



## **Department of Geography**

# **THIRD YEAR GEOGRAPHY 2020/21**

Editor: Chris Van Egeraat, Associate Professor, Third Year Geography Manager

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# 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, we 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

# New student help desk under COVID

COVID has changed things, and you may have many and varied questions. For some, it may be difficult to decide who to contact. For this reason, the University has established a new Student Help Desk. You are welcome to contact the Desk and they will assist you with any query. If the query is of a complex nature, the Desk will guide you to the area you should link in with and how to contact that area.

The contact details are:

- Phone 01 474 7444
- Email [studenthelp@mu.ie](mailto:studenthelp@mu.ie)
- Ask live chat will be available soon on [www.maynoothuniversity/studenthelp](http://www.maynoothuniversity/studenthelp)
- Information and guidance on various topics is available on [www.maynoothuniversity.ie/studenthelp](http://www.maynoothuniversity.ie/studenthelp)
- An MS Form will be available soon, again on this website

Of course, you are free to contact the existing support and information services directly. See this guide for details. Notably, in relation to third year matters, feel free to contact your third year manager between 10 AM and 21 PM. [chris.vanegeraat@mu.ie](mailto:chris.vanegeraat@mu.ie) 086 0851732

## A note about studying under COVID restrictions

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. In particular, online access has been extended for many resources through the library.

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. **Details are different for individual modules and will be communicated by the module co-ordinators at the start of the Semester.**

The main challenge for you as a student will be remaining dedicated to your studies and keeping up with module content. Some modules 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.

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. The new module assessment models will require better student planning, as well as a more regular work pattern throughout the semester.

If you are struggling please contact your third-year manager - [chris.vanegeraat@mu.ie](mailto:chris.vanegeraat@mu.ie) Don't let worries build up, just email us for help or advice.

# Staff involved in Third Year Geography Programme

Academic Staff	Email	Room
Adrian Kavanagh ( <i>Deputy Head</i> )	<a href="mailto:Adrian.P.Kavanagh@mu.ie">Adrian.P.Kavanagh@mu.ie</a>	6, Top Rhetoric House
Alistair Fraser ( <i>Single Major Mgr</i> )	<a href="mailto:Alistair.Fraser@mu.ie">Alistair.Fraser@mu.ie</a>	21, Top Rhetoric House
Chris van Egeraat ( <i>3<sup>rd</sup> year Mgr</i> )	<a href="mailto:Chris.vanEgeraat@mu.ie">Chris.vanEgeraat@mu.ie</a>	10, Top Rhetoric House
Conor Cahalane	<a href="mailto:Conor.Cahalane@mu.ie">Conor.Cahalane@mu.ie</a>	7, Top Rhetoric House
Conor Murphy	<a href="mailto:Conor.Murphy@mu.ie">Conor.Murphy@mu.ie</a>	2.6, Laraghbryan House
Gerard McCarthy	<a href="mailto:Gerard.mcCarty@mu.ie">Gerard.mcCarty@mu.ie</a>	18, Top Rhetoric House
Gerry Kearns ( <i>Head of Department</i> )	<a href="mailto:Gerry.Kearns@mu.ie">Gerry.Kearns@mu.ie</a>	23B, Top Rhetoric House
Helen Shaw	<a href="mailto:Helen.Shaw@mu.ie">Helen.Shaw@mu.ie</a>	13, Top Rhetoric House
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Stephen McCarron	<a href="mailto:Stephen.McCarron@mu.ie">Stephen.McCarron@mu.ie</a>	14, Top Rhetoric House
William Durkan	<a href="mailto:William.Durkan@mu.ie">William.Durkan@mu.ie</a>	SA Lab
Mark Boyle	<a href="mailto:Mark.G.Boyle@mu.ie">Mark.G.Boyle@mu.ie</a>	To be confirmed
Lisa Orme	<a href="mailto:Lisa.Orme@mu.ie">Lisa.Orme@mu.ie</a>	2.4 Laraghbryan House
<b>Support staff</b>		
Neasa Hogan	<a href="mailto:Geography.Department@mu.ie">Geography.Department@mu.ie</a>	23C, Top Rhetoric House
Norma Murphy	<a href="mailto:Geography.Department@mu.ie">Geography.Department@mu.ie</a>	23C, Top Rhetoric House
Mick Bolger, Technician	<a href="mailto:Michael.Bolger@mu.ie">Michael.Bolger@mu.ie</a>	Opp. Physical Geography Lab

See the department's full staff list <https://www.maynoothuniversity.ie/geography/our-people> Due to COVID 19, until further notice, the staff should be contacted by email first. If required, telephonic contact may follow.

**3rd Year Manager:** Chris van Egeraat, Room 10, Top Floor, Rhetoric House  
Email: [chris.vanegeraat@mu.ie](mailto:chris.vanegeraat@mu.ie) Tel: 086 0851732

**Geography Major-Single Major Manager:** Dr Alistair Fraser, Room 26, Top Floor, Rhetoric House  
Email: [alistair.fraser@mu.ie](mailto:alistair.fraser@mu.ie) Tel: 01 7083494

# Getting in touch

You can keep in touch with the Department using one of the following five methods:

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 Third/Final Year geography programme **MC:GY\_03**. There is also a Moodle page [MC: PMCGY300](#) for submitting Personal or Medical Circumstances[PMC] forms to the Department.
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.
3. **Contact with year managers and lecturers under Covid 19:** General matters relating to your particular year course should be addressed to the Third Year Manager ([Chris.vanegeraat@mu.ie](mailto:Chris.vanegeraat@mu.ie)) or to the Major/Single Major Manager ([Alistair.fraser@mu.ie](mailto: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 by telephonic contact. Students should always check the relevant Moodle pages before seeking information from staff.
4. **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 don't help.
Office Hours	Due to Covid 19, no office hours until further notice
Phone	For urgent matter or by appointment

# Four critical bits of information you should know

## 1. Missed Assessments/ Deadlines/ Tutorials/ Exams/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 third year manager (Chris van Egeraat 086 0851732).** This allows for early facilitation and the exam board will consider your situation in determining your results.

