



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

School of Natural Sciences and School of Philosophy and Social Sciences

**Political Science and Geography
(Moderatorship)**

Senior Sophister Handbook 2023-24

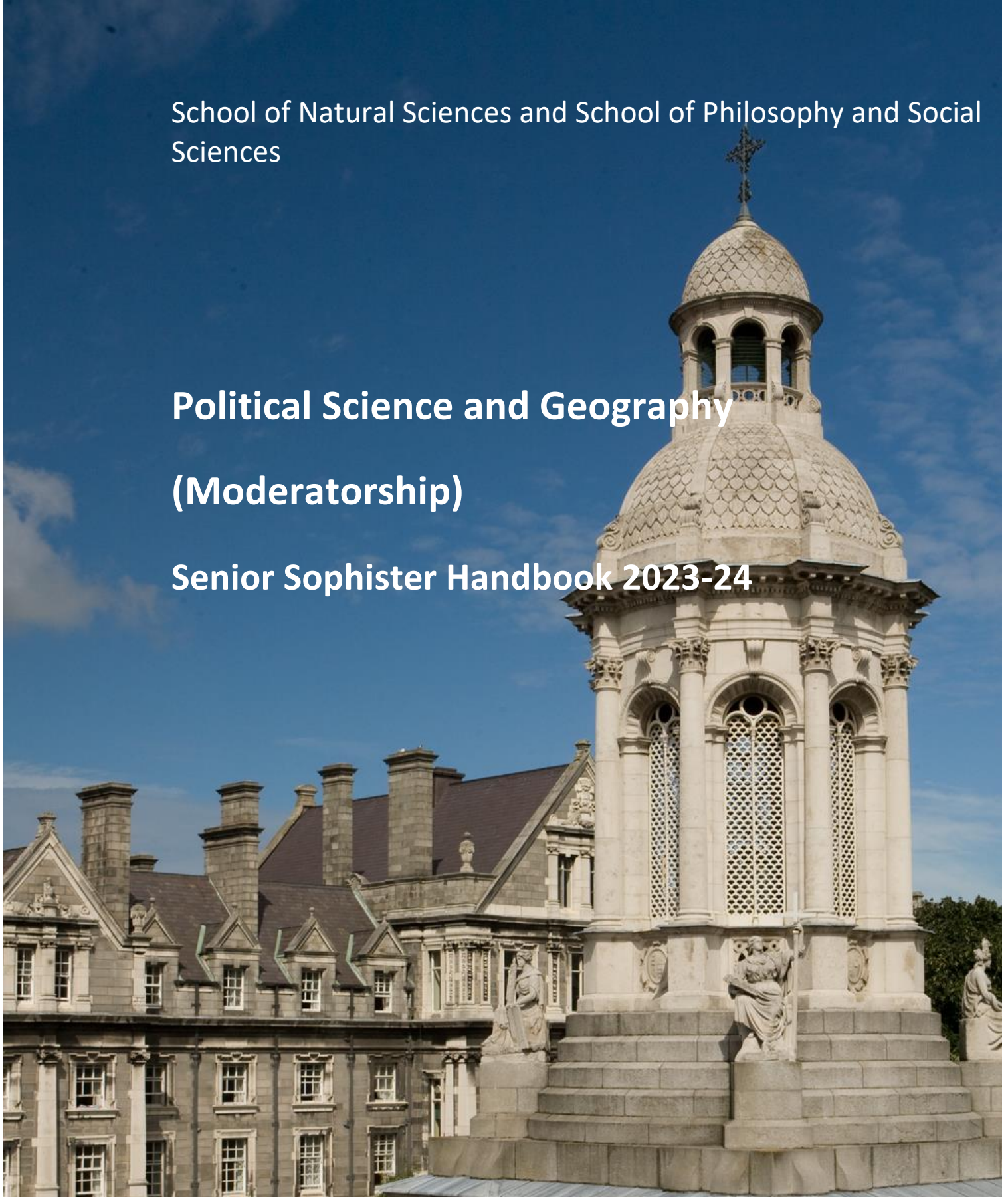


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Statement on General Regulations

All students are encouraged to fully familiarise themselves with colleges rules and general regulations which can be found here:

<https://www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf>

Your attention is drawn to the University Calendar Part II (the relevant parts of which are available at registration, or from your tutor) and, in particular, sections that outline general rules governing all students progression and attendance through College. The information provided in this handbook is accurate at the time of preparation. Any necessary revisions will be notified to students via email. In the event of any conflict or inconsistency between the General Regulations published in the University Calendar and information contained in course/departmental handbooks, the provisions of the General Regulations will prevail.

Welcome Address from the Course Director

(*Please be advised that entry to Political Science and Geography is now through Trinity Joint Honours*)



Dear Student,

Welcome to the Political Science and Geography programme.

The Political Science and Geography programme is one of the newer course offerings in Trinity with the first cohort having graduated in summer 2013. In the context of a rapidly changing international economic, political, and physical environment, the tools of political science and geography are becoming increasingly important to analyse global problems and provide policy solutions. In this four year programme students will develop inter-disciplinary skills and knowledge that are becoming increasingly key to solving contemporary problems.

Our students are valued members of a vibrant intellectual community of researchers, teachers and students from Ireland and around the world. Each is uniquely valued and supported to gain high academic achievement and engagement with college life through societies and clubs. Career opportunities for graduates lie in fields such as public and European affairs, overseas assistance, resource management and risk assessment, the supply of environmental-related advice to governments and industry, the study and practice of environmental policymaking, and teaching and higher education. Our alumni pages give an indication of some of the careers followed by [Political Science](#) graduates and [Geography](#) graduates.

This handbook has been prepared to answer many of the questions that you may have about the degree programme and gives useful information for you to make the most out of your time at Trinity. I recommend that you take some time to read through the handbook carefully and wish you the very best during your time on the Political Science and Geography programme.

A handwritten signature in black ink that reads "Rory Rowan". The signature is written in a cursive style and is set against a light grey rectangular background.

