	8 February 2021	Deadline for Change of 2 <sup>nd</sup> Semester Modules: <b>12 February</b>
Week 3	17 February 2021	
Week 4	22 February 2021	
Week 5	1 March 2021	
Week 6	8 March 2021	Postgraduate Open Day 9 March
<b>Study Week 7</b>	15 – 19 March 2021	Study Week
Week 8	22 March 2021	
Week 9	29 March 2021	Good Friday 2 April
<b>Easter Vacation</b>	<b>5 April 2021</b>	<b>Easter vacation 5-9 April</b>
Week 10	12 April 2021	
Week 11	19 April 2021	Lectures resume 20 April
Week 12	26 April 2021	
Week 13	3 May 2021	Last week of Lectures (3 May BH no lectures)
<b>Study Week</b>	<b>14 -13 May 2021</b>	<b>Study Week</b>
<b>Examinations</b>	15 - 28 May 2021	Summer examinations

# Frequently Asked Questions

**Q: Should I be doing the Methods classes GY201 and GY202?** If you are a Single Major, Geography as a Major or a Joint Major in Geography in your 2nd year, GY201 & GY202 are compulsory. If you are Geography as a Minor student, you do not take GY201 or GY202.

**Q: How many or which methods classes (GY201/GY202) should I attend?**

Students take ONE methods class every week (classes last for 2 hours) for Semesters 1 & 2. *After Registration, the Registration Department will assign students to timeslots that fit their optional module choices. Students can see the allocated slot at the end of the first week of registration.*

**Q: What happens if I don't attend GY201 or GY202?**

Unless you have a valid excuse and have followed departmental procedures regarding absences, there is a strong possibility that you will fail this module. Assessment is largely based on exercises undertaken or submitted in class on a weekly basis. There are no end-of-semester exams for this module. Attendance is compulsory.

**Q: Do I have to go on a field trip?**

GY206 (overseas) is compulsory for Single Major students. For Geography as a Major students the Irish field trip module GY205 is compulsory. Numbers permitting these students may also join the foreign field trip. Double Major students may join the Irish field trip, numbers permitting. Students generally regard field trips as very valuable for their academic development as well as for getting to know their classmates and staff better. Please note that the GY205 field trip module has restricted entry and the number of places is limited. Both field trips incur a financial cost. Further details will be announced early in Semester 1.

**Q: Do I have to select both physical geography AND human geography modules in 2nd year?**

No. Apart from the compulsory modules, there are no compulsory requirements for *which* optional modules you take. Students who are interested in teaching **MUST** take both human and physical modules to be eligible for registration as a qualified teacher.

**Q: Could you tell me some of the reasons why students fail/do badly in 2nd Year Geography?**

Reasons include: (a) not attending methods classes GY201/2, (b) not attending lectures/only attending a few or not paying attention, (c) not completing in-class assessments, (d) not reading widely enough— depending on lecture notes only, (e) not attending a field trip for which they are registered, (f) leaving their reading/revision until a few days before exams, (g) poor revision techniques – e.g. ‘spotting’ exam questions and preparing answers for questions that don’t come up on the paper, (h) poor exam techniques/ time management, failing to answer the question.

**Q: I have a problem relating to Geography that I am fretting about. Can I do anything?**

It may well be the case that an answer to your problem may be found in this handbook, on Departmental web pages, on Moodle or on Departmental notice boards. If you cannot find an answer using these sources, please consult the relevant module leader or the second year manager either by e-mail or during their office hours. In cases where you have other issues (e.g. personal) that the Department is not able to address competently, you are encouraged to avail of the different services provided by the University (see page 25).



# MU Library



*Fig 1. Exterior of MU Library*

Welcome to Maynooth University and we look forward to meeting you during your studies. **MU Library** will be essential to you for:

- finding the right e-books and online material you will need for your study,
- accessing physical books and journals, subject to Covid-19 restrictions<sup>i</sup> that may be in place,
- attending short training sessions (LIST) that will hugely improve your knowledge and skills, and
- give you a source of support in your studies; we are here to help you.

Our Library homepage is: <https://www.maynoothuniversity.ie/library>



*Fig 2. The search-box, LibrarySearch; it searches the entire collection in MU Library*

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. Our 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.