You **MUST** complete and submit a **Personal or Medical Circumstances [PMC]** form if you (for valid reasons):

- miss, or have difficulties during, a written/end-of-module examination
- miss a required in-class assessment
- fail to meet a deadline for submitting a project report or essay, or a piece of work in tutorial classes
- are absent from regular classes for a significant period of time (two weeks, or more)
- miss a number (more than two) of GY310B tutorial sessions

PMC forms **must be completed online** through the special and **confidential PMC page** that can be accessed through Moodle [MC:PMCGY300](#). Medical certs and/or supporting documentation must be uploaded via the [PMCGY300 page](#). Copies of all documents submitted should be retained by the student, who may be required to produce them later.) When the PMC form has been completed/submitted, you may be asked to schedule an appointment to meet with 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 talk to the Year Manager (by phone). Where the reasons given in the PMC form are accepted, the following outcomes will apply (as appropriate):

<b>Circumstances</b>	<b>Outcome (if successful)</b>
<i>Missed in-class assessment</i>	<i>Resit assessment, usually on the same day as the main module examination in January/May, or in the last two weeks of term</i>
<i>Late submission of essay/ project</i>	<i>Later submission date set by Lecturer/Tutor/3rd Year Manager</i>
<i>Missed examination</i>	<i>Resit examination during the Repeat Exams in August</i>
<i>Extended absence from class</i>	<i>Details brought to attention of the examination board at the end of the year for consideration</i>

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
- When inadequate supporting documentation is provided
- When a subsequent deadline is missed

## 2. Using References

The Department of Geography has an excellent referencing guide (*The Reference Point: A Department of Geography Guide to the Harvard Referencing System: Second Edition* (Hobbs and ni Mhordha, 2014) available at <https://www.maynoothuniversity.ie/geography/handbooks> and from the META MC:GY\_03 Moodle page. *The Reference Point* should be carefully referred to for guidance on referencing when writing Geography Department essays or research reports. You must always consult and follow the guide whenever you hand in written work.

## 3. Assessment Formats [subject to COVID-19 accommodations]

Some continuous assessment work may be done in the form of essays/research reports. Students will be penalised with loss of marks if these are submitted after the notified submission date unless they have a valid reason for doing so (as detailed via a PMC). In-class assessments may take the form of a single main test or a series of short tests, taking place during lecture time. Final written examinations for Third Year Geography modules (excluding those assessed by 100% continuous assessment) take place (a) EITHER in 120 minute sessions where examination papers consist of four questions, of which two must be answered or (b) in a 60 minute exam session where the examination paper consists of three questions, of which one must be answered. More details on specific assessment formats for individual 3<sup>rd</sup> Year Geography modules are provided later on in this handbook. First Semester modules will be examined in January 2021 and Second Semester modules in May 2021. *Provisional grades* for First semester lecture modules will be posted during the second semester (late February). Specific *grade related criteria* for 3<sup>rd</sup> Year Geography modules are posted on Moodle.

**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%
- 

*See specific grade related criteria for 3<sup>rd</sup> Year Geography in this Handbook.*

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

A subject mark will not be allocated to a student who has insufficient credits - either by not being registered or by not attending the relevant examination or by submitting no continuous assessment for a module.

Compensation and composition

The default compensation mark is 35%. That means that if you get a module mark of less than 35 you cannot pass the module by compensation, and must repeat it or substitute another module.

The final mark in your degree is calculated from a combination of annual marks in second and final year. The final year contributes 70% of the final mark, and the second year 30%.

For the full regulations see the University Marks and Standards at:

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

## 4. Academic Integrity and Plagiarism

### 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. [https://www.maynoothuniversity.ie/sites/default/files/assets/document/The%20Reference%20Point%20%28January%202015%29\\_0.pdf](https://www.maynoothuniversity.ie/sites/default/files/assets/document/The%20Reference%20Point%20%28January%202015%29_0.pdf)

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 lecturer, or module specific handbooks, 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. Of course, you may not ever submit work written by another person.

### 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. <https://www.maynoothuniversity.ie/sites/default/files/assets/document/MU%20Policy%20on%20Plagiarism%20Updated%20July%202019.pdf>

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:

<https://www.maynoothuniversity.ie/academic-council/academic-council-standing-committees-membership/academic-discipline-board>

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.

# Essential information for Final Year Students

The focus of this final year of the Geography undergraduate programme is on **Thinking Critically** and **Contesting Geographical Knowledge**. Students will be introduced to more advanced ideas and debates in relation to geographical concepts and theories, and substantive problems occupying the attention of leading scholars in the discipline. Modules in this year become more specialised and it is here that the integration of staff research and teaching becomes particularly prominent. Emphasis is placed on the critical evaluation of different geographical approaches and theories, including an appreciation of the ways in which theoretical disputes are debated and resolved and the implications of choosing one theory over another. In addition, students are provided with the opportunity of applying the research skills acquired in Year 2 Methods classes through research work for the individual project (GY310B) or thesis (GY303).

Please consult with staff members at an early stage if you are experiencing difficulties – often these can be resolved very quickly and before they become serious problems. If during the year, health or personal circumstances arise which adversely affect your long-term ability to carry out course requirements, please bring these to the notice of the Year Manager (Chris.vanegeraat@mu.ie) as soon as possible.

## Student Categories and Credit Requirements

*Geography Single Major* GY3SM (MH101 BA) – Students take 60 credits\* in Geography in 3<sup>rd</sup> year. Students must take four lecture modules in each semester and must also take the GY305 (Approaches to Human Geography), GY303 (Thesis) and GY306 (Literature Review & Thesis Presentation) modules.

*Geography as a Major* GY3MJ (MH101 BA) – Students take 40 credits\* in Geography in 3<sup>rd</sup> year. Students must take any four modules in Semester 1 while In Semester 2 students must take GY310B and any three optional lecture modules.

*Geography Double Major* GY3DM (MH101 BA) - Students take 30 credits\* in Geography in 3<sup>rd</sup> year. Students must take three optional lecture modules in Semester 1 while in Semester 2, students must take GY310B and two optional lecture modules.

*BA European Studies* GY4EDM (MH108) - Students take either 25 credits or 30 credits in their final year. Students must take one compulsory European Studies modules (PO314) as part of their studies. They may opt to do these in place of one 5-credit Geography module; if they do so, they must take 25 credits in Geography: two optional modules/electives in Semester 1 and; GY310B and two optional modules/electives in Semester 2. Otherwise (if they take PO314 as an option within their other subject) their course requirements are exactly the same as for *Geography Double Major* students, i.e. 30 credits.

*Geography as a Minor* GY3MI (MH101 BA) – In principle you will take 20 credits of geography in year 2. Students must complete four lecture modules – taking two lecture modules in each semester.

\*See section below for exceptions to this rule

## Modules outside the normal program/subject

Each subject involves a set of modules, some compulsory, some optional. Joint Major students can request to take five credits, and Single Major students ten credits (five in each semester), outside their normal (Geography) subject. This option is not available to Minor students, to European Studies students who are already taking ES310/ES320 as part of their Geography credits, or to students carrying a deficit. **Students interested in taking a module outside the Geography subject should consult the third-year manager, Dr. Chris.vanegeraat@mu.ie.**

Students can request to take modules outside their normal programme in different ways.

