MA GEOGRAPHY

COURSE HANDBOOK, 2024-25

This handbook is the first point of reference for the MA Geography course. Additional information, changes and announcements may be found on the combined MA course Moodle page (**MC:***GYE600* _**GEOGRAPHY — GYE600 Geography (2024-25:Year-long**) and individual module Moodle pages. Moodle, an online interactive learning platform used at Maynooth University, can be accessed from the university's web site. You are automatically enrolled to Moodle when you register. If you have any problem accessing Moodle pages, contact Moodle's helpdesk at: moodlesupport@mu.ie.

If you still cannot find answers to your question/s please email the course director: patrick.bresnihan@mu.ie

Maynooth University Department of Geography / Ollscoil Má Nuad Rionn na Tíreolaíochta
National University of Ireland Maynooth / Ollscoil na hÉireann Má Nuad
Maynooth, Co Kildare / Má Nuad, Co Chilldara

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A welcome from Dr Stephen McCarron, Department Head

Dear Students,

I am delighted to welcome you to Maynooth Campus and the Department of Geography. Some of you may be coming straight from an UG educational experience and some others may be returning to taught education after a year or more of employment. Such diverse backgrounds make this course of particular interest, and as active learners we hope you will contribute your own perspectives as well as learn from others. Whatever the personal life-long learning journey you are on, you are all very welcome and we hope that we will enjoy together an improving campus-based teaching and learning community experience.

A particular strength of this programme in Spatial Justice is the enjoyment associated with learning from a range of experiences in public engagement. As students you will collaborate with community groups, artists and activists to explore a variety of forms of spatial justice – from environmental, place-based, land, housing, public space, food, and digital justice. Your Course Director Dr Patrick Bresnihan and all the Departmental staff involved have broad experience in such engagement and a variety of research backgrounds across human, physical and environmental subject areas. This gives lots of scope to form and understand connections with staff and their research specialisms. I know you will learn much from all the teaching staff and research students you encounter during your studies with us.

Several of our taught Masters students go on to doctoral research, whereas the others find jobs in a range of fields, from teaching, to leading community policy groups, to working as mapping consultants. In your future work it will be important to engage, understand and network and we encourage you to do this during your study this year. Look out for exhibitions and symposia to attend in addition to your Maynooth-based events. In particular, it is important to understand the connectivity of all aspects of Geography and to try to engage in issues from many perspectives.

To stay abreast of this active and creative Department, you may want to follow us on Twitter and also to sign up for notifications from our blog. You may also want to do some writing of your own either for one of our blogs or for our staff-student journal, Milieu. But, most of all, do talk to us about our research and consider how each part links together to aid our understanding of the Earth, our shared and crisis-ridden home, and how we can live in it better, together.

Dr Stephen McCarron,
Head of Geography, Maynooth University.

Important Dates 2024-25

DATE	Event	Time & Location
Sept 2024	*First Semester Begins*	
17 Sept	Maynooth PG induction	Iontas lecture theatre from 10am-1230pm
23 Sept	Undergrad & Non-GY elective modules begin	
October		
3 Oct	**MA Geography modules commence**: Th: GY625 & GY609, Fri: GY608 & GY607	See detailed schedule below; All GY MA classes in Waddington
8 Oct	**Postgraduate Departmental Welcome**	Rocque lab, 4-5.30pm
28 - 1 Nov	*Study Week: no classes*	
31 Oct	Registration Deadline for S1 Modules	
December		
13 Dec	Last day of instruction for GY MA classes	
16-20 Dec	Last week of lectures (non-GY electives)	End of semester!
Jan 2024		
6-11 Jan	Study week: Finish S1 coursework	
6-27 Jan	*Work on thesis research, lit reviews, proposals*	
24 Jan	*Draft research proposals (questions & outline) and presentation outline/power points*	*Due to supervisors*
31 Jan	Registration Deadline for S2 Modules	
February		
24-31 Jan	*GY609: Individual discussion and feedback of thesis proposal/presentation with supervisors*	Students are required to make individual appts with supervisors
6-9 Feb	Classes begin for electives	
6 Feb	*GY609: MA proposal presentations*	Waddington, 1-2pm (TBC)
10-15 Feb	**MA Geography modules commence:** Ths GY609 & GY621; Fris GY629 and GY619	See detailed schedule below
March		
17-21 March	Study week: no classes	
29 March	Good Friday: no classes	
April		
18 April	Good Friday: no classes	
21-25 April	Easter Break: no classes	
May		
4 May	Last day of instruction for GY MA classes	
5 May	Bank holiday: no classes	
6-9 May	**Last week of second semester**	
13-16 May	Finish coursework/final presentations	
June		
June	*Provisional coursework marks provided; advance to thesis candidacy*	
20 June	*Supervisor summer 'sign off' of thesis proposals, outlines and work plans*	
July-August		
	Finish thesis draft; work on revisions	
15 Aug	*Last day to submit work for feedback to supervisor*	
September		
5 Sept	*Theses due by 12 noon in electronic and hard copy*	
Sep-Oct		

Nov	University exam boards; final marks confirmed. End of course.	
March 2023	Graduation	Date TBC

Key information about the Department of Geography

Who's who in the department?

Dr. Stephen McCarron is the Head of Department and Adrian Kavanagh is Deputy Department Head. They are supported by an administrative team led by Neasa Hogan, with Catherine O'Driscoll. Michael Bolger provides technical support to the department. Dr Patrick Bresnihan runs the MA in Geography, the MA in Spatial Justice, and the Postgraduate Diploma in Geography. If you have any problems you cannot solve with Patrick's help, please feel free to contact Stephen McCarron or Adrian Kavanagh.

For academic year 2024-25, eleven core geography staff will be able to supervise MA theses, who are listed below. You can also contact numerous other academic staff members about your research listed in the second staff list. The department is a welcoming place – all staff will respond well to a polite email asking to meet and chat, so long as you give plenty of notice!

Core academic/research staff available to supervise MA theses in 2024-25

Name	Research interests	Email (add mu.ie)
Mark **Boyle**	Social, cultural, political geography; urban planning, migration, postcolonial	mark.g.boyle
Patrick **Bresnihan**	Political ecology; environmental justice; climate politics; green transition; anti-colonialism	Patrick.bresnihan
Ronan **Foley**	Health geography, GIS; therapeutic landscapes; blue spaces	ronan.foley
Alistair **Fraser**	Economic, political, & cultural geography; foodscapes; South Africa	alistair.fraser
Mary **Gilmartin**	Social, cultural, political geography; migration	mary.gilmartin
Adrian **Kavanagh**	Electoral geography (incl. geography of: voter turnout, candidate selection, electoral boundaries); Geopolitics of Eurovision Song contest	adrian.p.kavanagh
Karen **Till**	Cultural geography; memory, place and care; wounded cities; art and geography; spatial justice; feminist, activist and qualitative methodologies	karen.till
Gerry **Kearns**	Historical and health geography, geopolitics; Geographies of Empire; AIDS/HIV, Irish identity, race, urban	gerry.kearns
Chris **van Egeraat**	Economic; regional spatial planning	chris.vanegeraat
Louise **Sarsfield Collins**	Social justice; legal geographies and geographies of sexuality	Louise.sarsfieldcollins

Other academic / research staff

Name	Research interests	Email (add @mu.ie)
Conor **Cahalane**	GIS, remote sensing	conor.cahalane
Carla **Mateus**	Climatology, climate adaptation, climate mitigation, sustainability	Carla.mateus
Rowan **Fealy**	Climate, Climate Change, Urban Climate, Glaciers	rowan.fealy
Stephen **McCarron**	Quaternary climatic change, Irish geomorphology	stephen.mccarron
Gerard **McCarthy**	Atmosphere-ocean interaction	gerard.mccarthy

Conor **Murphy**	Climate change, water resources	conor.murphy
Lisa **Orme**	Marine, lake & peat bog sediments; atmospheric & ocean circulation	lisa.orme
Martina **Roche**	Medical geography	martina.j.roche
Helen **Shaw**	Ecological & landscape change, biogeography, paleoecology	helen.shaw
Peter **Thorne**	Climate detection and attribution	peter.thorne

Administrative and Technical Staff

Name	Expertise	Email (add @mu.ie)	Phone	Room
Mick **Bolger**	Technician	Michael.bolger	4762	RG
Neasa **Hogan**	Administration	geography.department	3610	R23C
Catherine **O'Driscoll**	Administration	geography.department	4760	R23C

R=Rhetoric House

Athena Swan

The Athena Swan Charter is a national strategy to promote gender equality in higher education and was launched in Ireland by the Higher Education Authority in 2015. The Department of Geography has committed itself to the Athena Swan process of critical self-assessment and after a rigorous application, we were one of the first departments at Maynooth to earn 'bronze status' **and has in 2024 been awarded a renewal of this certification**. We are committed to this process of advancing gender equity and opportunity, which means that during the year we will offer workshops that you can participate in. You will certainly be asked to let us know how we are doing through the end of semester and year questions about the modules and teaching we offer. The responses are anonymised by the University Athena SWAN officer and then passed back to the Department where they are considered by our Athena SWAN Committee. Recommendations are then passed to the Head of Department, and discussed in our Undergraduate, Postgraduate and Research Committees, and at Staff Meetings.

In this, we are supported by the University with its policies addressing: the under-representation of women in higher administrative and academic offices in the university; the need to make campus a place where diverse gender identity and expression are respected, including for our transgender and gender diverse staff and students; and a data collection and analysis system that alerts us to the many complex dimensions of equality, diversity, inclusion and interculturalism. We know that gender and sexuality intersect with other forms of discrimination in society, including around race, class, physical and mental challenges, citizenship-status, and nationality. You know it too, and with your help we will learn how to make Maynooth University a leader in recognising the needs and sustaining the flourishing of the diverse community of our state.