Even during lockdown, all the library staff continued to work remotely, so we will ensure that we can give you the information and support you need, whatever level of physical access is in place.

We are located on the South Campus beside the Kilcock road in the iconic MU Library building. Choose from a variety of study spaces;

- from the open-access area on the ground floor (where food, drink and chat is allowed) with access to over 50 laptops and print facilities,
- to the quieter areas on levels 1 and 2, with training rooms and meeting rooms.
- Our energy-pods on level 1 are a great option if you need to re-charge.
- Use the [bookable group study-rooms \(see links at the end of this piece\) for your group and project-work](#).

We host exhibitions and events in the foyer during the year, so there is nearly always something new to view.

MU Library is the portal to a vast collection of academic resources that you will need for your essays and research. Using the correct sources of information is key to success in your studies. We have excellent information, supports, and services that will help you with this. We also provide a dedicated section on our website for each subject (see Fig. 3 for an example) that we recommend you bookmark; it is a great source of relevant subject-specific material and news. On the main library homepage, open the “*Guides & Tutorials*” box and you will see a link to your subject guide.



Fig 3. Applied Social Studies subject guide

Use **LibrarySearch** (see Fig. 2 above) on the library homepage to discover everything MU Library holds on your subject and topics. It gives you the location and details of thousands of e-books and e-journals you can read on your devices, on or off campus, as well as information on books, journal articles, and databases on your subject. We also have online e-dictionaries, encyclopaedias, and e-books; everything you need to write successful assignments. If it seems like a lot start with your subject guide (see links below) for basic suggestions and help.

You have options for using basic or advanced search features to find exactly what you are looking for. View our free [LIST Online tutorials](#) (see links below) to build the information skills you need to succeed; they cover everything from finding items on your reading lists, to using e-books, avoiding plagiarism in your essays, and how to evaluate information; all essential skills for students. Come to our **LIST training sessions** in the library to learn skills that will help in your essays and assignments.

If you have any queries about finding material, whether it is online, or on the shelf, library staff are happy to help you; just ask at the Library desk , use the live “*Library Chat*” box on our homepage, or

email us [library.information@mu.ie](mailto:library.information@mu.ie). We hope that you will see us around campus in Semester 1 as we hold “pop-up” events (depending on Covid19 restrictions), where you can find out more about what the library can offer you.

Your MyCard (student card) entitles you to borrow material from the Library. Find out how many items you can borrow; click "Using the Library" (see Fig. 4 below) on the library homepage for information.

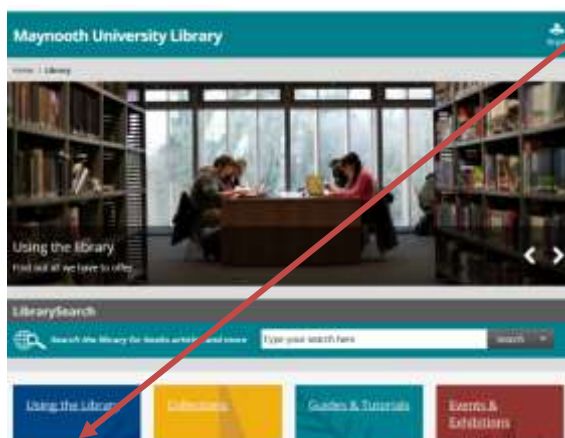


Fig. 4. Library Homepage with arrow to the “Using the Library” section

You can borrow a laptop from the laptop-bank, opposite the library desk, to use within the library, or you can log on to one of the library PC's to do your essays, and you can use your own laptop in the library too. We have a 3D printer available (ask us at the Library desk) as well as a colour photocopier, in addition to numerous black and white photocopiers. You use your MyCard to load it with credit to print. **IT Services** have a dedicated space at the main library desk where you can go if you need IT help. The **Maths Support Centre** (ground floor) is also located in the library.

Make sure to follow us on **Instagram** @library\_mu, **Facebook** @MaynoothUniLibrary or on **Twitter** @mu\_library.\_

[Contact us](#) with your **queries** about using the Library, finding information for your studies, or how to use any of the online material. We all know it can be a lot to take in when you start in university, but we are here to help you. The Library wishes you every success in your studies.