(i) Take an additional module(s) over and above the normal total credit value of the subject and/or programme: If you are requesting to take an additional module(s) over and above the credit total for Geography, the new module(s) will contribute to the subject mark and the annual mark during the grading process. Note that all modules registered to within the subject must be passed in order to pass the subject. Registering to an additional module is not in lieu of a module already registered for. A student requesting to take this route is required to have the permission of the head(s) of department and submit form R7.1 from Registry. <https://www.maynoothuniversity.ie/registry/registry-forms>

(ii) Substitute a module not part of the subject for a module that is normally part of the subject: If the student is substituting a module(s) from outside their programme, the new module(s) will contribute to the annual mark but will not contribute to the subject mark during the grading process, unless specifically requested by the Head of Department. Normally the new module will be linked to a standalone, non-progression subject (displaying on Workbench as subject 'SISUB'). No more than 10 credits can be substituted in any academic year and no more than 5 credits in any semester.

A student requesting to take this route, and make it contribute to the subject mark (of Geography) during the grading process, is required to have the permission of the head(s) of department and submit form R7.2 from Registry. <https://www.maynoothuniversity.ie/registry/registry-forms>  
Care should be taken in making an application that sufficient credits can be earned in the relevant subjects to be awarded a Single Major, Double Major, Major/Minor, as appropriate!

For additional details, see the Registry website. <https://www.maynoothuniversity.ie/registry/registry-forms>

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

<p><b>Programme Advisory</b></p>	<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 third year students may avail of the service if you are unsure about your programme options for example if you have any questions about 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> <p>In person: please see their website for information about talking to a member of the Programme Advisory Team: <a href="http://www.maynoothuniversity.ie/programme-advisory-office">www.maynoothuniversity.ie/programme-advisory-office</a></p>
<p><b>Registry Help Desk</b></p>	<p>Deals with student enquires on all aspects of registration except fees and course/pathway choice. 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>

## Carrying Deficits From Second Year

To progress into Third/Final Year Geography, students are permitted to carry ONE deficit module (max. 5 ECTS) from their second year course. From Second Year Geography, students must have passed 25 credits if a Double Major (GY3DM) student, 35 credits if a Geography Major (GY3MJ) student, 55 credits if a Single Major (GY3SM) student or 15 credits if a Geography Minor (GY3MI) student (including modules that are passed by compensation).

Students carrying a deficit at the start of the academic year **must** make an appointment with the Third/Final Year Manager (chris.vanegeraat@mu.ie) by the end of Week 1 to discuss the implications of an increased final year workload and to plot a way forward regarding timetabling and scheduling implications.

## Things to consider when selecting geography modules

You will really want to make this year count, so when it comes to module selection, choose carefully and with the right motivation. There is a good range of geography (optional/elective) modules to choose from, even allowing for clashes that may exist with (compulsory) modules for your other subject. The most important criteria is to choose modules that interest you – this can motivate you to do well and can also help to guide your future choice of career path, postgraduate course or life experience, after graduation. If you need advice, please contact your third-year manager chris.vanegeraat@mu.ie.

You will be registering for Semester 1 and Semester 2 modules in early September 2020. As in previous years, there will be a change of mind period during which you can switch modules. However, unlike previous years, due to covid, you will not be able to “shop around” and attend lectures you are not registered for (we need to be able to track who is in the venue). To do this, you need to contact the module coordinator and request a ‘guest registration’ for the module.

Remember all students (except Minor) will have a research project to complete in Semester 2, so plan your time accordingly.

### Please note:

There is a Maynooth University **‘change of module’ deadline** early in Semester 1 and early in Semester 2. We would strongly advise that if you wish to change modules, you do so in the first week of term to allow you to focus fully on your module material.

Remember that you should not choose a Geography module if times **clash with a compulsory module** in your other subject (even if the online registration process allows you to do so).

Student numbers per modules are **capped**, mainly due to room-size restrictions. If you find that you cannot register online for a module because it has reached its cap, keep trying using the online system in the first two weeks of the semester as spaces can become available as students move out of one module into another.

**GY399A and GY399B Geography Work Placement:** Please note that you will not be able to sign up for these modules as part of the online registration process. Students interested in taking the GY399A or GY399B module should contact Chris van Egeraat (chris.vanegeraat@mu.ie).

# Third Year Geography: Grade Related Criteria

During the Final Year of Undergraduate studies in Maynooth University Department of Geography, students will:

- Specialise further in the subject of Geography, engaging in detail with the research interests of Maynooth University Department of Geography staff
- Learn about debates relating to concepts, theories and substantive issues in the discipline of Geography
- Become familiar with current research in the fields of Human and Physical Geography
- Be enabled to carry out a critical evaluation of different approaches and theories within Geography
- Further develop their knowledge/understanding of the Geography research skills acquired in 1st and 2nd years and apply these for the purposes of carrying out individual research projects

<b>1<sup>st</sup> Class 70-100</b>	<b>Awarded when it would not be reasonable to expect a Third Year student to produce better work</b>
Relevance	Knowledge well applied to set task, readings fully integrated into answer, appropriate links between research and theory/ concept base of discipline cited, good ability to analyse and select appropriate material. Clearly reasoned, logical arguments, original/creative thinking.
Content	Wide, detailed and accurate knowledge, evidence of critical reading, beyond references provided. Clear understanding of theoretical/ conceptual framework, including alternative viewpoints and research methodologies.
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.
<b>2:1 60 – 69</b>	
Relevance	Knowledge applied to set task, readings integrated into answer, some links between research and theory/ concept base of discipline cited, ability to analyse and select appropriate material. Reasoned arguments.
Content	Wide, detailed and accurate knowledge, evidence of critical reading, beyond references provided. Clear understanding of theoretical/ conceptual framework, including alternative viewpoints and research methodologies.
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 50 – 59</b>	
Relevance	General focus on set task, readings partly integrated into answer, argument limited
Content	Adequate but incomplete knowledge of material, some evidence of background reading. Limited understanding of theoretical/ conceptual framework, some evidence of understanding of alternative viewpoints.
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>3<sup>rd</sup> 45 – 49</b>	
Relevance	Some focus on set task, major points relevant, no evidence of integration of readings. No arguments identified.

Content	Knowledge of subject but not beyond material from lectures, reproduction of lecture materials. Evidence of some understanding of theoretical/ conceptual framework, research in field.
Presentation	Acceptable expression, no/ inappropriate use graphs, tables, maps, no referencing, inaccuracies spelling/ grammar create some difficulty, limited ability to present work in different genres as appropriate, e.g. essay, project report.
<b>Pass 40 – 44</b>	<b>Minimum acceptable standard of response</b>
Relevance	Limited focus on set task, some irrelevancies. No evidence of integration of readings, no arguments identified
Content	Basic knowledge of subject matter, factual errors, reproduction of lecture materials. Very limited evidence of reading or understanding of theoretical/ conceptual framework or research in field.
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] 25 – 39</b>	<b>Mark less than 35 – non-compensatable failure</b>
Relevance	Basic focus on set task (within general 'field'), but much irrelevant, no evidence of integration of readings, no arguments identified
Content	Some knowledge of subject matter specified within question, major errors, no evidence reading or engagement with material, no evidence understanding of theoretical/ conceptual framework or research in field.
Presentation	Very weak expression, very confused and difficult to understand
<b>Fail [F] 0 – 24</b>	
Relevance	No focus on set task, maybe not even on general field, very little/ no engagement with material
Content	Very little/ no knowledge of subject area, no evidence background reading, knowledge of basic theories/ concepts ideas, plagiarised
Presentation	Extremely weak expression, very confused, very hard to understand

### Application of these criteria

These criteria are provided for guidance only – they are not a 'check list' for awarding grades.