Rory Rowan
Course Director

Staff Contacts

Course Director – Dr. Rory Rowan

Email – rowanro@tcd.ie

Course Administrator - Ms. Emma Leahy

Email – eleahy@tcd.ie

Department of Geography – Ms. Helen O’Halloran

Email – geography@tcd.ie

Department of Political Science

Email – polsci@tcd.ie

Individual staff contacts in Geography can be found below:

<https://www.tcd.ie/Geography/people/>

Individual staff contacts in Political Science can be found below:

https://www.tcd.ie/Political_Science/about/people/

The European Credit Transfer System

The European Credit Transfer and Accumulation System (ECTS) is an academic credit system based on the estimated student workload required to achieve the objectives of a module or programme of study. It is designed to enable academic recognition for periods of study, to facilitate student mobility and credit accumulation and transfer. The ECTS is the recommended credit system for higher education in Ireland and across the European Higher Education Area.

The ECTS weighting for a module is a **measure of the student input or workload** required for that module, based on factors such as the number of contact hours, the number and length of written or verbally presented assessment exercises, class preparation and private study time, laboratory classes, examinations, clinical attendance, professional training placements, and so on as appropriate. There is no intrinsic relationship between the credit volume of a module and its level of difficulty.

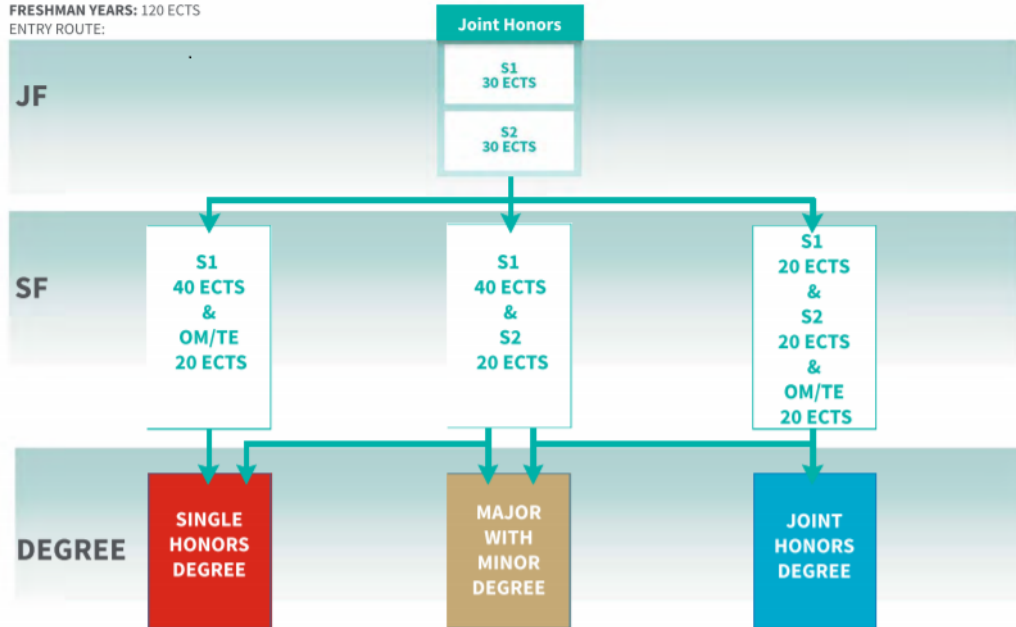
The European **norm for full-time study over one academic year is 60 credits**. 1 credit represents 20-25 hours estimated student input, so a 10-credit module will be designed to require 200-250 hours of student input including class contact time, assessments and examinations.

ECTS credits are awarded to a student only upon successful completion of the course year. Progression from one year to the next is determined by the course regulations. Students who fail a year of their course will not obtain credit for that year even if they have passed certain component courses. Exceptions to this rule are one-year and part-year visiting students, who are awarded credit for individual modules successfully completed.

Programme Architecture

Common Architecture

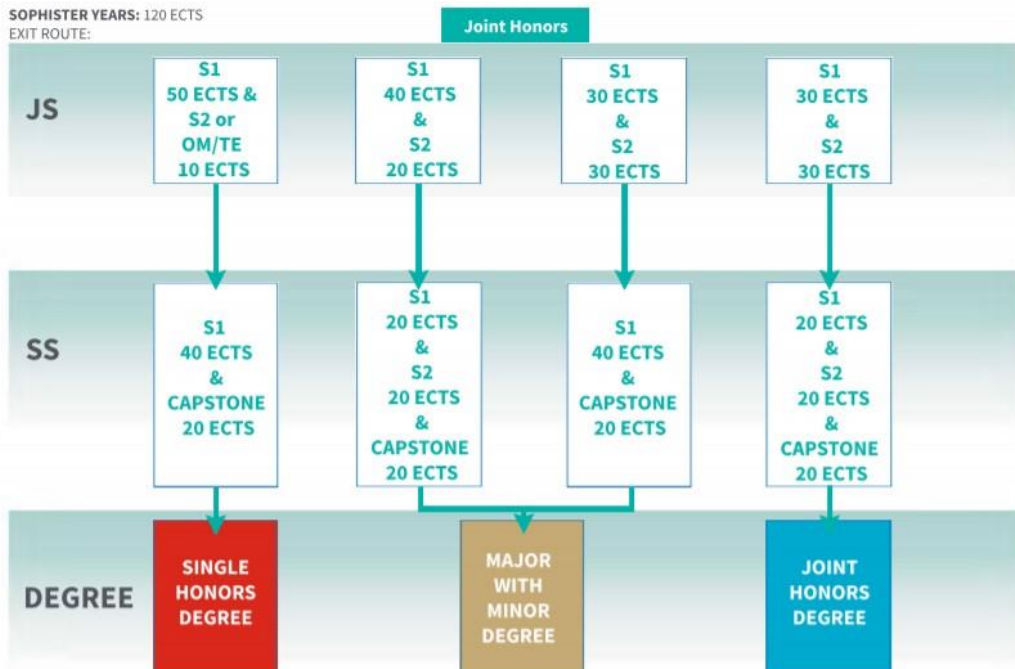
FRESHMAN YEARS: 120 ECTS
ENTRY ROUTE:



KEY: S1 - Subject 1 | S2 - Subject 2 | OM - Open Modules | TE - Trinity Electives | JF - Junior Freshman | SF - Senior Freshman

Common Architecture

SOPHISTER YEARS: 120 ECTS
EXIT ROUTE:



KEY: S1 - Subject 1 | S2 - Subject 2 | OM - Open Modules | TE - Trinity Electives | JS - Junior Sophister | SS - Senior Sophister

Geography Modules

| Semester 1 | Semester 2 |
|---|--|
| GGU44930 Dissertation (20 credits) CORE* | |
| Optional Modules | |
| GGU44933 GIS and Remote Sensing Applications in Geography (5 credits) | GGU44936 Globalisation and African Development (5 credits) |
| GGU44969 Urban Geography: Cities, Space and Culture (10 credits) | GGU44977 Environmental Governance 2 (5 credits) |
| GGU44974 Glaciers and Glaciation (with Tutorials) (10 Credits) | GGU44968 Historical Geography (10 credits) |
| GGU44976 Glaciers and Glaciation (5 Credits) | GGU44975 Coastal Wetlands (10 Credits) |

* Depending on Pathway students take compulsory 20 credit dissertation module

Module Code: GGU44930
Module Name: Dissertation
ECTS: 20
Module Coordinator: Dr. Mary Bourke

Outline:

The dissertation is an independent study in which field work or the study of original source material is expected to play an important role.

Data can be collected in a variety of ways - such as through field sampling or survey, laboratory analysis, questionnaire surveys, interviews, content analysis, census material or archival work or some combination of these - depending on the topic chosen. The research topic is developed as part of *GGU33928 Advanced Research Methods in Geography 1*. A more complete description of the dissertation, together with recommendations regarding supervisor meetings, health and safety regarding field and laboratory work etc and regulations relating to late submission etc, can be found on the Geography website – see Courses, Current Students.

Learning Outcomes:

On successful completion of this module students will be able to:

- Complete a sustained piece of individual, academic research on a chosen topic within the field of Geography, under the guidance of a member of staff;
- Explain the methodological basis employed in their research;
- Critically evaluate existing research and its implications for the topic of study;
- Demonstrate technical proficiency in the application of the selected methods and techniques of data acquisition and analysis;
- Synthesise and discuss the results with reference to relevant academic literature;

Present a succinct and precise written report of the research that is well presented, logically structured and accurately referenced

Assessment:

Independent research project dissertation (100%). All students must also give a short progress report presentation to the Department in Semester 1 in order to progress to submission in Semester 2.

Module Code: GGU44933
Module Name: GIS and Remote Sensing Applications in Geography
ECTS: 5
Module Coordinator: Dr John Connolly

Outline:

Remote Sensing and Geographical Information Systems (GIS) allow a wide range of environmental and human phenomena to be explored across space and time. The ability to detect and map change within the human and physical/environmental sub-systems at a range of scales has the power to inform science, policy, and planning and often becomes essential when scaling up observations / theories derived within a particular place or at a particular time. In this module, students will learn both the theory behind GIS and Remote Sensing techniques, exploring a range of web-based and stand-alone methods for interrogating geo-spatial data. They will be encouraged to do so critically and will gain an understanding of uncertainties and the relative merits of different sources of geospatial information, with particular emphasis placed on resolution and accuracy, both spatially, temporally, and in the spectral domain. The module contains an appropriate amount of hands-on learning, both within the classroom and in students' own time via accessible web-based platforms/software.

Learning Outcomes:

On successful completion of this module students will be able to:

- Explain the concepts behind remote sensing and Earth Observation
- Explain the importance and relevance of geospatial information to a range of Geographical problems
- Critically evaluate the importance of and difference between resolution, scale, and accuracy within geospatial data
- Critically evaluate the appropriateness of different remote sensing platforms for a range of research questions
- Use GIS software to analyse geospatial data and explore the relationships between multiple geo-spatial datasets
- Select data of appropriate resolution, scale and accuracy for specific research questions
- Communicate the outputs of GIS/Remote Sensing projects succinctly and effectively and by using correct technical and scientific terminology

Assessment:

100% continuous assessment

Module Code: GGU44969
Module Name: Urban Geography: Cities, Space and Culture
ECTS: 10
Module Coordinator: Dr Cian O' Callaghan

Outline:

It is now claimed that we have entered an 'urban age'. The bulk of the world's population now live in 'urban' areas, while the future fate of humanity (either utopian or dystopian) is increasingly being tied to the fate of cities. This module will introduce students to key debates and concepts in urban geography that shed light on what it means to live in an 'urban society'.

The first part of the module will outline how political economic processes, including the relationship between the supply of credit and the role of the property development sector and the role of entrepreneurial urbanism, produce urban space in highly uneven ways. The second part of the module will examine social and cultural geographies of cities, focusing on the role of identity and difference in shaping urban space and everyday life. The module will also use Dublin as a key case study and research laboratory to explore how these processes are shaping that city. Focussing on contemporary events, it will bring together rich and varied scholarship from leading researchers in Dublin and the experiential analysis of policy makers, community activists, and a range of other urban actors.

Students will be expected to attend lectures and read widely in preparation, engage in group activities and discussions. The course comprises lectures, seminar-based classes, one-day fieldtrip, and group-based activities.

Learning Outcomes:

On successful completion of this module students will be able to:

- Demonstrate a knowledge of key theoretical debates in urban geography and be able to apply key concepts to real world situations
- Have a detailed knowledge of the factors underlying patterns and approaches to urban economic development.
- Recognise the impacts of urban regeneration and culture-led approaches to urban planning and development.
- Demonstrate knowledge of how identity and difference shapes urban space and everyday life.
- Demonstrate a critical awareness of current socio-spatial issues and challenges relating to Dublin

Assessment:

Continuous Assessment (100%).

