

Discipline of Geography Syllabus 2022/2023

Third Year - 3BA

Semester 1

ECTS	Module	Coordinator	Day, Time & Location
5	TI335 Research Development and Design (compulsory)	Dr Marie Mahon	Thurs 9am: IT250 Theatre First Floor
5	TI3128 Palaeoceanography OR TI3127 Critical Geographies of Children	Dr Audrey Morley Dr Frances Carter	Mon 10am: AUCG002 Theatre Aras Ui Chathail Mon 2pm: D'Arcy Thompson Theattre Mon 10am: AMB 1023 Mairtin O tNuthail Theatre Mon 2pm: AMB 1023 Mairtin O tNuthail Theatre
	OR TI3126 Geographies of Tourism: Planning, Development and Sustainability	Dr Therese Conway	Mon 10am: AC201 Mon 2pm: SC004 Charles McMunn Theatre
	TI369 Rural Change OR TI326 War & Representation OR TI303/TI3115 Coastal Dynamics	Dr Maura Farrell Prof John Morrissey Dr Kevin Lynch	Tues 4pm: IT 125G Ground Floor Wed 1pm: AC202 Tues 4pm: IT 250 Theatre First Floor Wed 1pm: AMB 1022 Fottrell Theatre Tues 4pm: AC 201 Wed 1pm: AUC G002 Theatre, Aras Ui Chathail

Semester 2

5	TI3117 Migration, Mobility & Belonging OR TI311 Advanced GIS	Dr Valerie Ledwith Prof Chaosheng Zhang	Mon 10am: AM 1021 Colm O HEocha Theatre Thurs 9am: IT125G Theatre Mon 10am: CA003 Cairnes
	OR TI338 Palaeoecology	Dr Karen Molloy	Mon 10am: IT 125G Theatre Mon 2pm: IT125G Theatre
	10	Research Seminars	Dr Marie Mahon

***when making your module choices for final year geography, you will be short 10 ects, these credits are for your dissertation and will be automatically added on in January**

Key contacts in Geography

Head of Geography	Dr Liam Carr
Geography Administrator	Christina Costello
Senior Technician/Cartographer	Billy Hamilton
3 & 4 BA Programme Coordinator	Dr Marie Mahon
Irish Tutor	TBC
BA International / Visiting Students / Erasmus	Prof Chaosheng Zhang
Staff-Student Liaison Officer	TBC
Plagiarism Matters	TBC
Safety Officer	Billy Hamilton

Academic Year 2022 -2023	
2022	
Orientation 1st years *	Wednesday 21 st to Saturday 24 th September
Start of teaching - 1 st Years*	Monday 26 th September
End of teaching - 1 st Years*	Friday 16 th December (12 weeks of teaching)
Start of teaching all other years	Monday 5 th September
End of teaching all other years	Friday 25 th November (12 weeks of teaching)
Study week	Monday 28 th November to Friday 2 nd December
Semester 1 exams start	Monday 5 th December
Semester 1 exams end	Friday 16 th December (10 days of exams)
Christmas Holiday	Saturday 17 th December
2023	
Start of Teaching	Monday 9 th January
End of Teaching	Friday 31 st March (12 weeks of teaching)
Easter	Good Friday 7th April to Easter Monday 10th April
Field Trips	Monday 3 rd April to Thursday 6 th April
Study Week	Tuesday 11 th April to Friday 14 th April
Semester 2 Exams Start	Monday 17 th April
Semester 2 Exams End	Thursday 4 th May (13 days of exams)
Autumn Repeat Exams	Tuesday, 1 st to Friday 11 th August (9 days of exams)
Holidays	Easter: Good Friday 7th April to Easter Monday 10th April 2023
	Bank Holidays: Monday 31st October 2022 / Friday 17th March 2023 /
	Monday 1st May 2023/ Monday 5th June 2023 / Monday 7th August 2023

3BA Geography Module Outlines 2022/2023

Module: TI 335 - Research project design & development

Lecturer: Dr Marie Mahon

This course builds upon TI251 Theory and Practice in Geography I and TI252 Theory and Practice in Geography II in second year, and is designed to prepare you for undertaking your dissertation in Semester 2 of 3/4 BA. This includes guidance in literature searching, academic writing, and the design of a research proposal. You will also be introduced to some of the principal analytical methodologies used by geographers, learning highly relevant and transferable skills in the process.

