



3BA Final Year Geography Timetable 2024/2025

Semester 1

ECTs	Module	Coordinator	Day, Time & Location
5	TI335 Research Development and Design (compulsory/core)	Dr Liam M. Carr	Thurs 9am: IT250 Theatre First Floor

5	Please select only one TI303 Coastal Dynamics OR TI3127 Critical Geographies of Children OR TI326 War & Representation	Dr Kevin Lynch Dr Elaine Williams Prof John Morrissey	Mon 10am: IT125G Ground Floor Mon 2pm: AC216 Geography GIS Lab Mon 10am: AMB 1023 Mairtin O tNuthail Theatre Mon 2pm: AMB 1023 Mairtin O tNuthail Theatre Mon 10am: AC201 Mon 2pm: SC004 Charles McMunn Theatre
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5	Please select only one TI369 Rural Change OR TI324 Urban Geography Planning the Modern City OR TI3128 Palaeoceanography OR MG3113 Megatrends <i>(*Transdisciplinary module)</i>	Lori-Rae van Laren Prof Ulf Strohmayer Dr Martin Nauton Forteau Yixin Qiu	Tues 4pm: IT125G Ground Floor Tues 5pm: AMB 1023 Mairtin O tNuthail Theatre Tues 4pm: IT 250 Theatre First Floor Wed 1pm: AMB 1022 Fottrell Theatre Tues 4-6pm: AC214 Wed 4pm to 6pm IT125G
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Semester 2

5	Please select only one TI3117 Migration, Mobility & Belonging OR TI311 Advanced GIS OR TI338 Palaeoecology OR MG3117 Intercultural Encounters, <i>(*Transdisciplinary module)</i>	Dr Valerie Ledwith Dr Oisín Callery Dr Karen Molloy Dr David Doolin	Mon 10am: AM 1021 Colm O HEocha Theatre Thurs 9am: IT125G Theatre Tues 4pm: CSB-G005 Mon 2pm: Larmour Theatre Fri 2pm: Larmour Theatre Fri 10am – 12pm: AC201
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10	Research Seminar/Supervised Research	Dr Liam Carr	Supervised Research <i>Not available to occasional or visiting students</i>
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**** Please see important information on next page regarding module selection ****

Important information for Module Selection:

*15 ECTs are required for each semester, 30 ECTs in total. The 10 ECT Research Seminar/Supervised research module will be applied to student records by the discipline and registration mid semester 1, students **CANNOT** select their own dissertation code. As such you will only need to register for 20 ECTs for your Geography subject.

Students must ensure they have credits (ECTs) as follows per semester:

- **Semester 1:** TI335 core module (5 ECTs) + 2 optional modules (5 ECTs per module)
- **Semester 2:** 1 Research Seminar/Supervised research module (10 ECTs) + 1 optional module (5 ECTs)
- ***Transdisciplinary module:** Students can only pick one such module **per subject per year**.

It is the responsibility of students to ensure their registration record is correct.

Key contacts in Geography

Head of Geography	Dr Liam M. Carr
Geography Administrator	Christina Costello
Senior Technician/Cartographer	Billy Hamilton
3 & 4 BA Programme Coordinator	Dr Liam M. Carr
BA International / Visiting Students / Erasmus	Professor Ulf Strohmayer
Staff-Student Liaison Officer	Billy Hamilton
Plagiarism Matters	Dr Kathy Reilly
Safety Officer	Billy Hamilton

Academic Calendar 2024/2025

Academic Year 2024 -2025	
Orientation 1st years	<i>To be confirmed</i>
Start of teaching - 1st years*	Monday 16th September*
End of teaching - 1st years*	Friday 29th November * (11 weeks of teaching)
Start of teaching all years	Monday 9th September
End of teaching all years	Friday 29th November (12 weeks of teaching)
Study week	Monday 2nd December to Friday 6th December
Semester 1 exams start	Monday 9th December
Semester 1 exams end	Friday 20th December (10 days of exams)
Christmas Holiday	Saturday 21st December
2025	
Start of Teaching	Monday 13th January 2025
End of Teaching	Friday 4th April (12 weeks of teaching)
Field Trips	Monday 7th April to Thursday 10th April (4 working days as in 2020/21, 2022/23, 2023/24)
Study Week	Friday 11th April to Thursday, 17th April
Semester 2 Exams Start	Tuesday, 22nd April
Easter	Good Friday 18th April to Easter Monday 21st April 2025
Semester 2 Exams End	Friday, 9th May (13 days of exams)
Autumn Repeat Exams	Tuesday 5th to Friday 15th August (9 days of exams)
Holidays	Easter: Good Friday 18th April to Easter Monday 21st April 2025
Bank Holidays: Monday 28th October 2024 / Monday, 3rd February, 2025 / Monday, 17th March 2025	
Monday 5th May 2025/ Monday 2nd June 2025 / Monday 4th August 2025	