Module Code: GGU44974
Module Name: Glaciers and Glaciation (with Tutorials)
ECTS: 10
Module Coordinator: Dr. Margaret Jackson

Outline:

Glaciers mould landscapes and mountain ranges, leaving indelible impressions long after they disappear. Glaciers also provide vital information regarding past climate, serving both as proxies and archives of past conditions. At the same time, the sensitivity of glaciers to changing climate conditions has direct implications for global sea level. Glaciers also provide water resources for billions of people in sub-tropical regions, and are a backbone of many tourist economies. Understanding glaciers, how they behave and the impacts they have on landscapes, is therefore crucial for understanding the history of our planet and for projecting future change. Through hands on activities, lectures, and discussion, this module explores how glaciers operate, their effects on landscapes over time, and the influence of glaciers in communities today. We will also investigate how glaciers can serve as indicators of past – and present – climate change.

Learning Outcomes:

On successful completion of this module students will be able to:

- Understand and explain the primary controls on glacial mass balance.
- Describe the elements required for glaciation, and where glaciers are found today.
- Evaluate different types of glaciers, how they behave, and how this relates to landscape.
- Describe the ways glaciers modify landscapes, and the evidence of this modification.
- Evaluate how glaciers and glacial landforms can be used to reconstruct past climate conditions.
- Describe how and why glaciers influence changes in sea level.
- Understand potential hazards associated with glaciers and glaciation.
- Discuss the impacts of glaciers on communities and cultures.

Assessment:

Continuous Assessment (100%)

Module Code: GGU44976
Module Name: Glaciers and Glaciation
ECTS: 5
Module Coordinator: Dr. Margaret Jackson

Outline:

Glaciers mould landscapes and mountain ranges, leaving indelible impressions long after they disappear. Glaciers also provide vital information regarding past climate, serving both as proxies and archives of past conditions. At the same time, the sensitivity of glaciers to changing climate conditions has direct implications for global sea level. Glaciers also provide water resources for billions of people in sub-tropical regions, and are a backbone of many tourist economies. Understanding glaciers, how they behave and the impacts they have on landscapes, is therefore crucial for understanding the history of our planet and for projecting future change. Through hands on activities, lectures, and discussion, this module explores how glaciers operate, their effects on landscapes over time, and the influence of glaciers in communities today. We will also investigate how glaciers can serve as indicators of past – and present – climate change.

Learning Outcomes:

On successful completion of this module students will be able to:

- Understand and explain the primary controls on glacial mass balance.
- Describe the elements required for glaciation, and where glaciers are found today.
- Evaluate different types of glaciers, how they behave, and how this relates to landscape.
- Describe the ways glaciers modify landscapes, and the evidence of this modification.
- Evaluate how glaciers and glacial landforms can be used to reconstruct past climate conditions.
- Describe how and why glaciers influence changes in sea level.
- Understand potential hazards associated with glaciers and glaciation.

Discuss the impacts of glaciers on communities and cultures.

Assessment:

Continuous Assessment (100%)

Module Code: GGU44936
Module Name: Globalisation and African Development
ECTS: 5
Module Coordinator: Dr. Pdraig Carmody

Outline:

This module explores the nature and impacts of globalisation in Africa. Particular attention is paid to the geography of HIV/AIDS, gender and development, China's rising role in the continent, oil politics and the so called "resource curse" or paradox of plenty that Africa is the most resource rich continent in the world but also the poorest. Other topics covered included gender and the mobile phone revolution.

Learning Outcomes:

On successful completion of this module students will be able to:

- Discuss critically the historical evolution of Africa's incorporation into the global political economy;
- Judge and critique different perspectives on the nature of the globalization in Africa;
- Critically evaluate the influence of organizations such as the International Monetary Fund, World Bank and International Non-Governmental Organisations in Africa;
- Apprehend the construction and interaction between issues such ethnicity, conflict and terrorism; regionalisation and globalization and gender and development;
- Interrogate the geography and evolution of HIV/AIDS in Africa and its causal factors;
- Independently evaluate broader literatures on development in Africa.

Assessment:

72-hour take home examination (50%) Answer 2Q/6; Essay (50%)

Module Code: GGU44977
Module Name: Environmental Governance 2
ECTS: 5
Module Coordinator: Dr. Rory Rowan

Outline:

There is little disagreement that far-reaching societal, technological, political, and economic transformations are required if we are to avoid the worst effects of global, anthropogenic environmental change. What form these transformations should take and who should take responsibility for them are, however, far from settled.

This module considers some of the key conceptual debates and environmental conflicts arising in this context. Examination of these debates and conflicts will demonstrate the contested and uneven nature of environmental change and the measures sought to address these changes. The overall aim of the module is to help students develop a more nuanced, critical and multi-disciplinary understanding of environmental change and the different, often contested, ways of responding to such changes.

The module will consist of weekly interactive lectures/seminars, guest lectures, and set readings. Lectures will introduce students to key concepts and perspectives drawn from the broad field of political ecology. Each week part of the class will be set aside for students to develop their research projects. These projects will focus on a key area of environmental contestation in Ireland through a political ecology lens. The projects will involve group work and individual work, written assignments, oral presentations, and primary research. Class attendance is essential.

Learning Outcomes:

On successful completion of this module students will be able to:

- Understand and apply key theoretical concepts from the field of political ecology to contemporary environmental debates and issues;
- Identify and critically discuss key sites of environmental contestation in Ireland today;
- Explain why an in-depth understanding of environmental problems today requires an understanding of the political, economic and social contexts out of which they emerge and within which they are managed

Assessment:

100% Continuous assessment

Module Code: GGU44968
Module Name: Historical Geography
ECTS: 10
Module Coordinator: Dr. Mark Hennessy

Outline:

This module presents an overview of the historical geography of Ireland from the earliest evidence of human settlement in the Mesolithic through to c.1840 A.D. Throughout the module developments in Ireland are set within appropriate comparative and theoretical contexts. The principal topics explored are settlement, land use and agriculture, the changing environment (including human impacts), patterns of cultural variation and interaction and how these have come together to forge changing landscapes and regions.

Learning Outcomes:

On successful completion of this module students will be able to:

- Understand the development of landscapes and regional patterns in Ireland from prehistory to the modern period;
- Place developments in Ireland in appropriate comparative contexts;
- Critically evaluate alternative explanations/interpretations of the pattern of landscape and regional change in Ireland;
- Critically evaluate archaeological, field and documentary evidence relating to this topic.