Bullying and Sexual Harassment

Bullying and sexual misconduct are unacceptable at Maynooth University. Bullying is where repeated mistreatment of a person undermines their capacity to thrive at university. In a university setting, this includes, but is not limited to, ridiculing a person or making abusive remarks. Sexual misconduct includes any sexual contact that is unwanted or to which someone did not or was not able to give consent. In full confidence of your complaint being received respectfully, seriously, and in confidence, you may contact the Head of Department or you may contact the Maynooth Student Union Vice President for Welfare and Equality, Luke Buckley, welfare@msu.ie, (01) 708 6808, (087) 630 6433; the Student Services Centre, 01 708 3554; or Maynooth University Access Office Maynooth University Access Office, email 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, 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 each 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. If you would like to learn more contact MU Equality and Diversity and/or email equality@mu.ie.

Research Centres and Collaborations
Geography staff are active in a number of research centres and through collaborations with others in Maynoot.

Maynooth University Social Science Institute (MUSSI) directed by Professor Linda Connolly. Many of the existing research centres that have been run by human geographers will be housed in this new interdisciplinary institute, including NIRSA, NCG, AIRO and IQDA. In addition to MUSSI there is **The National Institute of Regional and Spatial Analysis (NIRSA)**, established in 2001 by Professor Rob Kitchin. The role of NIRSA is to undertake fundamental, applied and comparative research on spatial processes and their effects on social and economic development in Ireland, and to provide high quality graduate education to the next generation of Irish social scientists. For more details, see: http://www.maynoothuniversity.ie/nirsa/.

Two additional significant research resources, originally developed and housed through NIRSA include: the **All-Island Research Observatory (AIRO)**, which undertakes academic and applied mapping research and produces spatial datasets and specialist tools to assist in their analysis; and the **Irish Qualitative Data Archive (IQDA)**, which archives social science data in media other than machine readable datasets. Finally, **The National Centre for Geocomputation (NCG)** was founded at Maynooth University in 2004 through funding provided by Science Foundation Ireland. For more information see: http://ncg.nuim.ie/index.php.

The Space&Place Research Collaborative is a translocal scholarly and creative network, based in Geography and directed by Prof. Karen Till. S&P regularly partner with individuals, groups and institutions in Dublin (https://www.maynoothuniversity.ie/geography/about-spaceplace). If you would like to join the group and listserv, email Karen (karen.till@mu.ie).

The **Irish Climate Analysis and Research Unit (ICARUS)** in Maynooth is the largest dedicated climate change research and modelling centre in Ireland. It conducts pure and applied research covering all aspects of climate change from regional climate modelling to impact assessments in a variety of sectors and provides a wide and diverse range of research capabilities in the climatic arena. See: http://icarus.nuim.ie/

The Geography Seminar Series
We expect all postgraduate students to attend and participate in the Department of Geography's seminars and postgraduate workshops. Over the course of the year, international and national scholars will introduce students to frontiers in research, research design and methodology in Geography, as well as discuss relevant projects and issues in the contemporary world. The seminars mostly takes place on Thursday afternoons from 4-5:30pm in the Rocque Lab (i.e. after GY609). The talks will also be available online via Teams. In addition to the above seminars, we may also have some special lunch events and events with visiting scholars and guests. Please check the Department's 'Events' page for the latest updated series and further details: https://www.maynoothuniversity.ie/geography/events

Getting Involved in the Department
There are different ways you can get involved beyond interacting with your fellow MA SJ colleagues during class and study time. You can meet with your instructors and supervisor during office hours to discuss a range of topics beyond your own research interests. In addition to attending departmental seminars, there are special additional events and outings that we offer each year. You may choose to go to lunch or tea with a visiting guest, or you can arrange to meet with one of our partners after a special event. You may choose to write a blog, tweet or create a video about your work. Or you may choose to become one of the MA course representatives, or become involved at the Faculty or University level as a postgraduate student rep. You can consider tutoring some of our undergraduates, or volunteer to work with some of our PhD

candidates and postdoctoral fellows. You can find out about the different topics and groups that many of staff and postgraduates are actively engaged with, from NGOs, to professional conferences, to civil society causes, to artistic collaboratives, to political actions, and others, and you may decide to become involved in the public life of your community.

MU Geography Social Media

Follow us/Tweet to us at @MaynoothGeog

Videos: Maynooth MA Geography Video: Tell your friends! Help us add to this page! ☺ (We will hope to get a SJ video made soon!)
https://www.youtube.com/watch?v=W5Q4-fwaGoU

Maynooth Geography Blogs & Podcasts

Blogs and podcasts are an increasingly common medium through which academics communicate with each other and the world at large. Maynooth is an exciting place in this regard, with numerous academics blogging for diverse audiences. Blogs and podcast series you should consider subscribing to include:

Geography's *Eye on the World*, a blog written by Maynooth Geography staff and students, includes postings about geography in the news, geographers in the news, news stories that are especially geographic, or stories we feel should connect with a large swathe of our student body. The site is managed by Dr. Alistair Fraser. Some information about the MA is featured here, and many of our former MA Geography students and PhD students have also published blogs about their coursework or research. See: http://maynoothgeography.wordpress.com/

Critical Ecologies is an ongoing podcast series linked to the MA in Spatial Justice. The series features 30-45 minute interviews with previous MA students about their independent research on issues of spatial and environmental justice in Ireland. This year, students taking GY629 may record similar podcasts which will be shared here and through social media.
https://www.maynoothuniversity.ie/geography/media-and-publications/critical-ecologies

Irish Elections: Geography, Facts and Analyses, a blog written by our own political geographer Dr. Adrian Kavanagh, has been cited among the most important/used blogs in Irish politics. See: http://adriankavanaghelections.org

Contour Lines, a blog written by our own **Conor Cahalane**, co-Director of the MSc in GIS and Remote Sensing, explores the latest trends in GIS, geo-visualisation, citizen-mappings to new applications in remote sensing. See: http://wdddslwtm.blogspot.com/2018/10/geo-for-good.html

Ireland after NAMA is another well-regarded and cited blog to which many Maynooth University Geographers regularly contribute. Run out of NIRSA and managed by Dr. Cian O'Callaghan at TCD, it focuses on a range of critical commentaries and useful analyses focused on Ireland after NAMA. See: http://irelandafternama.wordpress.com/

Rooms and Facilities
Rhetoric House, South Campus: The department has five main taught Masters teaching rooms: the Waddington Tutorial room, the Rocque Lab, Cartography Lab, Physical Geography Lab and Computer Room 1. MA students can enter and use the computers in CR1 only if the room is not being used. Your Maynooth card is needed for swipe entrance to the Cart Lab and CR1 rooms. On Thursdays and Fridays, the Waddington Room is mostly assigned to the MA in Geography, which means you should be able to spend free time in there, however please try to keep this room tidy.

Library

MU Library will be essential to you in finding the **physical and virtual spaces that you need**, including:

- accessing physical books, journals, and Special Collections & Archives, subject to C-19
- 24/7 access to our electronic collections online (eBooks/eJournals/databases)
- exceptional digital collections, including extensive digital primary sources for your research
- a dedicated PG study room with swipe access; a quiet zone in the library for you
- bookable group study-rooms
- relevant PG training during the year (online & in-person) that will support your study
- inter-library loans/document-supply and access cards to other libraries
- dedicated staff who provide information and research support to all PG levels

Taught Master's students have the support of the Teaching & Learning Librarians during the year (see below for contact details). They run popular Taught Master's Workshops at critical points in your year for preparing your assignments. Sessions in 2021 covered:

- *Moving from your thesis proposal to research and writing your thesis*,
- *Developing your thesis: researching & writing*, and
- *Successful Reference Management and Tools for Thesis Writing.*

The library homepage is: https://www.maynoothuniversity.ie/library where you can explore the range of our collections, and services that provided. The 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.

The library also runs other popular online training sessions that you can follow at your own pace: See LISTOnline (Library & Information Skills) or you can attend one of the interactive LIST sessions in the library on a variety of information topics and critical skills. Take a look at the range of sessions that you can attend here: http://nuim.libguides.com/list

Some other useful links and contacts for the Library are as follows:
LIST online: http://nuim.libguides.com/list-online
Taught Postgraduates contact: Áine Carey aine.carey@mu.ie, Rachel Hynes rachel.hynes@mu.ie, and Saoirse de Paor saoirse.depaor@mu.ie
Research students & staff (research support) contact: Ciarán Quinn, ciaran.ciaran.quinn@mu.ie
Academics (general library queries) contact: Helen Farrell, helen.farrell@mu.ie

The MA Geography: Overview

The MA in Geography in the Department of Geography at Maynooth University offers students the opportunity to develop their understanding of human geography while also significantly enhancing their transferrable and research skills. Students are provided with insights into the ways that cities, communities, social institutions, and local/global networks function in real-world settings, critically consider historical and present power-relations, and work with partners to imagine more just futures. The MA is available both full-time (1 year) (MHN60) and part-time (2 year) (MHN61).

The MA in Geography encourages students to develop professional geographical and transferrable skills, including learning to: think spatially, use multiple methods, manage time, be flexible, work in teams, develop ethical and respectful research practices, interpret different forms/types of data, improve forms of verbal and written communication, gain confidence, and participate in public life. For students returning to academic study after, or even alongside of, a period of employment, the public engagement and field immersion emphasis of our course offers students the opportunity to reflect critically upon their past and existing careers. For those yet to establish their own career paths, students are offered opportunities to establish civil society networks that can be useful in later finding work. Finally, the course provides an excellent platform for those interested in progressing to a PhD.