## USEFUL LINKS AND CONTACTS:

Links:

- Library homepage: <https://www.maynoothuniversity.ie/library>
- Look at your dedicated Subject Guide: <https://nuim.libguides.com/?b=s>
- Book a group study room: [https://nuim.libcal.com/booking/MU\\_GroupStudyRooms](https://nuim.libcal.com/booking/MU_GroupStudyRooms)
- View our short training courses for useful skills - LIST online: <http://nuim.libguides.com/list-online>

Contact:

- Undergraduates' contact: [library.information@mu.ie](mailto:library.information@mu.ie)

# University Supports and Services

Maynooth University 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.

Useful University Services	Phone/E-Mail Contacts
<b>Student Counselling</b>	Ext 3554 ( <i>Outside of the Campus: 01 7083554</i> )
<b>Academic Advisory</b>	Ext 3368 or email: <a href="mailto:advisory.office@mu.ie">advisory.office@mu.ie</a>
<b>Examinations Office</b>	Ext 3820 or email: <a href="mailto:exams.office@mu.ie">exams.office@mu.ie</a>
<b>Access Office</b>	Ext 6025 or email: <a href="mailto:access.office@mu.ie">access.office@mu.ie</a> (Twitter: @MU_MAP)
<b>Student Services</b>	Ext 4729 or email: <a href="mailto:student.services@mu.ie">student.services@mu.ie</a>
<b>Students Union</b>	Ext 3669 or email: <a href="mailto:students.union@mu.ie">students.union@mu.ie</a>
<b>Student Health Centre</b>	Ext 3878
<b>Health &amp; Safety</b>	Ext 4720/6521 or email: <a href="mailto:brendan.t.ashe@mu.ie">brendan.t.ashe@mu.ie</a>
<b>Security</b>	Ext 3929 (General)/3333 (Emergency). Email: <a href="mailto:security.north@mu.ie">security.north@mu.ie</a> or <a href="mailto:security.south@mu.ie">security.south@mu.ie</a>
<b>Career Development Centre</b>	Ext 3592 or email <a href="mailto:careers@mu.ie">careers@mu.ie</a>

**Note:** Please place the digits 01 708 in front of the extension numbers if you are using a mobile/external phone.

## Writing support

The University has a Centre for Teaching and Learning.

<https://www.maynoothuniversity.ie/centre-teaching-and-learning>

This provides students with opportunities to address many general issues relating to learning and assessment. As part of its programme it has launched and developed a new Writing Centre where students will be able to drop in and receive support to develop further their writing skills. One of the most important, and at times neglected, skills for all university students is the ability to write well. It is an essential aspect of good communications skills and is as transferable a skill as subject knowledge. I would encourage all students to take advantage of this valuable support service.

## Departmental links

To find out more about the research activities, publications, events and postgraduate courses that Geography staff are involved in, follow the links below.

- Department of Geography, Maynooth University  
[www.maynoothuniversity.ie/geography](http://www.maynoothuniversity.ie/geography)
- Maynooth University Social Sciences Institute (MUSSI) [www.maynoothuniversity.ie/social-sciences-institute](http://www.maynoothuniversity.ie/social-sciences-institute)
- Irish Climate and Analysis Research Units (ICARUS) [www.maynoothuniversity.ie/icarus](http://www.maynoothuniversity.ie/icarus)
- National Centre for Geocomputation (NCG) <http://ncg.mu.ie/>

# Student Helpdesk

A new Student Help Desk is provided to act as a first point of contact for students who may have questions or concerns as they begin their studies this year.

The Student Help Desk is available, from the 28<sup>th</sup> September, by:

Telephone: 01 474 7444

Email: [studenthelp@mu.ie](mailto:studenthelp@mu.ie)

Live Chat: 'Ask' facility on [www.maynoothuniversity.ie/studenthelp](http://www.maynoothuniversity.ie/studenthelp)

Query Form: tbc

# 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 others 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 proactive still, you can volunteer for training to become a Facilitator for either the Consent Workshops or the Bystander Intervention Workshops by emailing [equality@mu.ie](mailto:equality@mu.ie).

# 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).

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Ollscoil Ma Nuad Rionn na Tíreolaíochta  
Ollscoil na hÉireann Ma Nuad  
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