Assessment:

3 hour examination (50%); coursework (50%)

Module Code: GGU44975
Module Name: Coastal Wetlands
ECTS: 10
Module Coordinator: Dr. Iris Moeller

Outline:

Coastal wetlands are unique showcases for how environmental change manifests itself in intrinsically dynamic landscapes. Historically seen as 'wasteland', these muddy and inaccessible places are now recognised for providing a plethora of ecosystem services to coastal communities. From sequestering carbon at rates in excess to those of tropical rainforests, to their role as coastal buffers against the impact of sea level rise, coastal, flooding and erosion, and their importance as valuable blue-green spaces for mental and physical recreation, coastal wetland environments serve both global, regional, and local sustainable development goals. At the same time, erosion and loss of coastal wetlands is reported from across the globe. Retaining existing and restoring lost wetlands is becoming a key challenge that must be addressed to meet ambitious climate and biodiversity targets. But how do we achieve that?

Drawing on the latest science, this module will provide students with a deeply rooted scientific understanding of how two key coastal wetlands types, saltmarsh and mangrove systems, are shaped by tides, waves, sediment supply, climate, and human land use. We will go on to explore precisely how they provide ecosystem services and why they are experiencing degradation throughout the world. Towards the end of the module, we will focus in depth on attempts at the large (e.g. Mississippi Delta) and small (e.g. managed realignment projects in NW Europe) scale have succeeded (or not) in addressing the restoration challenge.

Student will engage in practical fieldwork to map, measure, and describe saltmarsh geomorphology, ecology, and the action of biophysical processes that shape coastal wetlands through a mini-project carried out on the wetlands in Dublin Bay. In this endeavour, we will place particular emphasis on the socio-economic and political dimension of saltmarsh restoration in an urban context.

Learning Outcomes:

On successful completion of this module students will be able to:

- Explain how and under what conditions coastal wetland formation is initiated.
- Appreciate the global distribution and spatial variability of coastal wetland types.
- Understand and reflect on the societal importance and ecosystem services provided by coastal wetlands.
- Appreciate and be able to explain the way in which tides and waves interact with the physical structure of coastal wetlands.
- Discuss the key impacts of climate change on coastal wetland systems.
- Appreciate the connectivity between physical and biological processes within wetlands systems as well as between coastal wetlands and their adjacent areas.
- Conduct (bio) geomorphological field surveys to capture key characteristics of the vegetation cover, sediment, and hydrodynamics of wetland systems.
- Describe examples of wetland restoration projects and their key characteristics.
- Appreciate the key challenges around the restoration of coastal wetlands and how those might be overcome.
- Research and prepare a written scientific report on a specific coastal wetland related research question.
- Clearly and concisely articulate the findings of a scientific study in the form of an oral presentation.

Assessment:

Continuous Assessment (100%)

Political Science Modules

| Semester 1 | Semester 2 |
|---|---|
| POU44000 Year Long Research Project/Capstone (20 credits) | |
| POU44040 African Politics (10 credits) | |
| POU44021 Contemporary International Relations A (5 credits) | POU44032 Contemporary International Relations B (5 credits) |
| POU44101 Topics: Transparency in Modern Democracies (5 credits) | POU44052 Topics in Political Psychology (5 credits) |
| POU44141 Economic Inequality and Democracy (5 credits) | POU44112 Topics Political Parties (5 credits) |
| POU44171 Russian Politics after Communism (5 credits) | POU44192 Advanced Topics in Civil Conflict (5 credits) |
| POU44201 Ethnic Politics and Identity (5 credits) | |
| POU44271 Religion and Politics (5 credits) | |
| POU44281 Topics in Political Science 1 (5 credits) | |

*Modules are subject to change

Module Code: POU44000
Module Name: Year Long Research Project (Capstone/Dissertation)
ECTS: 20
Module Coordinator: Dr. Lisa Keenan

Outline:

Each group will be organised around a broad research theme, with each student preparing a research project on a particular topic within that theme under the supervision of a theme instructor (academic staff member). The topics for research will vary from year to year, but the skills employed will be similar.

Learning Outcomes:

Having completed this module, students should be able to:

- Execute a demanding political science research project;
- Collaborate with peers and act in leadership roles;
- Constructively evaluate and the work of others;
- Synthesise and evaluate a variety of research methods, sources, findings and analysis.
- Critically analyse of an area of political science through independent research;
- Effectively communicate research findings.

Assessment:

Research projects, written assignments, poster sessions, participation in class will be assessed by the Theme instructor, in coordination with the Departmental Capstone coordinator, and subject to moderation by the Political Science Department and the External Examiner. Materials may be sent for review to an external examiner. In exceptional cases, an oral examination of the candidate may be required by the examiner(s).

Module Code: POU44040
Module Name: African Politics
ECTS: 10
Module Coordinator: Dr. Eman Aboud

Outline:

Engaging with both established theories and emerging research, the course will challenge some stereotypical views of African states and provide a nuanced understanding of the dynamics of African politics. During the course we will look at the legacies of pre-colonial period, slavery, colonialism, post-colonial experiences of authoritarian rule, recent moves towards democracy, the causes and consequences of economic crisis, and issues such as gender, environmental crisis and migration.

Learning Outcomes:

On successful completion of this module students should be able to:

- Discuss the roles of different governance actors (elites, civil society, International financial institutions, donors) in the political economy of African states
- Appreciate the complexity of pre-colonial African politics and the impact of slavery on African states and on the global economy
- Understand authoritarian post-colonial African regimes and the reasons why democratization began in the early 1990s
- Assess the nature and impact of democracy in African states
- Analyze the nature and impact of economic crisis and reform
- Debate whether or not external aid has helped or hindered African states
- Analyze the debates on gender, environmental crisis, migration and pandemics and what they tell us about future development trajectories
- Be able to critique readings, analyze evidence and construct arguments

Assessment:

100% coursework

Module Code: POU44021
Module Name: Contemporary International Relations A
ECTS: 5
Module Coordinator: Prof. Sharon O'Halloran

Outline:

Please note topics covered in Contemporary International Relations A and B may be interchanged from Semester 1 to Semester 2 and viceversa

Contemporary International Relations A and B modules will cover a variety of important topics in international politics over 2020-21. The current descriptions set out a sample set of topics that have been covered in the past and may be covered again in 2020-21. However, the exact topics to be covered in 2020-21 as well as the instructors for these modules is subject to change, including switching of topics from Semester 1 to Semester 2 and *vice versa*, as well as changes in focus and materials over the year.