Key Learning Outcomes:

- Upon completion of this course students will:
- understand what constitutes a geographical research problem;
- have developed an awareness of the fundamental steps involved in the design and execution of an ethical research project;
- feel confident in their own ability to complete a research project

Module: TI 3127 Critical Geographies of Children

Lecturer: Dr Frances Carter

This module is designed to further student understanding of key concepts and issues associated with the ever-growing body of work within the geographies of children, young people and families. In particular the course explores the everyday experiences of children and young people across local, national and global contexts. The course engages contemporary geographic perspectives relating to how understandings of childhood and youth are socially constructed, and in-doing-so provides a platform for exploring geographic research relating to mobility, migration, in/exclusion and identity at a variety of scales. In addressing these themes the module also highlights the importance and ubiquitous nature of place and space in the everyday lives of children and young people, incorporating a focus on 'traditional' sites such as home, school, and neighbourhood contexts. The module also engages with literature challenging what may be considered 'non-traditional' sites for children (for example street children, working children and care-giving children). *Course Aims and Objectives:*

Module: TI 369 - Geographical Perspectives on Rural Change
Lecturer: Dr Maura Farrell

This course evolves from the appreciation that Rural Geography has emerged in recent years as a significant element of the geographical discipline and has been the subject of extensive academic discussion and publications. Such attention mirrors the changing nature of rurality and rural space, and highlight attempts to bring a broader theoretical framework and insight into the rural domain. One of the central themes to emerge from this course will be the multidimensional and challenging nature of the rural, which has attributed to the richness and breath of contemporary research in rural geography. Issues such as, imagining the rural; exploiting the rural; developing the rural and living in the rural are contemporary issues, which this course seeks to address. Including many examples from Ireland and the broader European Union the course will investigate different understandings of what rural entails and from a theoretical standpoint, the conceptualizations that enlighten our perception of the rural and its continued sustainability.

Key Learning Outcomes:

- Trace the evolution of rural geography as a sub-discipline of geography.
 - Establish what is meant by 'rural', highlighting the complexities and nuances associated with the task
 - Examine the concept of rural restructuring and how it has been operationalised and expressed through changes in agriculture, the wider rural economy, rural population and communities and services
 - Study the responses to rural restructuring adopting by the policy environment and rural inhabitants, paying particular attention to rural development and regeneration.
 - Investigate the experiences of contemporary rural change for the diverse population residing in the countryside
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Module: TI 326 - War and Representation
Lecturer: Professor John Morrissey

Representation is a key concept in political and cultural geography, given that so much of our human geographical knowledge is dependent upon its multiple forms. In the West, very few of us have ever seen war, for example; it is typically waged externally in foreign fields. Therefore, how it is discursively (re)presented to us from afar is paramount. Our geographical imaginings of difference and conflict legitimise and frame both our waging and subsequent representations of war. Images and narratives of war serve to translate, prioritise and frequently distort and destroy knowledge. They not only help us to sanitise and forget the wounds of history, but also play pivotal roles in legitimising and contesting the geopolitics of new wars in the multimedia context of the modern world. Drawing on recent work in critical geopolitics, this module is centred on interrogating the enduring significance of the scripting of imaginative geographies of war in the twentieth and early twenty-first centuries. It explores the production of, and resistance to, multiple material, textual and audio-visual discourses of war as the products and producers of geopolitical power. Focusing in particular on World War 1, the Vietnam War and the global war on terror, the module aims to cultivate students' capacities to recognise Foucault's 'power/knowledge couplet' within all forms of discourse, and prompts a systematic deconstructing of the subtle but purposeful connections between discourse and practice in contemporary geopolitics.