The course offers a wide-ranging **programme of taught modules** that develop competencies in human geographic thought and field methods; methodological modules develop skills in analysis, research and public engagement; and specialist modules provide the opportunity for research-led teaching and learning (see selection of modules below). In addition, all students submit a thesis based upon **independent minor research thesis** at the end of the course.

The thesis is the capstone to MA and is between 12-15,000 words. The basic elements of a minor thesis include: an *introduction*, setting out the aims and scope of the thesis, main research questions, the material to be covered in each chapter, and the significance of the study; a *review of scholarly literature* relevant to the thesis subject matter; an overview of relevant *geographical and historical contexts* to situate and justify the study; a detailed *methodological statement*, setting out the research design, and the methods and sources employed in acquiring and analysing information to answer stated research questions; a series of *thematic and/or case study chapters* providing detailed discussions and analyses of original research (i.e. findings should be framed and interpreted by providing a more in-depth and nuanced discussion of scholarly work); a *conclusion*, which should recall the initial aims of the thesis, summarise the main findings, indicate the significance of the findings within existing scholarly literature, and (where appropriate) make recommendations (e.g. of a policy nature, or for future research); a *bibliography* of the works consulted in the preparation of the thesis; *appendices* with additional material relevant to the study, such as: consent forms; sample questionnaire, survey, and/or interview questions; tables of summary primary or secondary data collected; lists of codes used to analyse data; and/or other relevant materials. Students will be provided more details in GY609 and the MA Thesis Handbook.

Students will develop the thesis research project by working directly with a supervisor. In GY609, students explore their ideas for a thesis topic, and either choose or be assigned a topic and supervisor based upon their specific research interests in the first semester. Once a supervisor is approved, students are expected to meet with him/her during office hours and/or by appointment regularly. At a minimum, students should arrange meetings with a supervisor to discuss: research questions, research design and preliminary literature review (during S1 and over winter break); their thesis proposal (end of S1 to presentation in late Jan/early Feb 2025); developing the literature review, ethics, appropriate research methods (S2). Students must present work in progress and a research, writing and revision schedule for the 'summer sign off' (20 June); and three weeks prior to submitting the thesis (5 September).

Public Engagement and Our Partners

An exciting component of MA in Geography and a highlight of a number of our modules is the opportunity to engage with local, national and international experts. This approach has been recognised in 2020 by the Irish University Association and Campus Engage by selecting our GY619 Public Engagement and Spatial Justice module as a national case study for those seeking to earn a digital badge in 'Community Based Teaching and Learning'.

The MA in Geography recognises the importance of theoretical insights, concepts, geographical imaginations and ways of knowing by scholars, practitioners, artists, and community leaders, and we have established partnerships and collaborations with partners actively involved in public engagement practices advancing the field of spatial justice. Geography collaborations with organisations and practitioners benefit our students in a number of ways. Students may work on a research project with a partner, learn about recent projects through a guest lecture, or, as part of a module, visit practitioners and professionals in situ to learn more about their work. Our partners are experts who offer spatially relevant knowledges, creative practices, and grounded expertise from which scholars, professionals and citizens can learn in order to create better places, communities, cities, towns and environments.

This year's engagement partners may include:
- Bohemians Climate Cooperative: https://www.instagram.com/bfcdublin_clico/ (GY619)
- Neighbourhood network https://neighbourhoodnetwork.ie (GY619) 'Our Shared Plate' https://neighbourhoodnetwork.ie/our-shared-plate/
- Community Roots: https://communityroots.ie/

More information about partners and public engagement opportunities associated with specific modules will be announced throughout the year. Students interested in working with partners for their thesis research should contact the Course Director as soon as possible and/or their thesis supervisor. Other past partners for modules and student theses have included:

- Action from Ireland (Afri)
- Asylum Archive
- Bradóg Regional Youth Services (North Dublin)
- Community Action Tenants Union (CATU)
- Cloughjordan Ecovillage (Tipperary)
- Connect the Dots (Dublin)
- Creative Rathangan
- Dublin Bay North Choice and Equality Network
- Icon Factory (Dublin)
- Irish Heritage Council Small Walled Towns Network
- The Irish Housing Network (IHN)
- Kildare County Council Arts Service
- Maynooth Housing Justice Research Group
- Maynooth Housing Action
- Irish Museum of Modern Art
- Office of Public Works Ireland (Oifig na nOibreacha Poiblí)
- A Playful City
- Project Arts Centre
- Services Industrial Professional and Technical Union (SIPTU), National and Community Campaigns, and Research Division
- SPARK (Single Parents Acting For Rights of Kids)
- Upstart

MA Geography Course Structure & Options, 2024-25

To meet the requirements of the Geography MA, students are required to accumulate 90 credits (ECTS) over 1 year full-time and over 2 years part-time. For the one-year full-time option, the course runs from September 2024 to September 2025 (thesis due 12pm, 5 September). For the part-time two-year degree, the course runs from September 2024 to September 2026.

Please Note! Specific dates/times may vary for each module. All Geography modules meet in the Waddington Room, with some lab and excursions in other venues. For modules with field excursions and special events (GY607 (S1) and GY619 and GY629 (S2)), students are expected to meet instructors at a designated meeting place to be provided by the instructors. Days, times and venues for all modules in both semesters are subject to change; details will be posted on Moodle and announced in class.

Each student must complete 50 credits of *compulsory* modules in Semesters 1 & 2, as follows:

Module code	GY609
Module name	Thesis Development
Credits	30
Semester	One and Two
Instructor	Louise Sarsfield Collins
Location & time	S1 & S2: Thursdays, 2-4pm Waddington Room

Module code	GY608
Module name	Thinking geographically
Credits	10
Semester	One
Instructor	Prof Mark Boyle
Location & time	Fridays 10-12pm (sometimes 9-11am TBA), Waddington Room

Module code	GY607
Module name	Field school
Credits	10
Semester	One
Instructor	Prof Gerry Kearns
Location & time	Fridays 2-4pm, lectures, Waddington Room; with three field excursions in Dublin, 1-4pm

In addition, students must complete another 40 credits (20 credits per semester) from the following options. We recommend taking a max of one non-Geography elective, but will consider students taking 20 credits non-GY elective modules, depending on their research interests, with permission from the Course Director.

Semester 1
Geography Option

Module code	GY625a
Module name	Understanding Digital Society
Credits	10
Semester	One
Instructor	Prof. Rob Kitchin and Dr. Alistair Fraser
Location & time	Thursdays 11-1pm, Waddington Room

Non GY-Electives

Module code	AN692
Module name	Anthropology & Development
Credits	10
Semester	One
Instructor	Chandana Mathur
Location & time	Mondays 10-12pm

Module code	MD624
Module name	Irish Media History
Credits	10
Semester	One
Instructor	Dr Stephanie Rains
Location & time	Mondays 12-2pm

Semester 2
Geography Option

Module code	GY619
Module name	Public Engagement
Credits	10
Semester	Two
Instructor	Prof. Karen Till
Location & time	Fridays 2--4pm, Waddington Room

Module code	GY629
Module name	Spatial Justice: Geographies of Social and Environmental Change
Credits	10
Semester	Two
Instructor	Dr. Patrick Bresnihan
Location & time	Fridays, 10-12pm Waddington Room

Module code	GY621
Module name	Dublin Urban Laboratory

Credits	10
Semester	Two
Instructor	Louise Sarsfield Collins
Location & time	Thursdays 11-1pm, Waddington Room

Non GY-Electives

Module code	AN693
Module name	Anthropology of Digital Media
Credits	10
Semester	Two
Instructor	Dr Pauline Garvey
Location & time	Tuesdays 10-12pm

Module code	MD632
Module name	Media Publics
Credits	10
Semester	Two
Instructor	Dr Gavan Titley
Location & time	Wednesdays 10am-12noon

Further Details about Modules on Offer, 2024-25

The following module descriptors are provisional: content, assessment and timetables for all modules may be subject to change. Instructors will provide specific details the first day of classes and reserve the right to make adjustments to module content and assessment. Changes will be posted on the course Moodle website, and announced in class by instructors. **It is the responsibility of the students enrolled in a given module to regularly check their Maynooth University emails and Moodle pages to monitor changes**.

Semester One
GY 607: Field School (10 credits) – compulsory module

Instructor	Professor Gerry Kearns
Location & time	Fridays 2-4pm, Waddington Room, with three field excursions, in Dublin, 1-4pm
Overview	This course asks about the place of fieldwork in the study of Geography. We take three themes and explore them both in the classroom and in the field. Students are asked to reflect upon the value of fieldwork for each of the three topics in Human Geography: Historical Geographies; Activist and Artistic Geographies; Commemorative Geographies and Landscape Iconography. For each topic there is a two-hour seminar and half-day field trip in Dublin 8 (Inchicore). Students will develop their own responses to the provocation of readings, seminars and field-visits in consultation with the instructor.
Learning outcomes	• The students will develop an appreciation of the place of fieldwork as a research method in human geography. • The students will have a clear idea of some of the elements of the cultural and historical geography of Dublin. • The students will have an understanding of the ethical challenges of local studies in urban areas.
Assessment	100% continuous assessment.
Further details	A reading list, information about assessment, deadlines, and transferrable skills will be handed out in the first class and available on Moodle.

