



Discipline of Geography 3rd year timetable 2025/2026

ECTS	Module	Coordinator	Day, Time & Location
Semester 1			
5	TI335 Research Development and Design (compulsory/core)	TBC	Thurs 9am: CSB-1006
5	Please select only one TI303 Coastal Dynamics OR TI3127 Critical Geographies of Children	Dr Kevin Lynch Dr Kathy Reilly	Mon 10am: CSB-G005 Mon 2pm: AC215 Mon 10am: AMB 1023 Mairtin O tNuthail Theatre Mon 2pm: AMB 1023 Mairtin O tNuthail Theatre
5	Please select only one TI326 War & Representation OR TI3130 Introduction to Spatial Planning	Prof John Morrissey Dr Therese Conway	Tues 4pm: CSB-1006 Wed 1pm: AMB 1022 Fottrell Theatre Tues 1pm: Venue TBC Tues 4pm: AC214
Semester 2			
5	Please select only one TI324 Urban Geography Planning the Modern City OR TI311 Advanced GIS OR TI338 Palaeoecology	Prof Ulf Strohmayer Dr Oisín Callery Dr Karen Molloy	Mon 10am: AM 1021 Colm O HEocha Theatre Mon 2pm: Venue TBC Tues 4pm: CSB-G005 Theatre Mon 2pm: Larmour Theatre Wed 1pm: Venue TBC
10	Research Seminar/Supervised Research	TBC	Supervised Research <i>Not available to occasional or visiting students</i>

****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	TBC
Geography Administrator	Christina Costello
Senior Technician/Cartographer	Billy Hamilton
3 & 4 BA Programme Coordinator	TBC
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 2025/2026

Academic Year 2025 -2026	
Orientation 1st years	Tuesday 2nd September to Friday 5th September*
Start of teaching all years	Monday 8th September
End of teaching all years	Friday 28th November (12 weeks of teaching)
Study week	Monday 1st December to Friday 5th December
Semester 1 exams start	Monday 8th December
Semester 1 exams end	Friday 19th December (10 days of exams)
Christmas Holiday	Saturday 20th December
2025	
Start of Teaching	Monday 12th January 2026
End of Teaching	Thursday 2nd April (12 weeks of teaching)
Easter	Good Friday 3rd April to Easter Monday 6th April
Field Trips	Tuesday 7th to Friday 10th April
Study Week	Monday 13th to Friday 17th April
Semester 2 Exams Start	Tuesday 21st April
Semester 2 Exams End	Friday 8th May (13 days of exams)
Autumn Repeat Exams	Tuesday 4th August to Friday 14th August (9 days of exams)
Holidays	Easter: Good Friday 3rd April to Easter Monday 6th April 2026
	Bank Holidays: Monday 27th October 2025 / Tuesday, 17th March 2026
	Monday 4th May 2026/ Monday 1st June 2026 / Monday 3rd August 2026

3BA Geography Module Outlines 2025/2026

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 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

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 3130 - Introduction to Spatial Planning
Lecturer: Dr Therese Conway

Spatial planning is the process of organising and managing the use of land and resources in a way that promotes sustainable development, economic growth, social well-being, and environmental protection. As an activity, spatial planning involves the strategic arrangement of various land uses, for example residential, commercial, industrial and agricultural across a specific geographic area, such as a city, rural area, region, county or country. Spatial planning can occur at various levels, including local, regional, and national scales, and involves different stakeholders, such as governments, urban planners, developers, and the public. The goal of spatial planning is to ensure that resources are used efficiently, effectively, and equitably, while balancing competing demands and minimizing negative impacts. The module is structured around key themes, which will present students with a foundation in understanding the dynamics of spatial planning. Key dimensions of spatial planning which students of this module will engage with include: the history of spatial planning, land use and planning, rural planning, urban planning and stakeholder engagement. The module will critically engage with the intersection between planning and sustainability and climate across all of these themes.

Key Learning Outcomes:

- Understand the basic history and theory of contemporary spatial planning and critically evaluate its applicability to the common good
 - Critically engage with the interlinks between land use planning and sustainable development
 - Demonstrate knowledge of the unique attributes of urban planning and development and its relationship to sustainable urbanism and climate change
 - Recognise the role of planning in addressing the challenges and opportunities for evidenced based development in rural areas
 - Demonstrate the importance of robust participation processes in planning practice
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Module: TI 311 - Advanced GIS
Lecturer: Dr Oisin 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
- 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.