Key Learning Outcomes:

- To learn to interrogate diverse accounts of war from different and conflicting media and to deconstruct the various geopolitical, ideological and cultural logics of their creation.
- To recognise the selectivity, politics and power relations of all forms of discourse and to appreciate how prioritised geographical knowledge is scripted, disseminated and contested.
- More broadly, to see the critical significance of representation in the modern world and to decipher the integral connections between geopolitical discourse and geopolitical practice.

Module: TI 3117 – Migration, Mobility & Belonging
Lecturer: Dr Valerie Ledwith

Human migration involves the movement of people from one place to another. It is an intrinsically geographical process. While short distance mobility is more frequent than long distance mobility, migration research in geography is increasingly interested in international migrations and their effects. This course begins with a consideration of the relationship between globalisation and international migration, considering the role that economic forces play in the decision to move. The course also examines the role of the nation-state in regulating migration and migrants, and in managing and policing borders. Following this, the course focuses on migrant identities and the relationship between mobility and belonging. The final part of the course examines contemporary backlash towards international mobility, evident in anti-immigrant populism and nativism.

Module: TI 311 - Advanced GIS
Lecturer: Professor Chaosheng Zhang

Based on the basic concepts and simple applications of GIS that were covered in the course “Introduction to GIS”, this course focuses on the advanced topics and advanced functions of GIS, which are more practical and problem-solving. The concepts of advanced analysis functions of network analysis and spatial interpolation are explained, and the topic Google Earth is discussed. Actual applications in geography are demonstrated. Students will understand the latest development of these advanced GIS topics, and obtain the practical skills of a GIS project design.

The extensions of ArcGIS are selected as the software package for this course. Students will acquire these useful techniques of making more practical maps and performing advanced analyses through computer practical classes.

Key Learning Outcomes:

- Introduction and Review of GIS Basics
- Advanced Analyses (Network Analysis, Spatial Interpolation)
- Advanced Topics (Google Earth, Applications in GIS projects)
- ArcGIS Extensions (Network Analyst, Geostatistical Analyst)
- Practical skills of Google Earth and GIS project

Module: TI 338 - Palaeoecology - Reconstructing Past Environments
Lecturer: Dr Karen Molloy

The Irish landscape as we know it today is governed by what has happened in the past. Both climate change and anthropogenic factors have played significant roles in shaping the development of the landscape. The objectives of this module are to introduce the student to palaeoenvironmental methods, in particular pollen analysis, as a means of interpreting the past 15, 000 years of vegetation and environmental change in Ireland. The course will consist of a series of lectures, a field excursion and 3 laboratory sessions where students will use microscope techniques to identify and count fossil pollen grains.

Key Learning Outcomes:

- Evaluate the main methods both direct and indirect of reconstructing past environments
- understand the main principles of pollen analysis
- understand the key vegetation changes that have occurred in Ireland since the end of the Ice Age
- have an appreciation of the role people have played in shaping the Irish landscape from the arrival of the first farmers in Neolithic times
- have a greater understanding of the natural world
- use a microscope and identify the pollen of the most common Irish trees
- interpret and evaluate a pollen diagram

Module: TI3128 Palaeoceanography
Lecturer: Dr Audrey Morley

Climate change is not a modern phenomenon, as Earth's systems are dynamic and rarely stable over extended periods of time. Climate variability occurs across multiple spatial and temporal scales, but we generally lack long enough scientific or historical records to directly measure most long-term patterns of climate change. Palaeoceanography fills this void providing evidence of past changes in ocean conditions including temperature, salinity, productivity, circulation, and ecology. These variables are typically reconstructed through analyses of the geochemistry, microfossil composition, and organic contents of ancient marine sediments that have either been exposed on land or collected through seafloor drilling. Palaeoceanography offers an opportunity to reconstruct past climate change across timescales, providing a broader context for studying modern climate change.

- Demonstrate an understanding of long-term environmental change as it relates to modern environmental systems
- Critique the array of methodologies which are used in reconstructing past environments
- Assess long-term human-environment interactions through time
- Apply theoretical concepts in a real-world context through hands-on field-based instruction

Module: TI 324 Urban Geography: Planning the Modern City
Lecturer: Professor Ulf Strohmayer

Using the lens provided by the city of Paris, France, this course details the history of urban planning as a series of conceptual and practical interventions. The principal aims of this course are therefore:

- (a) to recognize the city as a historically changing and complex environment;
- (b) to analyse the history and contemporary practice of planning as a multi-faceted and ongoing process; *and*
- (c) to study the changing structures and consequences of a host of different planned and unplanned public spaces.