GY608: Thinking Geographically (10 credits) – compulsory module

Instructor	Professor Mark Boyle
Location & time	Fridays 10-12pm (sometimes 9-11am TBA), Waddington Room

Overview	This mandatory module addresses key debates on the nature and practice of geography, drawing on historical and contemporary scholarship from a range of academic contexts. The module will focus on key concepts that underpin geographical thoughts, and key approaches to the practice of geography.
Learning outcomes	On successful completion of the module, students should be able to: Identify and analyse key theoretical debates in the discipline of Geography; Locate and contextualise their independent research within the key theoretical debates of Geography; Critically analyse the ways in which their independent research contributes to broader theoretical debates in Geography.
Assessment	100% Continuous Assessment. This module counts for 10 credits. You are expected to attend and participate in classes and read widely in conjunction with this module. The module will be assessed by continuous assessment (100%)
Further details	Reading lists will be made available following the first class.

GY609: Thesis (30 credits) – compulsory module

Instructor	Louise Sarsfield Collins
Location & time	Thursdays 2 – 4pm, Waddington Room (Please note this module continues in Semester Two).
Overview	This 30-credit, year-long module provides the structure for, and recognition of the hours involved for students to conduct an original piece of geographical research, including the collection, analysis and interpretation of data, and contextualisation within the wider academic literature.
Learning outcomes	On successful completion of the module, students should be able to: • Demonstrate knowledge of the theory and concepts of a specific area of geography • Conduct original geographical research under the supervision of a thesis advisor, including the collection, analysis and interpretation of data using a variety of methods and contextualisation within the wider academic literature. • *Produce a substantive piece of original geographical research and present it coherently in the written form of a thesis.*
Assessment	100% Continuous Assessment. This module counts for 30 credits. You are expected to attend and participate in classes and complete a series of formative assessments in conjunction with this module. The module will be assessed by continuous assessment (100%)
Further details	Full module guide including learning resources, schedule and assessment details is available on Moodle and will be explored during our first class.

GY625a: Understanding Digital Society (10 credits) – optional GY module

Instructor	Dr. Alistair Fraser & Professor Rob Kitchin
Location & time	Thursdays 11-1pm, Waddington Room
Overview	Algorithms autonomously, although often with human input, govern our lives in numerous, diverse, and often hidden ways: inside apps or on platforms such as Facebook; in public space or at the supermarket; and when applying for jobs or a credit card. The pervasive use of algorithms gives rise to the concept of 'algorithmic governance,' that is, processes and practices of governance in which algorithms play a significant and expanding role. Algorithmic governance raises a variety of questions for critical scholars. Geographers have been at the forefront of these explorations. This module uses these contributions by geographers (and others) to review, examine, and assess the spaces of algorithmic governance. Particular attention is paid to algorithmic governance as it affects the body, the home, public space, commercial activity, and geopolitical calculations. Key

	theoretical approaches to understanding algorithmic governance will be critically evaluated. Major debates about the drivers of algorithmic governance will be introduced and discussed.
Learning outcomes	On successful completion of the module, students should be able to: Critically evaluate theoretical approaches to understanding algorithmic governance; Debate and discuss the drivers of algorithmic governance; Bring geographical theories together with a chosen example to develop new insights into algorithmic governance; Demonstrate substantial analytical skills including the articulation of theoretical concepts and ideas, critical awareness and thinking; Debate and critique arguments from published research in a concise and precise manner in written form; Manage their own learning so as to make appropriate use of a full range of available resources.
Assessment	100% Continuous Assessment. 20%. You must submit an annotated bibliography based on eight papers you have found that connect with the theme of digital geographies. Submit this by Thursday October 26th. 20%: You will be required to make a 10-minute presentation to the class on Thursday November 30th. The presentation will inform the class about the materials and arguments you will make in your paper. 1) 60%: You will be required to write 3000-word auto-ethnography that uses two or more of the following key concepts (code/space, algorithmic governance, data colonialism, surveillance capitalism, ethics of care, slow computing) to make sense of your digital life and its geographies; Submit this via Moodle by 5pm December 21st. We will follow what we'll refer to as the 'Markham approach,' which you can read about here: https://annettemarkham.com/2022/11/digital-literacy-ten-year-pedagogy/
Further details	A reading list will be handed out in the first class and available on Moodle.

Semester 2
GY619: Public Engagement (10 credits) – compulsory module

Instructor	Prof Karen Till
Location & time	Friday 2-4pm, Waddington Room, plus additional workshops off campus
Overview	In this module, students work on a 'real world' project as developed with a partner through such platforms as: action research; participatory action research; community service learning; advocacy for a civil society group; an internship with a community group, NGO, artistic institution or collaborative; participating and contributing to an activist, community or creative group or collaborative; or another public engagement framework. Students will work either in teams or individually on a project. This module will involve collaborative work with the chosen partner.
Learning outcomes	Upon completion of the module, students will: become familiar with applying key theoretical concepts and research methods in Geography to real world projects; become familiar with the theoretical and practice-based debates with respect to publicly engaged research approaches, such as participatory and action research design; develop a reflexive understanding of one's own critical lens on the world through this application and by working with local experts and other professionals; gain experience in applied empirical research and creative and/or activist practices on a project defined by a partner working on geographically relevant topics; and gain real life

	experience working with people outside of academic which provides a range of transferrable skills relevant for student post-MA careers.
Assessment	100% continuous assessment, details TBA.
Further details	A reading list, assessment details and deadlines, information about partners, and transferrable skills will be handed out in the first class and available on Moodle. A high level of attendance and participation is required as part of the overall module mark will be based on in class work and team projects. This module is based on students working independently and engaging with the project as a team.

GY629: Spatial Justice: Geographies of Social & Environmental Change (10 credits) – compulsory module

Instructor	Dr. Patrick Bresnihan
Location & time	Fridays 10-12pm, Waddington Room
Overview	From the effects of climate change to Covid-19 vaccines, the distribution of environmental harms and vital resources are socially and spatially unequal. At one level, this is obvious. What is not so obvious are the underlying causes of spatial and environmental injustice and how these are connected to the long histories and uneven geographies of colonialism and capitalism. As well as bringing an historical and theoretical approach to our understanding of spatial and environmental injustice today, this module aims to do two things: first, to focus on the social and intellectual movements around the world that have connected issues of land, race, labour, decolonisation and ecology; second, to connect these movements to the contemporary Irish context. How can our understanding of spatial and environmental justice in Ireland be broadened and deepened through an engagement with places and movements that seem at first glance far removed from here? Classes will include close reading and discussion of key texts and films, guest talks, and a field trip towards the end of the semester.
Learning outcomes	On successful completion of the module, students should be able to: Critically evaluate theoretical approaches to understanding spatial and environmental justice; demonstrate the importance of spatial and environmental justice considerations in the context of state planning and policy-making; apply critical theoretical tools to the Irish experience, generating novel perspectives on a contemporary issue of spatial and environmental injustice; manage their own learning so as to make appropriate use of a full range of available resources; effectively communicate their learning to an interested, non-academic audience via podcast and social media.
Assessment	100% Continuous Assessment. This module counts for 10 credits. You are expected to attend and participate in classes and read widely in conjunction with this module. The module is orientated around an independent research project on an Irish-related topic of the student's choice. Continuous feedback throughout the semester will support you in this work. The module will be assessed by continuous assessment (100%).
Further details	Details about the module's schedule, readings, specific assignments, assessment, and transferrable skills will be outlined in the first class and made available on Moodle.

GY621: Dublin Urban Laboratory (10 credits) – optional GY module

Instructor	Louise Sarsfield Collins
Location & time	Thursdays, 11-1pm, Waddington Room, with Dublin field excursions, 1-4pm (dates tbc)
Overview	Dublin is a particularly interesting city for urban studies and economic geography students to examine and forms a key focus of our Masters in Geography degree. Using Dublin as an active research laboratory,

	this field-immersion class investigates a range of pressing political-economy themes, bringing together rich and varied scholarship from leading researchers in Maynooth and Dublin-based universities and the valuable experiential analysis of community workers, policy makers and a range of other urban actors. Comprising a mixture of seminars, workshops and field excursions, key suburban, peri-urban, central and inner-city field-sites, form the objects through which students examine key social, political, economic, historical, cultural and environmental dilemmas of this capital and coastal city, where neoliberal financial regimes have restructured urban space to a significant degree. This field-immersion class posits Dublin as an active research laboratory in which to treat some of the central themes of urban and economic geographical analysis. It includes a semester long applied research project which will be conducted with stakeholder engagement in mind, and is taught through a combination of lectures, field excursions and workshops.
Learning outcomes	On successful completion of the module, students should be able to: demonstrate a critical awareness of current socio-spatial issues and challenges relating to Dublin; demonstrate familiarity with applying key theoretical concepts in urban and economic geography to real world situations; apply field-based observation, interpretation and analysis skills; demonstrate familiarity with methodological approaches and analysis techniques of Dublin's contemporary urban and economic geographers; and appreciate field-based research activity by engaging with a range of urban actors.
Assessment	100% continuous assessment.
Further details	A reading list, assessment details and deadlines, information about partners, and transferrable skills will be handed out in the first class and available on Moodle.