3BA Geography Module Outlines 2024/2025

Module: TI 335 - Research project design & development

Lecturer: Dr Liam M. Carr

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 Elaine Williams

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*

Module: TI 369 - Geographical Perspectives on Rural Change

Lecturer: Lori-Rae van Laren

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: Dr Oisín Callery

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 Martin Nauton Forteau

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: TI 303 - Coastal Dynamics

Lecturer: Dr Kevin Lynch

The coastal zone exists at the interface of land, sea and atmosphere, making it a highly complex environment. Only through improved understanding of the processes operating in this zone can we hope to understand and manage this valuable resource in a sustainable manner. This course introduces the basic concepts of coastal science. The role

of waves, wind and sea-level in shaping the coast are explored. Conversely, the shape of coastal landforms affects these processes; this interaction between process and form is considered within a morphodynamic framework.

Topics include: Coastal systems, Wave processes, Sediments, Shoreface, Nearshore-Zone, Aeolian processes, Beaches, Coastal Dunes, Tidal processes, Beach dune ecology and Beach dune management.

Key Learning Outcomes:

- Demonstrate an understanding of using the systems approach to coastal environments.
- Demonstrate an understanding of contemporary coastal processes and landforms.
- Through fieldwork appreciate and develop skills that are used in the investigation of coastal environments.
- Be able to identify complex constraints on, and opportunities for, human exploitation of coastal resources.
- Comprehend and evaluate the patterns and processes controlling long-term coastal evolution and relative sea-level change

Transdisciplinary modules

Transdisciplinary modules offer students something new in their university learning experience through innovative coursework. These modules will enhance students' professional skills, broaden their knowledge and offer a more holistic learning experience designed by experts from across the university, with input from our enterprise, as well as local community partners.

Students selecting such modules are only allowed to select **one module per subject per year**. They can select a maximum of two such modules per year provided they only select one per subject e.g. one in Geography and one in History. Furthermore, students **must not sign up to take the same module in another subject or in any subsequent semester** after you've taken it once - e.g., if you take "Megatrends" in Semester 1 of your second year, you cannot take this module again at any stage of your coursework (in semester 2 of second year, or in any semester of 3rd or 4th year, in the same or any other subject). Each individual module is one time only.

<https://www.universityofgalway.ie/designingfutures/personalisedstudentjourney/transdisciplinarymodules/forstudents/>

Module: MG3113 Megatrends (Semester 1)

Module Co-Ordinator: Yixin Qiu (yixin.qiu@universityofgalway.ie)

What are Megatrends? Do you know about: The Internet of Things, artificial intelligence, autonomous vehicles, personalized medicine, veganism, income inequality, fintech, cybersecurity. Students become proficient in understanding the pivotal Megatrends of our era, by researching the world's most significant long-term trends in technology, climate or demography. You will develop research, teamwork, and presentation skills and focus your learning on suggesting real impacts your insights may bring to today's Megatrends.

Module: MG3117 Intercultural Encounters (Semester 2)

Module Co-Ordinator: David Doolin (david.doolin@universityofgalway.ie)

This module will offer insights into global citizenship, diversity and inclusion, through disciplinary and cultural boundary crossing, knowledge sharing and co-production, as well as intercultural understanding and collaboration between students. Students with different disciplinary and cultural experiences will jointly address complex issues related to a specific global challenge that also has a local impact, within a team research project. The module is ideal for visiting students to help make sense of their experience in Ireland and also to prepare domestic students for immersion in a different culture (e.g., a year abroad or working with people in a highly diverse organisation).

**** Please note that any students who are considering applying for the Postgraduate Masters in Education, Geography can't guarantee the designing future modules will be accepted by the Teaching Council of Ireland. It is the responsibility of students to ensure they have enough geography specific modules completed ****