Students should be aware that while presentation is of importance in any work, most of the marks will be awarded on the basis of relevance and content, i.e. an extremely well-presented, but totally irrelevant answer displaying little/ no understanding of the topic would receive a very low grade.

# Third Year Geography modules 2020/21

See <http://apps.maynoothuniversity.ie/courses/?TARGET=CS&MODE=SEARCH>

## Notes:

*All Final Year Geography modules are five credit modules, with the sole exception of the GY303 Thesis module, which is a ten-credit module.*

The thesis modules (GY303, GY306), Geography Research Workshop module (GY310B) and the Work placement module (GY399A/B) can be classified as a Human or Geography and Physical option depending on the theme/focus of the thesis/research.

Other modules with a GY30x module code format are general/methods/concepts//research project modules and these can generally be classified a combined Physical Geography/Human Geography (with the exception of GY305 Approaches to Human Geography).

## Physical Geography Modules

GY312, GY313, GY314, GY315, GY317, GY319a, GY367, GY369

## Human Geography Modules

GY305, GY321, GY326, GY327, GY330, GY333, GY336, GY337, GY339, GY341, GY342, GY347, , GY358, GY377

Details of module teaching delivery under COVID are available here: <https://www.maynoothuniversity.ie/geography/handbooks>

**GY303 S2 Thesis (Single Major and Geography Major) (AF)** - Preparation of a 10-12,000-word thesis on a research topic approved by the Single Major/Geography Major Manager (AF). Note: This ten module is compulsory for Single Major (GY3SM) students. More details on this will be provided on the GY303/GY306 Moodle pages.

**Assessment:** *100% continuous assessment – total assessment is based on thesis.*

**GY304 S1 Geographical Information Systems and Science (RF)** - Students will develop a basic understanding of GI Science concepts and gain experience in the applied use of industry-standard GIS software. The course will be delivered through a mix of lectures and laboratory practicals. Core concepts associated with GI Science, including digital data structures, co-ordinate systems, geo-referencing, raster modelling and neo-geographies will be introduced and discussed. GIS software, specifically ArcGIS, will be used with the students to develop their practical skills and knowledge of data identification, creation, querying and fundamental GIS analysis.

**Assessment:** *100% continuous assessment.*

**GY305 S1 Approaches to Human Geography (AK)** - This module will study historical and contemporary developments within geography as an academic discipline and the social, political and historical contexts in which the subject developed. It will study how the development of geography has been shaped by different philosophical and theoretical approaches, and also analyse how these different schools of geography may approach specific topics or themes in Geography in different ways. This module also aims to develop students' critical skills in terms of developing critiques of the different approaches taken to Geography, and aims to offer students theoretical frameworks to draw from, so as to provide them with a sound basis to build geographical research on. This module is compulsory for Single Major (GY3SM) and Geography Major (GY3MJ) students and optional for Double Major (GY3DM, GY4EDM) and Minor students (GY3MI)

**Assessment:** *One-hour examination at the end of semester: 33%; Continuous Assessment: 67%.*

**GY306 S1 Literature Review and Thesis Presentation (Single Major) (AF)** - Single Major (GY3SM) and Geography Major (GY3MJ) students are required to write a critical review of the published literature relating to their chosen thesis topic. The literature review should summarise the existing literature and identify research questions to be empirically tested based upon debates and disagreements within the literature. Students will also make a presentation based upon their proposed research project, identifying the research

questions and outlining the methodology that they will use to address these questions. More details are provided on GY306 Moodle.

**Assessment:** *100% continuous assessment*

**GY310B S2 Geography Research Workshops** - The aim of this module is to provide students, working both individually and in teams, with skills relating to research design, academic report writing and oral presentation as well as critical assessment and academic argument. Working in a small group setting, with supervision from a dedicated staff member, students use these skills to produce a c.5,000 word research report, with the topic relating to the general theme associated with their group option. *More details on this module are on Moodle GY310B.* Note: this is **compulsory** for Major and Double Major and European Studies students.

**Assessment:** *100% Continuous Assessment: 70% research report, 15% research presentation (group or individual), 15% general work throughout tutorial process including end-of-module assessments.*

**GY312 S1 Fluvial Geomorphology (RC)** - Rivers drain more than two-thirds of the earth's land area, are found in many different environments, and show an amazing diversity of form. Fluvial geomorphology is the study of the mechanisms that drive fluvial processes and the process-form feedbacks that control river characteristics, behaviour and landforms. This module begins by examining the environmental factors that control channel equilibrium and form. The processes by which channel adjustment occurs in response to changes in these controlling factors are then considered through the investigation of different fluvial environments and the evidence for historical channel changes. Several related themes are covered, including the unintentional effects human activities have on fluvial environments and ways in which river channels can be effectively managed through understanding and working in harmony with the fluvial system.

**Assessment:** *One-hour exam at the end of semester: 33%; Continuous Assessment: 67%.*

**GY313 S1 Climate Change (CM)** - Within the lifespan of the present generation, global climate is expected to change more radically than at any time over the past several thousand years. The primary cause of this is increasingly recognised as being due to human activities in altering the composition of the atmosphere, particularly as a consequence of interfering with long wave radiative transfers as a result of increasing carbon dioxide and other greenhouse gases. How big and how rapid the climatic changes resulting from this are likely to be are of acute concern for the entire global community and are the subjects of major research efforts world-wide. This module addresses the causes and consequences of climate change. It examines how various techniques enable a longer term perspective on climate to be obtained. It examines how past and present climatic fluctuations can be seen to have social, economic and political consequences which technological advances have not eliminated and may even have exacerbated. The implications of modelling-based projections of the enhanced greenhouse effect for Ireland and other parts of the world will be analysed, as will options to mitigate future global warming.

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

**GY314 S2 Environmental Remote Sensing (CC)** - Remote sensing involves receiving, understanding and interpreting information about the Earth from a distance, usually by analysing satellite images. The module provides an introduction to the theory behind different types of imagery, training in the analysis of this imagery and simple digital image processing techniques.

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

**GY315 S2 Glacial Geomorphology (SMC)** - The module will cover the range of erosional and depositional processes which have shaped physical landscapes in cold climate regions throughout the "Quaternary" period (the last 2.64 million years). The module focuses on geomorphological change by glacial ice masses with special attention paid to understanding the development of Ireland's glacial landscapes. The evidence around us of environmental change over these per-historic time periods provides an important long-term records of large-scale controls on global climate development. They can thus provide a context for the examination of modern concerns about accelerated global environmental change.