Transferrable Skills

You will learn and practice a wide range of transferrable skills when completing your modules and when conducting your original research for the MA thesis. You will learn to become excellent professional geographers but much more besides. For example, depending on the module in question, you will:

- set and realize goals;
- break down larger projects into smaller, realisable tasks;
- problem solve;
- nurture creativity and creative thinking;
- develop interpretive skills;
- identify appropriate qualitative and quantitative research methods are needed to gather, interpret and analyse data for particular projects;
- effectively use computers and different software packages/technologies that are relevant for specific projects;
- adapt to new situations;
- trouble shoot;
- take initiative and develop leadership skills;
- work in teams;
- network;
- motivate others;
- listen to others;
- manage time effectively;
- follow instructions;
- think critically;
- develop strong written and verbal communication skills;
- write and communicate for different audiences;
- develop numeracy skills;

- make professional presentations;
- use specific analytical skills;
- act as a professional in different settings;
- be respectful and responsible to a range of experts and work/research partners;
- conduct research ethically.

Each module instructor will highlight the key transferrable skills applicable in their module. Referring to this list and your module syllabus will be helpful in describing your experience and training in your resume/cv and when applying to jobs after graduation.

Overview of course policies

The MA in Spatial Justice is designed to nurture independent and critical thinking from a human geography perspective. Students are encouraged to actively participate in all lectures, practicals and seminars, and to fulfil the requirements of the various components of the course. By nurturing contacts with our public engagement partners, as well as through the advice of our world-class researchers, students on the course will also have the opportunity to develop their academic studies towards practical and relevant competencies. Since this is a postgraduate course, a high level of performance and contribution is expected from each participant.

Your Responsibilities as a MA Geographer

This is a postgraduate course. Therefore a high level of performance and contribution, as well as professionalism, is expected from each participant.

Academic Integrity

University work must meet the professional standards of honest and moral behaviour for academic work. This includes how we address each other and the consideration we show to each other in our interactions. Should we need to raise questions with each other, it is professional to give people a clear statement of what we are asking and to give them a reasonable time to respond. We should not anticipate people working outside core working hours. We should acknowledge that we may have differences of opinion and interpretation and that we have a right to be heard with respect. But this also means that we must understand how to make an academic argument—by drawing upon evidence, by understanding the point of view of those who have reached different conclusions, and by appreciating that we may learn new things that could change our view. We can disagree and learn how to understand the basis of that difference. Only then can we develop our own views in ways that allow them to make an effective contribution to a collective debate.

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.

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 your include, even if you put them in quotation marks, will be highlighted but, provided you have given your source correctly and this does not make up too much of your total length of your essay 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.

You should familiarise yourself with the MU Policy on Plagiarism and Academic Integrity. You should also consult the MU website on Academic integrity and AI as this is a fast-evolving area. The Department of Geography policy is that, unless a member of the teaching staff explicitly gives you permission for a specific assignment, you are not permitted to use 'generative AI' software or services (such as, but not limited to Chat-GPT) to create any text, in part or full, for any of your assignments. Failure to follow this ruling will be considered, and treated as, plagiarism. In line with university policy, where there is any suspicion of plagiarism, the examiner will have the opportunity to examine the student in an oral examination, which will then be a compulsory part of the examination process for that student.

You can find further guidance to referencing in *The Reference Point: The Maynooth Guide to the Harvard Referencing System*, available online here. You will also need to consult your lecturer, or module specific handbooks, and pay attention to the general practice in the particular subdiscipline of Geography you are working in.

Consequences of Plagiarism
At the Masters level we are not expecting to see very much plagiarism because you will already have learned better practice as an undergraduate. If we do see cases where it looks like you are claiming credit for the work of others, we will refer the work back to you for you to correct the shortcoming. However, please realise that we fully expect you to avoid this altogether.

Attendance and Assignments
In order to fully benefit from the programme, students are expected to:
- Attend the full range of modules that are enrolled during the academic year.
- Do their assigned preparatory readings prior to class meetings.
- Be prepared to participate in class discussion.
- Be prepared to engage in team-work on certain tasks and projects.
- Attend all Geography Seminars.
- Act professionally and responsibly when interacting/working with our public engagement partners.
- Submit all written coursework by the due dates (as per policy below).

If a student fails to meet the above expectations, including regular class attendance and participation, performance and progress will most certainly be affected.

Attendance, punctuality and participation are compulsory for all classes and students are expected to come prepared to class. If there is a documented personal/medical reason for not coming to class, it is the student's responsibility to let the instructor and course director know in advance. As a postgraduate student learning to be a Master of your discipline, it is expected that you turn up for class on time and participate fully on all occasions. Problematic attendance, punctuality and participation will be reported to course director.

Mandatory deadlines will be strictly enforced. We have coordinated all assignments across modules so that student workload will not get piled up. Assignments submitted after the set deadlines will be penalised unless there are extremely extenuating personal or medical circumstances. The course director and instructor will consider extensions on a case by case basis. The circumstances must be communicated to, and accepted by, the lecturer prior to, or, in cases of unexpected emergencies, immediately after, the relevant deadline.

Submission of Coursework: For module assignments/coursework, the standardised *cover sheet* must include: the name of the student, her/his student number, the title and code of the module, the name of the lecturer who gave the assignment in question; when appropriate, a thematic title for the work; and the total word count of the student's work, along with what percentage the submitted work is over/under the assigned word count. A blank cover sheet will be available from your module instructors.

Word-count limits will be strictly enforced and penalties applied for submitted work significantly over- or under-word counts. Students are required to indicate what the assignment/thesis total word count is on the cover sheet accompanying submission of coursework, as well as what percentage the submitted work is over/under that word count, and what penalty, if any, applies.

Referencing

When you refer directly or indirectly to the work of others in the text of your own work, you MUST identify the source clearly. Detailed guidelines are available in *The Reference Point*, available from the Department of Geography web page.

Student Feedback, Writing Support and Provisional Marks

For all modules, instructors will provide students with feedback on assessed work with written suggestions on how to improve in further work during and at the end of each semester. Please refer to the marking criteria in the section below to help you to interpret the mark/numerical grade assigned to your work. Provisional marks following submission and marking of coursework will be provided in a timely manner. By the conclusion of each module, all students must have uploaded all assessed work electronically on module Moodle pages by the final assignment deadlines.

Writing Support: Maynooth University Academic Writing Support

In addition to getting feedback from your instructors and supervisor, we recommend that all students regularly visit the *Maynooth University Academic Writing Support office* to work on revising draft papers and theses, and get feedback on their written work. Doing so improves students' communication skills and also improves marks. According to their webpage: "Academic Writing Support offers free, friendly, non-judgemental writing help to any student, undergraduate or postgraduate, regardless of course, degree or level". They offers individual appointments and group workshops. For more information see: https://www.maynoothuniversity.ie/student-success/your-academic-journey/writing-support; email: writingsupport@mu.ie

Feedback from you

Students will have different opportunities throughout the academic year to provide feedback on their postgraduate experience, including the following:
- Regular informal meetings will take place between the Course Director and one to two course representatives, to be selected in October 2024. Students should feel comfortable raising concerns and complements relating to the programme to their MA reps, who will pass these along to the course director anonymously. MA representatives should make sure that they consult with their fellow classmates before each meeting to relay feedback, questions and potential concerns to Patrick.
- All students are also welcome at any time to discuss issues directly with the Course Directors, Instructors, Supervisors, and/or Head of Department.
- Anonymous module evaluations will be conducted at the close of each semester. Lecturers will not receive the evaluations until after their provisional marks are submitted.
- Anonymous overall MA course and Athena Swan surveys will be conducted at the close of the second semester. Course directors and the external examiner will have access to the MA

course evaluation. Departmental Athena Swan officers will see these and mask any personal identifiers before sharing the data with the Department's AS working committee.
o All students are invited to provide feedback to our external examiner in person (in October), which is a very important form of student and course feedback.
o Students should make sure that they are represented at the University level by:
    o Having representatives to the Graduate Feedback Council
    o Attending the Postgraduate Researcher's Forum

Grading System

To qualify for the award of Master of Arts, students must obtain a minimum of 40% for their research thesis and an average of 40% for all remaining components. Details about postgraduate marks and standards are available at: https://www.maynoothuniversity.ie/exams/information-students

All marks must be completed and examined by the University examination board meetings, which for the MA Geography is usually in October/November (all marks have to be submitted in June for coursework and in November for theses). Please note that there is no provision for repeating the continuous assessment (CA) component of any MA modules. In exceptional circumstances (documented medical and/or personal emergencies), the course director may grant a student the possibility of taking an incomplete for a module or for the thesis, but this will most likely mean that the student will not be able to graduate until the following academic year; CA marks originally obtained for coursework completed will be carried forward for repeat purposes the next year/semester.