The course will cover a wide range of themes within the contemporary international relations literature, ranging from international trade to migration to global environmental cooperation.

The course will cover a number of contemporary theories that focus on the strategic interaction of international political actors. These theories will then be applied to important new topics of international politics that are especially relevant to understanding the international system of the 21st century, such as transnational networks and issues dealing with environmental policy cooperation.

Learning Outcomes:

On successful completion of this module students should be able to:

- Analyze contemporary international political economy issues, from various perspectives.
- Describe and present political economy models.
- Apply political economy toolkit to international public policies.
- Collect, present, and explain international political economy trends using data and other visuals.
- Write a clear and compelling paper that states a hypothesis, summarizes the relevant literatures, describes a research design to test the hypothesis, collects evidence and the implication of their findings.

Assessment:

Participation 10%

Assignment 30%

Final Paper Project 60%

Module Code: POU44101
Module Name: Transparency in Modern Democracies
ECTS: 5
Module Coordinator: Dr. Raj Chari

Outline:

In the wake of the recent financial and economic crisis, citizens worldwide have been demanding for accountability in politics and a key means to achieve this is through the establishment of regulations fostering transparency, shedding light on how decisions are made in public institutions. This course thus has its main content the examination of key 'sunshine' policies. This ranges from those policies where the key object of regulation are public actors, such as Freedom of Information laws, to those regulating private actors seeking to influence public bodies, such as lobbying laws.

Learning Outcomes:

On successful completion of this module students should be able to:

- Analyze, specify and appraise different transparency policies found in modern democracies worldwide, with a particular focus on the 35 countries of the OECD
- Evaluate the importance of different theoretical concepts of how one can conceptualize transparency policy and how this is different to other forms of policy (such as economic, competition, and social policy)
- Discriminate between which type of actor – that is, public or private - is regulated by the different types of transparency initiatives.
- Analyze, specify and appraise the role of the domestic and supranational levels when transparency policy is formulated and implemented.
- Summarize the range of research tools that one would use if one were to engage in further with the topic as a civil servant, lobbyist, or researcher on transparency in the future.

Assessment:

- 1 mid-term essay (40%)
- 1 end of year essay (60%)

Module Code: POU44141
Module Name: Economic Inequality and Democracy
ECTS: 5
Module Coordinator: Dr. Alexander Held

Outline:

The module will begin by introducing students to the concepts, measurement and historical development of economic inequality in advanced industrial democracies. The module will then focus on the role of globalization and technological change as drivers of rising inequality in recent decades and examine the role of public policies in contributing to or dampening income differentials. The third and largest part of the module will consider the relationship between elections and inequality, asking why voters do not consistently punish governments for allowing increasing concentrations of wealth and income “at the top”: voter cognition and information about inequality, policy responsiveness to public opinion, unequal political participation, and the role of culture and ideology. We will also consider what can be done: what sorts of policy or institutional changes might help reduce economic inequality and how politically feasible these responses might be.

Learning Outcomes:

On successful completion of this module students should be able to:

- have an enhanced understanding of the factors leading to rising economic inequality in advanced industrial democracies
- be familiar with academic research into the relationship between democracy and inequality
- have been encouraged, and ideally have learned, to critically assess the material that they encounter

Assessment:

Essay 1 - weighted 40%
Essay 2 - weighted 60%

Module Code: POU44171
Module Name: Russian Politics after Communism
ECTS: 5
Module Coordinator: Dr. Noah Buckley

Outline:

After over 70 years of Soviet communist rule, by the 1990s the Russian Federation found itself struggling with political disintegration, chaotic and weak democracy, and caustic legacies of an economy not built for capitalist markets. This course explores the evolution of Russian politics from the dynamic times of Gorbachev to the “vertical of power” in Putin’s third term in office to the intrigues that are rocking Russian politics today. This module covers topics including the collapse of the Soviet political and economic systems, Russian political institutions such as presidentialism and federalism, the never-ending scourge of corruption, “petropolitics,” Russia’s political parties, the opposition and fight for democracy in Russia, and current social movements in the country. The module will also examine trends of increasing “neo-imperialism” as Russia has invaded and intervened in Ukraine in 2014 and 2022, Georgia in 2008, and elsewhere around the world in recent decades. What are Putin’s motivations and how can we expect Russia to act on the global stage in the years to come? We will attempt to answer this and related questions in this module.

Learning Outcomes:

This module will familiarize you with Russian domestic and international politics in a descriptive way by giving you the lay of the land in terms of important events, figures, institutions, and dynamics. The module will also situate Russian politics in relation to other academic research in political science--you will be able to use the knowledge you gain here to better understand corruption, growing authoritarianism, and other factors in the world at large. Research will be presented that puts Russian and other post-Soviet politics into a larger global perspective.

Assessment:

Essay - weighted 40%
Exam - weighted 60%

Module Code: POU44201
Module Name: Ethnic Politics and Identity
ECTS: 5
Module Coordinator: Dr. Dino Hadzic

Outline:

This module examines the politics of identity within and between groups. The module is roughly divided into two parts. The first explores various theoretical approaches to the study of political and social identities. The second will cover what role group identities play in various political processes such as nation building, violence, and electoral competition. Throughout the semester, we will address some of the most enduring questions in the comparative study of identity: why are some group identities politically relevant while others are not, and why does that change over time? Does electoral/political competition simply reflect social divisions or can the former exacerbate (or even create) the latter? How can political institutions and elites make inter-group conflict more or less likely?

Learning Outcomes:

On successful completion of this module, students should be able to:

- Describe how the study of ethnic politics and identity has developed over time.
- Evaluate the strengths and weaknesses of different theoretical approaches to the study of identity formation, salience, and change.
- Understand how institutional design and elite behavior can both reflect social divisions and contribute to them.
- Appreciate the role group identity (as both a cause and consequence) plays in various political processes such as nation building, violence, and electoral competition.