**Assessment:** *Continuous Assessment: 100%*

**GY317 S2 Global Ecosystem Pressures and Sustainability (HS)** - Growing pressures on the natural environment through intensification of human land use may compromise ecosystem functions that are central to both the human and the natural world. According to the UN commissioned Millennium Ecosystem Assessment report, 60% of ecosystem services are currently degraded or used unsustainably. This module examines rising ecosystem pressures focusing particularly on post WWII intensification of land use and projected demands in future output. It explores effects of water and pollinator shortages, fertilisers and

chemical deposits in the environment, and the widespread introduction of genetically modified organisms. Questions asked include: What changes can these 'stressors' cause in wild population structure and biodiversity, and how might they ultimately affect such ecosystem services like water purification, food production, biological pest control, pollination, soil conservation and carbon sequestration?

**Assessment:** *Two hour exam at the end of semester: 67%; Continuous Assessment: 33%*

**GY319a S2 Geography of Waste (PB)** – Waste: (of a material, substance, or by-product) eliminated or discarded as no longer useful or required after the completion of a process. From plastics to food to carbon emissions, the global economy generates vast quantities and diverse forms of waste. Much of this accumulates in the ocean, land, atmosphere, as well as in human and non-human bodies. Microplastics circulate in the depths of the oceans and the cells of microorganisms; residues of radioactive material released in the 1950s lace the surface of the planet; smog produced from rapidly expanding cities slowly kills millions of people every day; vast shipping containers that can't compete with larger, faster ships, end up on the shores of Bangladesh to be taken apart by shipbreakers. This is the Anthropocene, a purportedly new geological epoch demarcated by the planetary effects of human activity. While waste may be everywhere it does not affect everyone equally. As the long history of environmental (in)justice attests, the risks and burdens associated with toxic pollution and waste disposal are disproportionately experienced by racial minorities, workers, the poor, indigenous, and the Global South. Drawing on the critical traditions of discard studies, political ecology, and science and technology studies, this module will provide students with a critical understanding of waste, its uneven geographies, and its intimate connections with broader political and economic systems. The course will examine: the economics of waste and the waste economy; the role of scientific expertise, including citizen science, in the classification and management of waste and pollution; and the ethical and political challenges that contemporary society faces in a context of unprecedented quantities and qualities of waste.

**Assessment:** *exam at the end of semester: 33%; Continuous Assessment: 67%*

**GY321 S1 Geography of the Informational Economy (CVE)** - Since the 1970s the capitalist world is undergoing a systemic change from an industrial economy to an informational/knowledge economy, in which productivity is based on information derived from advances in new information and communication technologies. This module sets out to analyse this transition and its social, economic and spatial effects. Core topics include: the nature of the informational economy; the production and use of information technology; the evolution of the Internet; business networks and their geographies; information-based services (notably recent developments such as Facebook, Twitter, Tik Tok and cloud computing); socio-spatial polarisation in the informational economy; home working, ICT and rural development; the impact of the informational economy on Ireland.

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

**GY326 S2 Medical Geography (MR)** - This module explores issues relating to the biological and social causes of human disease; It considers the importance of Geography in the context of medical/health data and the uses of and challenges involved with using such data. It considers the various ways that environment influences health, including the relationship between early life exposures and disease in later life. The module also explores 'popular epidemiology' and real versus perceived disease patterns. It reflects on the relationship between poverty, inequality and health, examining the role of social capital in this regard

**Assessment:** *Two hour exam at the end of semester: 50%; Continuous Assessment: 50%*

**GY327 S2 Environmental Politics (WD)** - The module provides an introduction to theoretical thinking relating to the areas of environmental politics and policy-making, as well as studying the history of the environmental movement and the emergence of "green parties" in western democracies. Trans-boundary environmental issues will also be focussed upon, while the manner in which environmental regulation has been shaped by political concerns will be a key theme in this module, illustrating the degree to which such legislation is often the result of a political balancing act between environmental concerns and economic pressures in which the latter tend to hold the greater influence.

**Assessment:** *One hour exam at the end of semester: 50%; Continuous Assessment: 50%.*

**GY330 S2 Regional Development and Planning (CVE)** - Why do people living in Donegal enjoy lower levels of wealth than people living in Dublin and what can be done to address this? The module aims to give students a thorough understanding of the processes driving unbalanced regional development and related regional development policies and planning strategies. Core topics of the module include: changing perspectives on what constitutes regional development; the evolution of theories of regional development; regional

development policies and instruments; the role of indigenous and multinational companies. The module will focus specifically on regional development problems and policies in Ireland, notably the impact of the Celtic Tiger, the economic crisis/recovery, and Ireland's National Planning Framework.

**Assessment:** *Continuous Assessment: 100%*

**GY333 S2 Global Foodscapes (AF)** - This module examines multiple dimensions of dramatic changes in the character and form of the global food complex. The module pays attention to the impact of globalization on food production, distribution, and consumption. Key processes are identified, theorized, and explained. Understanding the geographical consequences of the global foodscape is at the centre of the module. Case study materials are drawn from 'first' and 'third' world contexts. Numerous theoretical perspectives will be introduced, evaluated, and critiqued during the module.

**Assessment:** *Continuous Assessment: 100%*

**GY336 S2 Culture Health and Place (Ron F)** - The aim of this module is to explore some of the critical questions facing health care systems and the contribution which geography can make to understanding how such systems are structured and delivered. The module is split into two connected sections. The first discusses different international health care system models and then considers the Irish health care system and how it compares. The second section focuses on key discussions around the planning of health care services; emphasising inequalities associated with access, utilisation and deprivation and how these in turn are shaped by wider system structures.

**Assessment:** *Two hour exam at the end of semester: 67%; Continuous Assessment: 33%*

**GY337 S1 Geopolitics: Power and Space (GK)** - This course will examine the relations between power and space at a variety of scales. It will have three main areas. First, the Political Geography of Ireland and its place in colonial and postcolonial worlds. Second, the geopolitics of race in the United States. And, finally, the global geopolitics of the Cold War and the New World Order that has replaced it. The central concepts of the course will be scale, race, colonialism, postcolonialism, power, exclusion, and imperialism.