The grading system used for each module is as follows:
First Class Honours: 70+%
Second Class Honours Grade I: 60-69%
Second Class Honours Grade II: 50-59%
Pass: 40-49%
Fail: <40%

Bullying and Sexual Harassment
Bullying and sexual misconduct are unacceptable at Maynooth University. Bullying is where repeated mistreatment of a person undermines their capacity to thrive at university. In a university setting, this includes, but is not limited to, ridiculing a person or making abusive remarks. Sexual misconduct includes any sexual contact that is unwanted or to which someone did not or was not able to give consent. In full confidence of your complaint being received respectfully, seriously, and in confidence, you may contact the Head of Department, Stephen McCarron, Stephen.mccarron@mu.ie. To make Maynooth a place that is safe, respectful, supportive and positive, there are a number of initiatives now underway. If you would like to know more and/or get involved see MU Equality & Diversity and/or email: equality@mu.ie

Help! If something goes wrong

If you experience academic or personal difficulties during the year, there are a number of ways you can get help. More general issues may be raised by course representatives, who will anonymously relay your concerns to Patrick, the MA Course Director. Your first point of contact for academic difficulties should be your module instructor, and then Patrick. For difficulties with your MA thesis, your first point of contact is your supervisor, and then the MA Director. If this is not satisfactory, you should contact the Head of Department (Dr. Stephen McCarron). In addition, the University has a number of support services, including a Counselling Service, a Chaplaincy, a Mature Students Office, a Disability Office and a Students' Union. Key contact details are below:

Name	Email	Telephone
Stephen McCarron, Head of Department	stephen.mccarron@mu.ie	01-708 6153
Adrian Kavanagh, Deputy Head of Department	adrian.p.kavanagh@mu.ie	01-708 6014
Patrick Bresnihan, MA Course Co-Director	patrick.bresnihan@mu.ie	01-708 3756

Dean of Graduate Studies, Prof. Ray O'Neill	vicepresident.research@mu.ie	01- 708 6682
Graduate Studies Office	graduatestudies@mu.ie	01-708 6018
Student Counselling Service (Kay Lynch)		01-708 3554
Chaplaincy	chaplaincy@mu.ie	01-708 3320
Mature Students' Office	emer.sheerin@mu.ie	01-708 3307
Disability Office	rosario.ryan@mu.ie	01-708 6341
Students' Union	students.union@mu.ie	01-708 3669
Postgraduate Feedback Council	marie.murphy@mu.ie	01-708 6016

In some exceptional circumstances, you may need to suspend your registration to your postgraduate degree. This is dealt with on a case-by-case basis. For this to be considered, you need to discuss your case first with Patrick who then does the research regarding what options might be available to you. After you make an informed decision, you may have to discuss your decision with the Department Head (Stephen McCarron), and/or fill out forms and get signatures. For extreme circumstances or if a special case needs to be made to the Registrar, documentation will be needed. **In all cases, the earlier we know about difficulties that have arisen, the more we can do to address them.**

Maynooth University also has a number of useful support services for students at all levels to supplement the support given within the departments. We would draw your attention to these general supports as well as those specifically associated with personal support, counselling and academic advice. The University takes all personal problems and learning disabilities seriously and provides support for student physical and mental health and safety at all levels.

Student Counselling	Ext 3554
Academic Advisory	Ext 3368 or email: advisory.office@mu.ie
Student Services	Ext 4729 or email: student.services@mu.ie
Students Union	Ext 3669 or email: students.union@mu.ie
Student Health Centre	Ext 3878
Health & Safety	Ext 4720/ 6521
Security	Ext 3929/ 3589 or 3333
Career Development Centre	Ext 3592 or email careers@mu.ie
Note:Dial 01-708 in front of the extenstion numbers if you are using a mobile/external phone.	

Grade-Related Criteria for Coursework

Marking criteria and guidelines used for marking are presented here for the following types of assessment: coursework essays, reports, and projects; and oral presentations. These are provided as broad guidelines only and should be read in conjunction with the specific advice on assessment that is provided by the module instructor.

Essays and Projects

The key criteria used to arrive at the mark reflect the ability of students to:
- respond to a specific question, puzzle or challenge;
- undertake independent study of the topic in question;
- structure an argument;
- provide evidence of critical and independent thinking and interpretation;
- support an argument with reference to different relevant literatures and examples;
- evaluate and analyse different kinds of evidence (and/or data);
- support interpretations using relevant evidence (literatures, examples, data);
- show awareness of the strengths & weaknesses of methods of inquiry and analyses;
- communicate effectively in writing;
- produce a well-presented piece of work.

Grade Range	Grade Related Criteria for Essays/Reports
90+ First Class Honours	− Exceptional work, exceeding the criteria listed for 80+. − Contains material of publishable quality, as a whole or in part, as a journal paper, and is worthy of retaining for reference.
80-89 First Class Honours	− Excellent to exceptional answer, exceeding criter listed for 70+. − Evidence of extensive reading that demonstrates an impressive ability to understand theoretical literature and to make connections between that literature and appropriate examples. − Original insight and use of evidence. − Where appropriate, originality in the application of methodology. − Where appropriate, exceptional analytical and interpretive skills. − Ability to make connections between own results and the literature, where appropriate. − Very well written with no grammatical or other errors. Excellent use of citations and strong references.
70-79 First Class Honours	− Very good to excellent answer based on extensive reading and a clear understanding of theoretical debates. − Original or insightful answer drawing on own observations and critical treatment of literature. − Strong insight and/or originality in the application of methodology − Strong analytical/interpretive skills. − Ability to make connections between own results and the literature, where appropriate. − Very well written with no to few grammatical or other errors. Excellent use of citations and references. − Contains material that is potentially of publishable quality, in part, as a journal paper, and / or is worthy of retaining for reference.
60-69 Second Class Honours, Grade I (upper)	− Good to very good answer that shows a thorough understanding of arguments, contributions and context, with efficient use of relevant reading and examples. − Well organised, clearly expressed and a direct response to the question / topic. − Evidence of good analytical skills and reflecting wider reading. − Shows insight and thoroughness in the application of methodology. − Ability to make connections between own results and the literature, where appropriate. − Few spelling or grammar errors, and good use of citations and references. − Does not display the outstanding ability, critical acuity and/or originality characterising the award of first class honours.
50-59 Second Class Honours Grade II (lower)	− Fair to good answer, with a competent treatment of ideas and concepts from classes and set reading. − Evidence of good effort and sound argument, but little evidence of critical insight or independent critical appraisal. − Competent but lacklustre application of methodology. − Little attention given to the limitations of approaches (in literature and/or methodology). − Good to fair analytical skills. − Little evidence of being able to connect own results with the literature, where appropriate. − Some spelling, grammar and/or citational/referencing errors, but not enough to detract from main arguments.

40-49 **Pass**	– Adequate answer to pass. – Demonstrates a very basic understanding of the question / topic and of the broader subject area. – Some to little evidence of detailed knowledge. – Reading is partial and selective. – Contains vague generalisations that may include mistakes about the topic, context and content, including misunderstandings or the inclusion of irrelevant material. – Organisation and expression makes it difficult to understand the main arguments of the essay. – Very little evidence of critical thinking and original work. – Poor application of methodology – Poor analytical and interpretive skills. – Few connections between own results and the wider literature. – Grammar and spelling mistakes may impede clarity of prose. – Basic use of citations/references.
0-39 **Fail**	– Inadequate work for a pass, with little to no relevance in answer to the question / topic. – Does not directly answer the question / topic, but may show some basic understanding of the general field. – Prose is muddled; ideas are incomplete and poorly expressed. – Little to no evidence of reading; reading sources cited are trivial. – Inappropriate application of methodology. – Poor understanding of approaches. – No analysis or interpretation. – No connections between own results and the wider literature. – Many spelling, grammar and referencing mistakes. – Sloppy presentation.
0 **Fail**	– Copied or plagiarised answer with no intellectual input from student. – Work penalised for late submission without the granting of an extension by the module facilitator. – Plagiarised material will be reported to the Head of Department and may be reported to the University Authorities.

Field-based Reports

In evaluating how field-work is used in assessed work, credit will be given in five areas: planning, execution, description, reflection, and interpretation. (Where the course team has planned the field-work, evaluation will be confined to the description, reflection and interpretation offered in the field report.)

Planning: Good planning operationalises a research question and decides what data may be realistically and accurately derived from field-work; Good operationalisation of questions may include original ways of framing issues so that novel types of observation may be brought to bear upon a question that has perhaps not been approached that way before; Research design includes preparing for data collection (which may include preparing forms for recording observations, or designing an appropriate field-work trajectory).

Execution: A well-conducted piece of field-work includes accurate and comprehensive recording of observations; Good field-work shows flexibility in responding to unexpected opportunities or challenges in the field.

Description: Good work includes accurate and comprehensive description of the field-work undertaken; Good description will probably include sketch-maps and may also have photographs and other recordings made in the field; Analysis of data, including tabular representation or statistical analysis where appropriate; Good description will also include recognition of anomalous results and will not simply pull material from the field to illustrate a given hypothesis.

Reflection: Critical understanding of the strengths and weaknesses of the research design; Critical understanding of the strengths and weaknesses of the execution of the research in the field; Showing understanding of how what was learned in the field may produce a better design

for future research; Showing the flexibility that enables a researcher to identify anomalous results, or to develop new hypotheses in the light of unexpected information.

Interpretation: Explaining implications of research findings for initial hypotheses; Shows ability to explain significance of unexpected findings; Revisiting the claims of published works in light of findings from the field.

Grade Range	Grade Related Criteria for Submitted Work
90+ **First Class Honours**	- Exceptional work, exceeding the criteria listed for 80+. - A wide range of types of field observations will be included (photographs, sketch-maps, video, etc.). - The operationalising of research ideas will be somewhat original and may even include novel forms of data. - The field-work will show accuracy and flexibility. - The field-work may be exceptional in its density and comprehensiveness. - The writing-up of the field-work will be accurate and may even be imaginative. - Findings based on field-work will perhaps be integrated with data derived from other sources (e.g. official statistics or online archives). - The data will be presented precisely and this may include relevant graphical, cartographic or statistical elements. - The findings may be of sufficient quality as to suggest that they would be worth publishing as an original contribution to knowledge. - The strengths and limitations of the fieldwork will be described in ways that suggest novel approaches for future work. - The implications of the research findings will be explicated with reference to both existing published work and to the broader theoretical issues of the field.
80-89 **First Class Honours**	- Excellent to exceptional work, exceeding the criteria listed for 70+. - Probably contains some elements worthy of consideration for publication. - A wide range of field-research methods, all properly explained. - Careful operationalising of theoretical ideas so that it is clear how field-based observations can be relevant for evaluating claims made in published works. - Field-work was comprehensive and accurate. - The field-work was written up accurately. - The limitations of the field-based findings are covered explicitly. - The findings were comprehensively treated in an appropriate analysis, which may include statistical or graphical treatment. - The significance of the findings is explained with respect to existing published work
70-79 **First Class Honours**	- Very good to excellent answer based on substantial field-work. - A range of field methods used. - The limitations of field methods are understood. - Field data are well described and appropriately analysed, although these methods may in fact all come from existing published studies. - The findings are related to existing studies and extent of congruence noted.
60-69 **Second Class Honours Grade I (upper)**	- Good to very good work based on careful and appropriate field work. - The field work was designed in ways informed by reading of existing published works. - The field measurements and observations were reliably made and recorded. - The field data is accurately and adequately described. - Some of the limitations of the research design and execution are recognised.