A city is always shaped by an array of previous interventions that meet a set of present-day changes and challenges – it is the resulting urban plaimpsest that we aim to understand. If ‘planning’ is our contemporary word for such interventions, it is arguably as much about the forward-looking momentum of anticipating change and adopting space to such change as it concerns the need to ‘live with’ existing, pre-formatted spaces – both of which characterize one of the key problems areas planners have had — and continue — to address.

Key Learning Outcomes:

- analyse the material and discursive richness of ‘Western’ modernity;
- identify historical responses to emerging urban problems;
- explain different structural and agencial interventions in urban planning;
- distinguish between ‘public’ and ‘private’ causal factors;
- identify different urban technologies and their consequences;
- demonstrate an ability to engage a diverse range of urban representations and articulations.

Module: TI3126 Geographies of Tourism: Planning, Development and Sustainability
Lecturer: Dr Therese Conway

This module explores the geographies of tourism from a local micro scale to a global macro scale and critically engages with tourism as a spatial activity. In doing so the content engages with extensive inter relationships between geography and tourism. The module will consider aspects including historic tourism development models, tourism and recreation inter relationships, tourism planning and development, rural and urban tourism, niche forms of tourism and tourism sustainability discourses.

Learning Outcomes:

- Discuss the major concepts and theories of contemporary tourism that occur in academic and policy/practice discourse
- Identify and apply tourism theory, models and niche tourism forms to contemporary thinking on sustainable development
- Understand contemporary planning and development approaches to tourism and critically evaluate their applicability in the long-term viability of tourism
- Compare and contrast approaches to tourism at local and extra local scales
- Formulate an informed critique of the role of tourism in both urban and rural futures

Designing Futures

Semester 1

- **MG3113 Megatrends Thursday 1-3pm** Venue: Joe Higgins Lecture Hall, Cairnes Building
(Module Co-Ordinator: Professor Jonathan Levie, J.E. Cairnes School of Business & Economics)

Semester 2

MG3115 Megatrends: (venue & time TBC)
(Module Co-Ordinator: Professor Jonathan Levie, J.E. Cairnes School of Business & Economics)

Module: MG3113 Megatrends (Semester 1)

Module: MG3115 Megatrends (Semester 2)

Professor Jonathan Levie, J.E. Cairnes School of Business & Economics: (jonathan.levie@nuigalway.ie)

The aim of this class is to enable students to become proficient in environmental scanning, by researching the world's most significant long term trends in technology, climate or demography that could open up new opportunities for business, such as the Internet of Things, artificial intelligence, autonomous vehicles, personalised medicine, wearables, climate change, international demographic and migration patterns, megacities, veganism, income inequality, fintech, and cybersecurity.

Further Info: <https://nuigalway.ie/designingfutures/>



NUI Galway
OÉ Gaillimh

School of Geography + Archaeology

Scoil na Tíreolaíochta agus na Seandálaíochta

Geography Compulsory Cover Sheet

It is compulsory that you attach this cover sheet to your work. If you hand in a group assignment please use the table below on the right to list the other students in your group.

Please:

1. Use 12 font Times New Roman
2. Use 1.5 spacing
3. Ensure text is justified
4. Ensure all pages are securely stapled.

Thank you.

Group Assignments	
Name	I.D. No

Student I.D. Number: _____ Year: 1st 2nd 3rd/4th

Module Code: TI_____ Module Title: _____

Course Tutor: _____

Assignment Title/Number: _____

Number of pages: _____ Word count: _____

Bibliography attached? Yes No

I hereby certify that I understand what plagiarism is and that this essay is entirely my own work. Neither the paper in its entirety nor parts thereof have been published elsewhere in either paper or electronic form unless indicated through referencing.

Student ID in pen (handwritten)

Date

Result	%
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