**Assessment:** *Continuous Assessment: 100%*

**GY339 S1 The City in Film (KT)** - Films reflect the remarkable changes in urban life that have occurred since the turn of the twentieth century and represent the promises and failures of globalization, urban development, and living with strangers. As an aesthetic form, film emerged at the turn of the last century and soon became a new way of representing the built environment and imagining urban form. As early as the 1920s, film also reflected urban theories and influenced planning practices in many countries. As a social scene, cinema created a viewing public through a shared leisure experience ('going to the movies') and urban form (the movie house on main street or in the mall). Visions of the modern city also reflect (and sometimes reinforce) societal desires and fears. Stage sets, digital imagery, sound, lighting, and stories about contemporary and futuristic cities depict both idealistic utopian hopes for socially just and beautiful worlds, as well as fears of 'the Other' (aliens, foreigners, nature, women), of unchecked government power or of corrupt corporate control. In this module, students view and discuss films from the 1920s to the present produced in Europe and the U.S. Students gain an understanding of such themes as: social and cultural conflict in segregated and divided cities; political and economic processes tied to urban growth and change (colonialism; real estate development; deindustrialisation; power, politics and urban warfare); changing racial and gender relationships and urban public spaces; politics, technologies and urban design; and utopian and dystopian urban futures.

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

**GY341 S1 Approaches to Cultural Geography (RMcA)** – Using maps, images, texts, film, and tv geographies, this course will examine the myriad of cultural geographies that we experience in everyday life. In doing so, this course will introduce students to key concepts and approaches used in cultural geography. In particular the course will examine the way in which cultural geographers have become increasingly aware of the selective nature of geographical images and the implications for groups and cultures they represent.

**Assessment:** *Two hour exam at the end of semester: 50%; Continuous Assessment: 50%*

**GY342 S1 Urban Planning and Property Development (DB)** – This module examines the processes involved in making urban space. An examination is undertaken of the role of various archetypal actors involved in property-development processes, their motivations and interplay and the contrasting features and operations of key property sectors, including office, residential, industrial and retail. Consideration is then given to the uneven temporal and spatial manner of investment flows through the built environment, to boom-

to-bust cycles, to processes of functional upgrading and gentrification and, to the increasingly-powerful role played by finance capital in driving urban redevelopment. Attention then shifts to an examination of the role of the state in making urban space. Classical, pluralist, reformist and Marxist perspectives are used to investigate the role of the state in cities and its intervention in urban areas through the planning process. The genesis and ideological origins of urban-planning approaches are reviewed before turning to contemporary planning practice. International case studies of property crashes, financial crises, 'NewTown' planning programmes, urban development corporations and micro-area planning projects will be used to illustrate the key themes of the module

**Assessment:** *Continuous Assessment: 100%*

**GY347 S2 Electoral Geography (AK)** - This module introduces students to the key themes and debates in electoral geography and the recent literature in this field. It will offer a cogent argument as to why geography and geographical concepts (such as space and place) matter when it comes to explaining political behaviour and in particular electoral behaviour. This module will draw on examples from the Irish and the international context. Key themes to be covered during this module include: Electoral systems and how these are expressed in terms of geographical patterns of support; how political parties "use geography" to organise themselves and to maximise their representation levels; the shaping of electoral boundaries and how these may impact on the ability of political parties to translate given support levels into parliamentary seat numbers/representation levels; geographical dimensions of "under representation" in political systems with specific reference to different demographic and social groups (e.g. females, younger voters, working class voters, ethnic minorities).

**Assessment:** *One hour exam at the end of semester: 33%; Continuous Assessment: 67%.*

**GY358 S1 The Creative City (Special Topics in Geography 8) (RMcA)** - Creativity is increasingly seen as a highly significant factor in the economic, developmental, and social geography of cities. More fundamentally, new ideas about the role that creativity plays in society have changed how many groups view the function of cities. This module will explore a range of different perspectives on creativity – from business oriented approaches to arts oriented approaches – and will navigate the interconnections and divergences between cultural and economic perspectives. The aim is to provide students with a critical overview of a variety of perspectives on the creative city. Using case study examples, the module will discuss how creative industries transform the urban economy of cities. It will explore culture-led regeneration and creative city approaches to urban spatial planning, and it will examine the role that the cultural industries and the arts play in the social and economic life of cities.

**Assessment:** *Two hour exam at the end of semester: 50%; Continuous Assessment: 50%*

**GY367 S1 Palaeoecology (HS)** - We are aware that the ecological environment is changing and that humans are the cause of much of that change; but, our perspective of human driven environmental change is often very recent. A longer term perspective is vital as change has been ongoing throughout the Holocene. We explore such questions as: What impact did hunter gatherers have on megaherbivores such as the woolly mammoth? What were the impacts of the first farmers? Did these early impacts change climate as well as ecology? How did medieval and post-medieval human populations change landscapes and what did this mean for biodiversity? The first part of this module focuses on long-term ecological change via palaeoecological approaches. We examine and critique how we use pollen and other microfossils to investigate ecological and environmental change in the last c.11500 years. We then examine the major ecological changes that have taken place developing an understanding of both natural and human-driven changes in the landscape as well as their impact and implications for the future. We discuss applications of palaeoecological results to; climate change, nature conservation, land management options and proposals for rewilding.

**Assessment:** *One hour exam at the end of semester: 50%; Continuous Assessment: 50%*

**GY369 S2 Oceanography (GMcC)** - Over 70% of the earth's surface is covered by oceans giving earth the name 'The Blue Planet'. The oceans contain 97% of the world's water and produces 50% of the world's oxygen---that's every other breath you take. Since the 1950s, over 90% of the excess heat trapped in the atmosphere predominantly by man-made greenhouse gases has been stored in the ocean---in other words, 'global warming' could as accurately be described as 'ocean warming'. Understanding the oceans is key to

understanding how the Earth works. This course is designed for those who are interested in a holistic understanding of the ocean but who don't have a scientific background. The course will discuss a range of fundamental topics, including ocean currents, sea level, primary production and carbon in the ocean, and look at selected special topics in more detail, including plastics in the ocean and Ireland's ocean: the northeast Atlantic.

**Assessment:** *One hour exam at the end of semester: 67%; Continuous Assessment: 33%*

**GY399A S1 Geography Work Placement (CvE)** This module allows a student to apply and enhance his/her geographic knowledge and skills in an external working environment (outside Maynooth University).

The placement would be identified by the student and discussed with, and approved by, the module convenor (Chris.vanegeraat@mu.ie) before the work placement could commence. Where possible, the academic supervisor will visit the workplace whilst the placement is in progress.

**Assessment:** *100% continuous assessment.*

**GY399B S2 Geography Work Placement (CvE)** This module allows a student to apply and enhance their geographic knowledge and skills in an external working environment (outside Maynooth University).

The placement would be identified by the student and discussed with, and approved by, the module convenor (Chris.vanegeraat@mu.ie) before the work placement could commence. Where possible, the academic supervisor will visit the workplace whilst the placement is in progress.

**Assessment:** *100% continuous assessment.*

# GY310B Geography Research Workshops

The GY310B module is only available to Double Major (GY3DM) Geography as a Major (GY3MJ) and European Studies (GY4EDM) students (for whom this is compulsory). Students will have between ca.16-17 options to choose from, with all of these having a specific geographical project theme and meeting time.