Assessment:

Midterm essay 40%
End of term essay 60%

Module Code: POU44271
Module Name: Religion and Politics
ECTS: 5
Module Coordinator: Dr. Gizem Arıkan

Outline:

This module examines the relationship between religion and various political outcomes from multiple perspectives. It surveys classical and recent approaches to the study of religion and social and political organization from multiple disciplines including sociology, psychology, economics, and political science to understand and explain the enduring effect of religion on political life at individual, communal, and global levels. Religion is often a double-edged sword: On the one hand, it is associated with pro-social and cooperative outcomes; on the other hand, religion often underlies prejudice, violence, and conflict. The major goal of the module is to explain the social, institutional, and psychological dynamics that explain why religion is associated with normatively good outcomes in some instances and why it is associated with normatively bad outcomes in some others.

Learning Outcomes:

On successful completion of this module students should be able to:

- identify and explain the major theoretical approaches to the study of religion in multiple fields,
- evaluate the strengths and weaknesses of different theoretical approaches to the study of religion and politics,
- discuss the institutional, social, and psychological dynamics linking religion to social and political conflict and cooperation.

Assessment:

Response papers - weighted 5%

Mid-term essay - weighted 40%

Final Essay - weighted 55%

Reassessment(coursework) - 100%

Module Code: POU44281
Module Name: Topics in Political Science 1 – The Politics of Energy
ECTS: 5
Module Coordinator: Dr. Curran Flynn

Outline:

The Politics of Energy is an in-depth and comprehensive course that explores the intricate relationship between energy resources and international relations. The course explores the historical evolution of energy use from the 19th to the 21st centuries, the phenomenon of the “resource curse”, the creation and management of Sovereign Wealth Funds (SWFs), how energy resources have been utilized as a coercive instrument in shaping foreign policy decisions, whether energy suppliers are more aggressive militarily, the effectiveness, implications and ethical considerations of energy-related sanctions, the rapid rise of energy demand in Asian economies, the role of nuclear power in energy production and its influence on international relations, and an exploration of the global shift towards renewable energy sources. Students will gain a profound understanding of how energy resources have shaped the dynamics of power, conflicts, and cooperation among nations.

Learning Outcomes:

On successful completion of this module students will be able to:

- Explain the historical, economic, and political perspectives of energy and critically examine the politics of energy.
- Evaluate the economic strategies and effects of energy production on their host states.
- Critically reflect upon the key issues of contemporary global energy politics and their implications for different regions and countries.
- Examine the role of intergovernmental organizations as well as state and non-state actors.
- Debate the use and need for alternative energy sources.
- Elaborate on possible future trends in the international politics of energy

Assessment:

20% Participation and Presentation (Throughout the Term)
30% Interactive Project (Last week of Class)
50% Final Exam

Module Code: POU44032
Module Name: Contemporary International Relations B
ECTS: 5
Module Coordinator: Dr. Curran Flynn

Outline:

Please note topics covered in Contemporary International Relations A and B may be interchanged from Semester 1 to Semester 2 and viceversa*

Contemporary International Relations A and B modules will cover a variety of important topics in international politics over 2020-21. The current descriptions set out a sample set of topics that have been covered in the past and may be covered again in 2020-21. However, the exact topics to be covered in 2020-21 as well as the instructors for these modules is subject to change, including switching of topics from Semester 1 to Semester 2 and *vice versa*, as well as changes in focus and materials over the year.

The course will cover a wide range of themes within the contemporary international relations literature, ranging from conflict to trade/monetary affairs to global environmental cooperation.

The first segment of the course will cover the central themes and theories related to international political economy. We will also engage with important new topics of international relations that are especially relevant to understanding the international system of the 21st century, such as transnational networks and issues dealing with environmental policy cooperation. Following the 'money', we will next shift our focus to the 'blood' where we will review the many dimensions of international conflict, ranging from interstate warfare to transnational terrorism.

Learning Outcomes:

On successful completion of this module students should be able to:

- Appraise the explanatory power of different theories of conflict.
- Critically examine the concept of security.
- Compare and contrast the drivers of inter-state and intra-state conflict.
- Reflect upon the importance of different threats to security such as conventional war, nuclear weapons and terrorism.
- Examine the role of intergovernmental organizations as well as state and non-state actors in conflict.
- Argue on the use and need for intervention of the international community in conflicts.

Assessment:

In Class Midterm – 30%

Midterm Essay – 30%

Final Essay – 40%

Module Code: POU44052
Module Name: Topics in Political Psychology
ECTS: 5
Module Coordinator: Dr. Gizem Arıkan

Outline:

The module explores the psychological processes underlying citizen preferences in modern political systems by examining some of the fundamental debates and theoretical approaches in political psychology. After a brief survey of the history, major themes, and methods of the discipline, we will move on to discuss how citizens form and organize their attitudes. Topics covered will include elite-based vs bottom-up approaches to ideology, personality and values, cognitive and symbolic approaches, genetic and biological perspectives. We will then discuss information processing and focus on the role of affect and emotions in decision-making, motivated reasoning, media effects, and political networks.

The last part of the module examines group-based approaches to cooperation and conflict in societies. Conformity, obedience, authoritarianism, realistic conflict and social identity theories, social dominance orientation, system justification theory, ethnocentrism and nationalism, prejudice, immigration and multiculturalism will be among the topics that we will study.

Learning Outcomes:

On successful completion of this module students should be able to:

- Describe the historical development of the field of political psychology.
- Compare and criticise the major approaches in the study of attitude formation and organization.
- Explain and interpret the major information processing models.
- Explain the psychological correlates of group dynamics including obedience, ethnocentrism, xenophobia, and prejudice.
- Construct arguments concerning current political debates about citizen preferences in modern democracies.