	–	The implications of the field-based findings are adequately treated in light of existing published studies.
	–	There may be a lack of imagination or originality in the planning, execution and interpretation of the field-work but the work will be accurate and reliable.
50-59 Second Class Honours Grade II (lower)	–	Fair to good answer, with field-based data and some understanding of some of the existing published studies in the field.
	–	There may be some significant shortcomings in the planning and execution of the field-work but these are not such as to completely disqualify the field-work.
	–	There is some attempt to analyse the data collected although there may be some inappropriateness in the choice of methods or the ways the data are presented, but there are some original findings described in at least a moderately adequate way.
	–	There is some awareness of problems with the research design or execution even if they were such as should have been anticipated and accommodated.
	–	The research findings are related to existing published works even if this is done is a rather formulaic manner and lacks to the imagination shown by the upper-second class student.
40-49 Pass	–	Adequate answer to pass, some original work and analysis but patchy and even slight.
	–	There may be significant failings of research design and execution but the process is adequately described.
	–	Student shows some but only limited understanding of the difficulties facing the research and can suggest little by way of improving the research methods for future work.
	–	There is some attempt to relate the field-work findings to existing studies even though this is perhaps done rather poorly with only very limited discussion.
	–	There may be significant failings in the writing, tabulation and analysis but not such as to suggest that the student did not actually undertake the research work as claimed and described.
0-39 Fail	–	Inadequate work for a pass, with only limited relevance to the assignment set.
	–	Poorly described research methods.
	–	Limited analysis and perhaps even unsuitable or faulty methods used.
	–	Very little evidence that the student has reflected critically upon the research or the analysis.
	–	Poorly written up, or inadequately or inaccurately referenced.
	–	Little evidence that the student has studied relevant published studies.
0 Fail	–	Copied or plagiarised answer with very little independent work from the student.
	–	Work penalised for late submission without relevant prior permission or without the granting of an extension by the module facilitator.
	–	Plagiarised material will be reported to the Head of Department and may be referred to the University Authorities.

Blogs

The key criteria used to arrive at the mark reflect the ability of students to:

- respond to a specific question, puzzle or challenge;
- undertake independent study of the topic in question;
- be able to write in an accessible way, i.e. to a non-expert reader;
- structure and communicate an argument in a concise format;
- provide evidence of critical and independent thinking and interpretation;
- support interpretations by selectively using relevant evidence (literatures, examples, data);
- utilise technology and web 2.0 tools (including hyperlinks, embedded images and videos etc) to support and augment the blog post;
- produce a well-presented piece of work.

Grade Range	Grade Related Criteria for Blogs
90+ **First Class Honours**	− Exceptional work, exceeding the criteria listed for 80+. − The blog post is focused and coherently integrates examples with explanations or analysis. The post demonstrates awareness of its own limitations or implications, and it considers multiple perspectives when appropriate. − The post is of appropriate length and is communicated a critical argument in an accessible way. − Innovative use made of web 2.0 tools − Has the potential to make a strong contribution to public debates
80-89 **First Class Honours**	− Excellent to exceptional answer, exceeding criteria listed for 70+. − Original insight and use of evidence. − Evidence of extensive reading that is used selectively to enhance the argument. − Where appropriate, exceptional analytical and interpretive skills. − Where appropriate, ability to make connections between the literature, field analysis, and real world examples. − Very well written with no grammatical or other errors. Excellent communication to a non-expert audience. − Excellent use made of web 2.0 tools
70-79 **First Class Honours**	− Very good to excellent answer based on extensive reading and a clear understanding of theoretical debates. − Original or insightful answer drawing on own observations and critical treatment of literature. − Strong analytical/interpretive skills. − Where appropriate, ability to make connections between the literature, field analysis, and real world examples. − Very well written with no to few grammatical or other errors. Very good communication to a non-expert audience. − Very good use made of web 2.0 tools
60-69 **Second Class Honours, Grade I (upper)**	− Good to very good answer that shows a thorough understanding of arguments, contributions and context, with efficient use of relevant reading and examples. − The blog post is focussed and coherent but lacks accessibility for a non-expert audience. − Evidence of good analytical skills and reflecting public debates. − Where appropriate, ability to make connections between the literature, field analysis, and real world examples. − Few spelling or grammar errors. Some attempt to communicate to a non-expert audience. − Does not display the outstanding ability, critical acuity and/or originality characterising the award of first class honours.

50-59 **Second** **Class** **Honours** **Grade II** **(lower)**	– The blog post is reasonably focused, and explanations or analysis are mostly based on examples or other evidence. Fewer connections are made between ideas, and though new insights are offered, they are not fully developed. The post reflects moderate engagement with the topic. – Evidence of good effort and sound argument, but little evidence of critical insight or independent critical appraisal. – Little evidence of being able to make connections between the literature, field analysis, and real world examples. – Some spelling, grammar and/or citational/referencing errors, but not enough to detract from main arguments. – Limited use of web 2.0 tools – Limited ability to communicate the argument to a non-expert audience.
40-49 **Pass**	– Adequate answer to pass. – The blog post is mostly description or summary, without consideration of alternative perspectives, and few connections are made between ideas. The post reflects passing engagement with the topic. – Demonstrates a very basic understanding of the question / topic and of the broader subject area. – Some to little evidence of detailed knowledge. – Reading is partial. – Contains vague generalisations that may include mistakes about the topic, context and content, including misunderstandings or the inclusion of irrelevant material. – Organisation and expression makes it difficult to understand the main arguments of the blog post. – Very little evidence of critical thinking and original work. – Poor analytical and interpretive skills. – Few connections between the literature, field analysis, and real world examples. – Grammar and spelling mistakes may impede clarity of prose. – Poor use of web 2.0 tools – Limited ability to communicate an argument.
0-39 **Fail**	– The blog post is unfocused, or simply rehashes previous comments, and displays no evidence of student engagement with the topic. – Inadequate work for a pass, with little to no relevance in answer to the question / topic. – Does not directly answer the question / topic, but may show some basic understanding of the general field. – Prose is muddled; ideas are incomplete and poorly expressed. – Little to no evidence of reading. – No analysis or interpretation. – No connections between the literature, field analysis, and real world examples. – Many spelling, grammar and referencing mistakes. – No use of web 2.0 tools – Sloppy presentation.
0 **Fail**	– The blog post is missing, consists of one or two disconnected sentences, or is a copied or plagiarised answer with no intellectual input from student. – Work penalised for late submission without the granting of an extension by the module facilitator. – Plagiarised material will be reported to the Head of Department and may be reported to the University Authorities.

Technical Reports

The key criteria used to arrive at the mark reflect the ability of students to:
- structure a technical report;
- compile suitable material;

- communicate effectively;
- deliver a balanced and complete report within a word limit;
- design and use visual materials to augment written content;
- undertake independent study of the topic in question.

Grade Range	Grade Related Criteria for Submitted Work
90+ First Class Honours	− Exceptional work, exceeding the criteria listed for 80+. − Material presented is balanced and clearly has been very well researched. − Excellent structure and design. − A balanced and complete report delivered within a word limit. − Excellent illustration and critical argument. − Advanced and mature technical skills. − As good as can be expected at this academic level.
80-89 First Class Honours	− Excellent work, exceeding the criteria listed for 70+. − Excellent technical report, well structured and balanced. − Content and depth of knowledge are clearly beyond that delivered from lectures. − Confident delivery and confident response to critical requirements. − Delivered within word limit. − Very impressive first class work.
70-79 First Class Honours	− Very good to excellent work, exceeding 2.1 class criteria. − Very good technical report scoring highly on structure, suitable material, communication. − Well researched with aims and conclusions clearly stated. − Good ability to explain critical content. − Keeps to word limit. − May lack polish and fluency of a higher scoring report.
60-69 Second Class Honours Grade I (upper)	− A good to very good report, exceeding the criteria listed for 2.2 work. − Report has a clear logical structure, is well-researched, and covers suitable material. − Uses good technical material. − Some ability to show critical thinking. − Some minor shortcomings may include aims not clearly indicated, contents pitched at a slightly wrong level, slightly imbalanced structure, inconsistent reporting of technical tasks, difficulties with word limitations.
50-59 Second Class Honours Grade II (lower)	− A fair to good report, exceeding the criteria listed for third class work. − A competent report demonstrating a reasonable standard in all aspects of the reporting. − Content is largely relevant and shows some evidence of critical thinking. − Some of the ideas may be less well expressed; may not be completed within the word limit available or may be significantly imbalanced in structure. − Technical components may be variable in quality and relevance.
40-49 Pass	− Adequate to passing work. − Weak but acceptable report. − Some irrelevant or inaccurate material is included. − Report lacks structure and the author may not show good understanding of task. − Technical content poorly constructed, not always relevant and difficult to follow. − May be significantly under or over word limit.
30-39 Fail	− Inadequate work for a passing mark. − Report narrowly but clearly fails in several aspects. − There may be major gaps in knowledge and understanding, and/or inclusion of substantial amounts of irrelevant material.