Students will select **one** option when GY310B option/project group sign ups commence in mid-November. More details on GY310B – **the project options, meeting times and venues – will be forwarded (by email/via the GY310B Moodle page) to the incoming class early in Semester 1 by the module co-ordinator, Adrian Kavanagh.**

All registered Double Major and European Studies students should have access to the GY310B Moodle page by end-October – if not, do contact Adrian Kavanagh as soon as is possible. **Furthermore, if you haven't finalised your registration by the time that GY310B sign ups are scheduled to commence (meaning that you cannot access the GY310B Moodle page) please contact Adrian Kavanagh as soon as is possible.**

**Very Important:** Before selecting a group, please make sure you choose from times that **do not clash** with times for Semester 2 compulsory modules in your other subject.

Students who fail to register a choice before the end of Semester 1 will be randomly allocated a space in one of the groups that are not full.

Once the sign-ups process has concluded, you **cannot change out of your selected group.**

**NB: GY310B groups commence in the first week of Semester 2 2021. Weekly GY310B tutorial meetings run for one hour each week during Semester 2. Attendance is compulsory.**

## Requesting an Academic Reference

When applying for a postgraduate course, employment or work experience, you will typically be asked to provide an academic reference or the name of an academic referee to accompany your application. When seeking an academic reference from a member of the Department of Geography, students should direct their **request to their 3rd Year (GY310B) Tutor** or their **GY303 Thesis supervisor**. Geography 'Minor' students should normally seek to get an academic reference from their 'Major' subject.

Students should in **NO** circumstances put down the name of a Staff member as a referee/one of their referees in an application form **without first getting the agreement of the Staff member in question.** Staff provide references as a courtesy not as a requirement and it is in your interest to ask someone who knows you and your work well. Remember to contact staff well in advance of the due date.

Initial reference requests should be made to the member of staff. If that Staff member has agreed to write the reference, the student should provide them with: (a) a signed *Reference Disclaimer Form* (available to download on the MC:GY\_03 Moodle page) (b) an *up-to-date* copy of their *professional curriculum vitae (CV)* (c) all relevant details on the course/job that you are applying for and (d) details on how/to where the reference letter should be submitted. See the document "References from the Geography Department" on the MC:GY\_03 Moodle page for further information.

# Postgraduate Studies in Geography

Geography at Maynooth University offers the following **postgraduate degree options**:

- **MA Geography:** *This innovative and flexible course is designed for students who wish to work with internationally respected scholars and real-world partners to develop their understanding of human geography, while enhancing their research skills. The MA also offers specialist streams in 'Cities, Politics and Globalisation' and 'Art, Culture and Environment', and is available on a full-time (1 year) or part-time (2 year) basis. For student testimonials see: <https://www.youtube.com/watch?v=W5Q4-fwaGoU>*
- **MSc (Climate Change):** *This is a full-time one year course that aims to provide graduates with the knowledge, skills and experience necessary to enable them to undertake analysis of both global and Irish related climate change science, impacts and policies.*
- **MSc (GIS/Remote Sensing):** *This full-time one-year course is aimed at graduates who will be trained in Geographical Information Systems, Remote Sensing, Digital Image Processing and Geophysical Techniques and will provide the skills required for careers in information technology based companies, Ordnance Survey, academia and state bodies. (There is also an MSc in Geocomputation, run by the National Centre for Geocomputation, which has more of a computational focus.)*
- **MLitt and PhD research:** *The PhD course normally involves four years of study, the MLitt degree two years of study. In addition to the preparation of a thesis, research students undertake training in specialised substantive modules, advanced methodologies and generic skills.*

Students normally need to attain *at least* a **2.1 mark** in Geography (or in a few cases a **very high 2.2 grade**) to get a place on one-year Masters programmes in Maynooth University Department of Geography. The students who are invited to proceed straight to MLitt/PhD research generally tend to be students who have attained a First Class Honours grade or a high 2.1 grade for their Final Year Geography studies.

See Moodle MC:GY\_03 during the year for information and updates on ERASMUS MUNDUS funded postgraduate courses and other postgraduate courses and scholarship opportunities in Ireland and overseas.

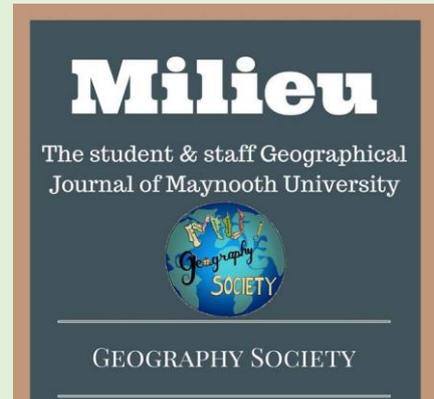
# Get Involved

## Staff-Student Committee:

Year representatives (elected by students during the first semester) will have scheduled meetings with the Staff-Student Officer (Dr. Adrian Kavanagh) during the year to discuss matters of mutual concern. Students who wish to have particular matters relating to the Third Year programme, or the general student experience, discussed should bring these to the attention of the year representatives.

## Student Geography Society:

The student Geography Society organises social events during the year and publishes an annual magazine, *Milieu*. You are strongly encouraged to support the Society's activities and to join the Society on Fairs Day! Final Year students are strongly encouraged to submit articles (academic or more humorous/social in tone) and photos to the Society for inclusion in the 2020-21 issue of *Milieu*. The closing date for submissions to *Milieu* usually occurs around the end of January. *Milieu* offers students – especially those with an interest in postgraduate studies in Geography – with the opportunity to get their first geographical article published.



We post photos of some Maynooth University Geography student activities throughout the year on the Department's Flickr page: [www.flickr.com/photos/nuimgeography](http://www.flickr.com/photos/nuimgeography)

## Social Media

### Geography's Eye on the World Blog

*Eye on the World* is a blog written by staff and students 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 and geographers in the news, news stories/events that are especially geographic, and news stories that we feel should connect with a large swathe of our student body. To access this blog, visit: <https://maynoothgeography.wordpress.com/>



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



Join us at [Maynooth University Department of Geography](https://www.facebook.com/groups/155278104499136/)  
Past Students of the Geography Department:  
[www.facebook.com/groups/155278104499136/](https://www.facebook.com/groups/155278104499136/)

Why not join us in your final year or after you have completed your studies

# Third Year Geography Timetable

Timetables and venues are subject to change and may even change during the first weeks of the semester. See the University's timetable webpage ahead of your lectures:

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

## Important dates for your diary

See: [www.maynoothuniversity.ie/registrar/key-term-dates](http://www.maynoothuniversity.ie/registrar/key-term-dates)

17 September	<i>Online registration for continuing 3<sup>d</sup> year students</i>
Monday 28 September	<i>Third Year Geography lectures commence</i>
Friday 16 October	<i>Change of module deadline</i>
Monday 26 October - Friday 30 Oct	<i>Semester 1 Study Week</i>
Friday 18 December	<i>Conclusion of First Semester lectures</i>
04-07 January	<i>Study Period</i>
08 January	<i>Semester 1 module examinations commence</i>
25-29 January	<i>Inter Semester Break</i>
Monday 1 February	<i>Semester 2 lectures commence</i>
12 February	<i>Deadline for Change of 2<sup>nd</sup> Semester Modules</i>
Monday 15 March to Friday 19 March	<i>Semester 2 Study Week</i>
Friday 2 April and 5-9 April	<i>Good Friday (no lectures) and Easter Vacation</i>
3 May	<i>Bank Holiday (no lectures)</i>
Friday 7 May	<i>Conclusion of Second Semester lectures</i>
10-13 May	<i>Study Period</i>
Friday 14 May	<i>Semester 2 module examinations commence</i>

# 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 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.

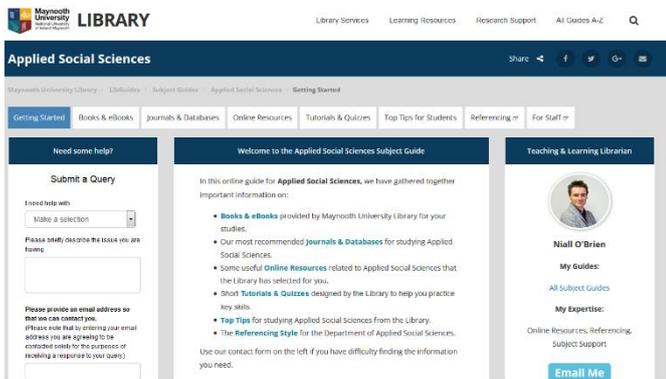


Fig 3. Applied Social Studies subject guide

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.

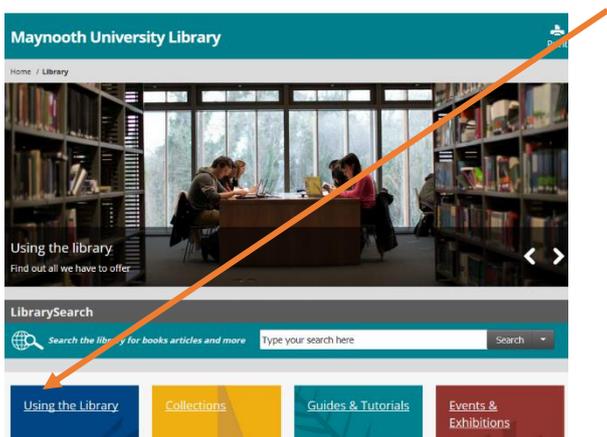


Fig. 4. Library Homepage with arrow to the “Using the Library” section

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. 4

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

# **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

### **Community Based Service Learning**

Community Based Service Learning presents a credit-bearing academic experience that empowers students to engage with their surrounding communities, which often results in enhancing student's academic, civic, social and personal development, whilst they contribute to the common good. The experiential learning office facilitates academic staff in offering community based service learning experiences with their students.

**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

# Bullying & Harassment and Athena Swan

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

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

**The Athena Swan Charter** is a 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 sharing our country. 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).

# Third Year Geography: Frequently Asked Questions

**Q: I need to get an academic reference – who should I ask to get this from?**

**ANS:** Your Third Year GY310B tutor or Single Major/Geography Major thesis supervisor.

**Q: I don't see any details on the Third Year timetable about GY310B. What time is this on at?**

**ANS:** Students will sign up for times for GY310B (Geography Research Workshop module) on the GY310B Moodle page) early in Semester 1 (middle of October); a range of different project options/times will be offered to students to choose from and sign up to.

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

**ANS:** Reasons include: (a) failing to submit project work – on time or at all, (b) not attending lectures/only attending a few lectures, (c) not paying attention in lectures, (d) making the wrong module choice(s), (e) not reading widely enough – depending on lecture notes only, (e) leaving reading/revision until a few days before exams, (f) poor revision techniques – e.g. 'spotting' exam questions and writing out and learning prepared answers for these, (g) poor exam techniques - bad time management, failing to answer the question properly, lacking ability to develop points/arguments in your answer, not making reference to insights from the readings/literature.

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

**ANS:** It may well be the case that an answer to your problem is to be found in this very Handbook. If it is not, don't brood over your problem – come and talk about it with your Third Year Manager (Dr. Chris van Egeraat – Chris.vanegeraat@mu.ie). Problems often turn out to be less serious after you talk them over with someone who can point you toward solutions. In cases where you have issues (e.g. personal or financial) that the Department is not be able to address, we would strongly encourage you to avail of the different services provided by the University (some of these are noted below).

**Q: I would like to improve the quality of my written work, can I get assistance with this?**

**ANS:** The University has a Centre for Teaching and Learning ([www.maynoothuniversity.ie/centre-teaching-and-learning](http://www.maynoothuniversity.ie/centre-teaching-and-learning)), which provides students with opportunities to address many general issues relating to learning and assessment and to attain support in order to further develop their writing skills. Students may also wish to avail of the services of the Maynooth University Writing Centre, established by the Centre for Teaching and Learning to support student academic writing. One-to-one appointments can be booked by e-mail to [writingcentre@nuim.ie](mailto:writingcentre@nuim.ie).

## Useful University Services

**Student Counselling**

**Academic Advisory**

**Examinations Office**

**Access Office**

**Student Services**

**Students Union**

**Student Health Centre**

**Health & Safety**

**Security**

**Career Development Centre**

## Phone/E-Mail Contacts

Ext 3554 (**Outside of the Campus: 01 7083554**)

Ext 3368 or email: [advisory.office@mu.ie](mailto:advisory.office@mu.ie)

Ext 3820 or email: [exams.office@mu.ie](mailto:exams.office@mu.ie)

Ext 6025 or email: [access.office@mu.ie](mailto:access.office@mu.ie) (Twitter: @MU\_MAP)

Ext 4729 or email: [student.services@mu.ie](mailto:student.services@mu.ie)

Ext 3669 or email: [students.union@mu.ie](mailto:students.union@mu.ie)

Ext 3878

Ext 4720/6521 or email: [brendan.t.ashe@mu.ie](mailto:brendan.t.ashe@mu.ie)

Ext 3929 (General)/3333 (Emergency).

Email: [security.north@mu.ie](mailto:security.north@mu.ie) or [security.south@mu.ie](mailto:security.south@mu.ie)

Ext 3592 or email [careers@mu.ie](mailto:careers@mu.ie)

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

*Maynooth University Department of Geography  
National University of Ireland Maynooth  
Maynooth  
Co Kildare*

*Ollscoil Má Nuad Rionn na Tíreolaíochta  
Ollscoil na hÉireann Má Nuad  
Má Nuad  
Co Chilldara*