Grade Range	
	– May be disorganized with insufficient explanation of technical components/tasks. – Delivery is poor, for example; substantially over or under word and hard to follow.
20-29 Fail	– Failing work, despite attempt at producing a report. – Report fails on most key points. – Very limited material, content largely irrelevant, with limited suitable technical explanation – Sections may be hard to follow – Complete inability to understand task.
10-19 Fail	– Failing work. – Unacceptable report. Fails on all key criteria.
1-9 Fail	– Failing work. – Unacceptable report: content entirely irrelevant, no suitable technical material. Fails on all key criteria.
0, Fail	-- No attempt, or not ready to present by deadline, or plagiarized.

Posters

The key criteria used to arrive at the mark reflect the ability of students to:
- structure a poster presentation;
- compile suitable material at an appropriate critical level;
- communicate effectively;
- deliver a balanced and complete poster within a word limit;
- design and use visual material effectively; and
- undertake independent study of the topic in question.

Grade Range	Grade Related Criteria for Posters
90+ First Class Honours	– Exceptional work, exceeding the criteria listed for 80+. – Material presented is balanced and clearly has been very well researched. – Excellent structure. – A balanced and complete presentation delivered within a word limit. – Advanced and mature presentation and visual skills. – As good as can be expected at this academic level.
80-89 First Class Honours	– Excellent work, exceeding the criteria listed for 70+. – Excellent poster, well designed and balanced. – Content and depth of knowledge are clearly beyond that delivered from lectures. . – Delivered within word limit. – Very impressive first class work.
70-79 First Class Honours	– Very good to excellent work, exceeding 2.1 class criteria. – Very good poster scoring highly on structure, design, suitable content, visual communication. – Well researched with aims and conclusions clearly stated. – Keeps to word constraints. – May lack polish and fluency of a higher scoring poster.
60-69 Second Class Honours Grade I (upper)	– A good to very good poster, exceeding the criteria listed for 2.2 work. – Poster has a clear logical structure, is well-researched, and covers suitable material. – Uses good visual material. – Some minor shortcomings may include aims not clearly indicated, content pitched at a slightly wrong level, slightly imbalanced structure, limited design, difficulties with word length.

Grade Range	
50-59 Second Class Honours Grade II (lower)	− A fair to good poster, exceeding the criteria listed for third class work. − A competent poster demonstrating a reasonable standard in all aspects of the content. − Content is largely relevant and shows some evidence of research. − Some of the ideas may be less well expressed; may not be completed within the word-limit available or may be significantly imbalanced, i.e. too brief or undetailed. − Visual content may be variable in quality and relevance.
40-49 Pass	− Adequate to passing work. − Weak but acceptable poster. − Some irrelevant or inaccurate material is included. − Poster lacks structure and design that may not engage viewer. − Visual materials are poorly constructed, not always relevant and difficult to see. − May be significantly under or over word limit.
30-39 Fail	− Inadequate work for a passing mark. − Poster narrowly but clearly fails in several aspects. − There may be major gaps in knowledge and understanding, and/or inclusion of substantial amounts of irrelevant material. − May be disorganized with insufficient explanation. − Design is poor, for example; substantially over or under word and /or poorly written.
20-29 Fail	− Failing work, despite attempt at producing a poster. − Poster fails on most key points. − Very limited material, content largely irrelevant, with few suitable visual illustrations. − Sections may be illegible.
10-19 Fail	− Failing work. − Unacceptable poster, may be illegible. Fails on all key criteria.
1-9 Fail	− Failing work. − Unacceptable poster: content entirely irrelevant, no suitable visual content, may be illegible. Fails on all key criteria.
0, Fail	-- No attempt, or not ready to produce by deadline, or plagiarized.

Oral Presentations

The key criteria used to arrive at the mark reflect the ability of students to:
- structure an oral presentation;
- compile suitable material;
- communicate effectively;
- deliver a balanced and complete presentation within a time limit;
- design and use visual aids;
- undertake independent study of the topic in question;
- respond to questions.

Grade Range	Grade Related Criteria for Oral Presentations (including poster presentations)
90+ First Class Honours	− Exceptional work, exceeding the criteria listed for 80+. − Material presented is balanced and clearly has been very well researched. − Excellent structure. − A balanced and complete presentation delivered within a time limit. − Excellent anticipation and fielding of questions. − Advanced and mature presentation and oratorical skills. − As good as can be expected at this academic level.

80-89 First Class Honours	− Excellent work, exceeding the criteria listed for 70+. − Excellent oral presentation, well paced and balanced. − Content and depth of knowledge are clearly beyond that delivered from lectures. − Confident delivery and confident response to questions. − Delivered within time limit. − Very impressive first class work.
70-79 First Class Honours	− Very good to excellent work, exceeding 2.1 class criteria. − Very good presentation scoring highly on structure, suitable material, communication. − Well researched with aims and conclusions clearly stated. − Good ability to handle questions. − Keeps to time. − May lack polish and fluency of a higher scoring presentation.
60-69 Second Class Honours Grade I (upper)	− A good to very good presentation, exceeding the criteria listed for 2.2 work. − Presentation has a clear logical structure, is well-researched, and covers suitable material. − Uses good visual aids. − Some ability to handle questions. − Some minor shortcomings may include aims not clearly indicated, contents pitched at a slightly wrong level, slightly imbalanced structure, inconsistent handling of questions, difficulties with time keeping.
50-59 Second Class Honours Grade II (lower)	− A fair to good presentation, exceeding the criteria listed for third class work. − A competent presentation demonstrating a reasonable standard in all aspects of the presentation. − Content is largely relevant and shows some evidence of research. − Some of the ideas may be less well expressed; may not be completed within the time available or may be significantly imbalanced. − Visual aids may be variable in quality and relevance. − May be unable to handle questions.
40-49 Pass	− Adequate to passing work. − Weak but acceptable presentation. − Some irrelevant or inaccurate material is included. − Presentation lacks structure and the presenter may not engage audience. − Visual aids are poorly constructed, not always relevant and difficult to see. − May be significantly under or over time limit. − Unable to handle the majority of questions.
30-39 Fail	− Inadequate work for a passing mark. − Presentation narrowly but clearly fails in several aspects. − There may be major gaps in knowledge and understanding, and/or inclusion of substantial amounts of irrelevant material. − May be disorganized with insufficient explanation. − Delivery is poor, for example; substantially over or under time and /or largely inaudible. − Unable to handle questions. − May be substantially over or under the time limit.
20-29 Fail	− Failing work, despite attempt at making a presentation. − Presentation fails on most key points. − Very limited material, content largely irrelevant, with few suitable visual aids. − Sections may be inaudible. − Complete inability to understand or answer questions.
10-19 Fail	− Failing work. − Unacceptable presentation, may be inaudible. Fails on all key criteria.
1-9 Fail	− Failing work. − Unacceptable presentation: content entirely irrelevant, no suitable visual aids, may be inaudible. Fails on all key criteria.
0, Fail	-- No attempt, or not ready to present by deadline, or plagiarised.

Participation

In evaluating participation, credit will be given in 3 key areas:

- Attendance, required (apart from excused absences in the case of medical or other emergencies);
- preparation for class, which includes completing assigned readings and/or other activities; and
- contribution to class, including taking an active role in discussions, which may involve expressing opinions; asking questions or engaging in debate; and helping to create a supportive and scholarly atmosphere. This criteria recognises that different people make helpful contributions in different ways.

Mark Range	Grade Related Criteria for Submitted Work
90+ **First Class Honours**	− Perfect attendance. − Exceptional completion of preparatory work, with original insights of a level closer to advanced postgraduate work. − Exceptional contributions to classes, in ways that advancing individual and group understandings of difficult materials. A mature level of respect for the ideas of others.
80-89 **First Class Honours**	− Perfect to excellent attendance. − Excellent to exceptional completion of preparatory work, with new and original insights. − Excellent to exceptional contributions to class discussion and understanding.
70-79 **First Class Honours**	− Excellent attendance, with little or no unexcused absences. − Excellent level of successful completion of preparatory work, with novel and original insights. − Excellent and sustained contribution to classes, helping to significantly advance both individual understanding and the levels of others in the class.
60-69 **Second Class Honours Grade I**	− Very good attendance, with a small number of unexcused absences. − High level of completion of preparatory work, with very good insights. − Very good contribution to classes, helping to advance both individual understanding and the levels of understanding of others in the class.
50-59 **Second Class Honours Grade II**	− Good attendance, with some unexcused absences. − Good level of completion of preparatory work, with some good insights. − Good contribution to classes, with some contribution to advancing understanding helping to advance both individual understanding.
40-49 **Pass**	− Inconsistent attendance, with at least 3 unexcused absences. − Some effort to complete preparatory work, but with limited insights. − Some contribution to classes, but limited advancement of individual understanding and levels of understanding of others in the class.
30-30	− Inadequate attendance (33.33% or more unexcused absences). − Poor level of completition of preparatory work, with little to no insights or engagement with module readings and themes. Work completed is at an inadequate standard. − Limited contribution to classes; displays limited interested in advancing understanding.
0-29 **Fail**	− Inadequate attendance (40-50% or more unexcused absences). − Very poor level of completion of preparatory work, with little or no insights. Work completed is at a failing standard. − Limited to no contribution to classes, and displayed limited or no interest in advancing understanding.
0 Fail	− No attendance, prepatory work or participation noted.