Assessment:

- 5% Response papers
- 35% Mid-term Essay
- 60% Final essay

Module Code: POU44112
Module Name: Topics: Political Parties
ECTS: 5
Module Coordinator: Dr. Emanuel Coman

Outline:

The module will focus on what parties stand for. As such, it will start with defining the meanings of the left–right spectrum in both economic and social terms while emphasizing the role played by new issues (such as immigration and EU) in the articulation of the left-right continuum. Then the module will give a historical perspective of how our understanding of this left-right continuum has changed and continues to change. The final part of the module will discuss the main party families (Christian Democrats, Liberals, Conservatives, Social Democrats, Greens, the Far Right) with examples from Western democracies as well as Eastern Europe.

Learning Outcomes:

On successful completion of this module students should be able to:

- Understand the meanings of the main dimensions of political conflict in modern democracies and their relationships with the social cleavages in the electorate
- Understand the origins of party systems in modern democracies, as well as their continuous transformations throughout time
- Familiarise themselves with the main party families in Western Europe and Eastern Europe.
- Identify the ways in which dimensions of political conflict in the new democracies of Eastern Europe differ from those in the older democracies, as well as the potential reasons for these differences.

Assessment:

Essay (40%)

90 minutes Exam (60%)

Module Code: POU44192
Module Name: Advanced Topics in Civil Conflict
ECTS: 5
Module Coordinator: Dr. Dino Hadzic

Outline:

This module examines the state of current research on the causes and effects of civil conflict and war. The first half of the module addresses civil conflict as an outcome: what makes conflict onset (and cessation) more likely? Why are some conflicts longer and more severe than others? Why are some societies peaceful while others appear stuck in a conflict trap? The second half will explore civil conflict as a predictor: why does conflict increase civic and political engagement in some settings but decrease it in others? How does conflict affect representation, particularly for social minorities and women? What are the short-, medium-, and long-term consequences of conflict? These are just some of the questions we will address in the module.

Learning Outcomes:

On successful completion of this module students should be able to:

- Understand what factors make the onset and cessation of civil conflict / civil wars more likely and what explains variation in the duration and severity of civil conflict.
- Appreciate how civil conflict affects post-conflict social and political outcomes such as civic engagement and representation.
- Describe how the research agenda on civil conflict has developed both theoretically and empirically over time.
- Identify current gaps in the research agenda and potential opportunities for scholarly contributions.

Assessment:

- 1 mid-term essay (40%)
- 1 end-of-term essay (60%)

Academic Year Calendar 2023/24

| Academic Calendar Week | Week Beginning | 2023/24 Academic Year Calendar | | Term / Semester |
|------------------------|----------------|---|--|---|
| | | UG continuing years / PG all years | UG new first years | |
| 1 | 28-Aug-23 | Reassessment * (Semesters 1 & 2 of 2022/23) | | ←Michaelmas term begins/Semester 1 begins |
| 2 | 04-Sep-23 | Orientation (Postgraduates, Visiting & Erasmus); Marking/Results | | |
| 3 | 11-Sep-23 | Teaching and Learning | | ←Michaelmas teaching term begins |
| 4 | 18-Sep-23 | Teaching and Learning | Orientation (IF UG) | |
| 5 | 25-Sep-23 | Teaching and Learning | Teaching and Learning | |
| 6 | 02-Oct-23 | Teaching and Learning | Teaching and Learning | |
| 7 | 09-Oct-23 | Teaching and Learning | Teaching and Learning | |
| 8 | 16-Oct-23 | Teaching and Learning | Teaching and Learning | |
| 9 | 23-Oct-23 | Study/Review | Study/Review | |
| 10 | 30-Oct-23 | Teaching and Learning (Monday, Public Holiday) | Teaching and Learning (Monday, Public Holiday) | |
| 11 | 06-Nov-23 | Teaching and Learning | Teaching and Learning | |
| 12 | 13-Nov-23 | Teaching and Learning | Teaching and Learning | |
| 13 | 20-Nov-23 | Teaching and Learning | Teaching and Learning | |
| 14 | 27-Nov-23 | Teaching and Learning | Teaching and Learning | |
| 15 | 04-Dec-23 | Revision | Revision | |
| 16 | 11-Dec-23 | Assessment * | Assessment ** | ←Michaelmas term ends Sunday 17 December 2023/Semester 1 ends |
| 17 | 18-Dec-23 | Christmas Period - College closed | Christmas Period - College closed | |
| 18 | 25-Dec-23 | 22 December 2023 to 1 January 2024 inclusive | 22 December 2023 to 1 January 2024 inclusive | |
| 19 | 01-Jan-24 | | | |
| 20 | 06-Jan-24 | Foundation Scholarship Examinations ^ | Foundation Scholarship Examinations ^ | |
| 21 | 15-Jan-24 | Marking/Results | Marking/Results | ←Hilary term begins/Semester 2 begins |
| 22 | 22-Jan-24 | Teaching and Learning | Teaching and Learning | ←Hilary teaching term begins |
| 23 | 29-Jan-24 | Teaching and Learning | Teaching and Learning | |
| 24 | 05-Feb-24 | Teaching and Learning (Monday, Public Holiday) | Teaching and Learning (Monday, Public Holiday) | |
| 25 | 12-Feb-24 | Teaching and Learning | Teaching and Learning | |
| 26 | 19-Feb-24 | Teaching and Learning | Teaching and Learning | |
| 27 | 26-Feb-24 | Teaching and Learning | Teaching and Learning | |
| 28 | 04-Mar-24 | Study/Review | Study/Review | |
| 29 | 11-Mar-24 | Teaching and Learning | Teaching and Learning | |
| 30 | 18-Mar-24 | Teaching and Learning (Monday, Public Holiday) | Teaching and Learning (Monday, Public Holiday) | |
| 31 | 25-Mar-24 | Teaching and Learning (Friday, Good Friday) | Teaching and Learning (Friday, Good Friday) | |
| 32 | 01-Apr-24 | Teaching and Learning (Monday, Easter Monday) | Teaching and Learning (Monday, Easter Monday) | |
| 33 | 08-Apr-24 | Teaching and Learning | Teaching and Learning | |
| 34 | 15-Apr-24 | Revision | Revision | ←Hilary Term ends Sunday 21 April 2024 |
| 35 | 22-Apr-24 | Trinity Week (Monday, Trinity Monday) | Trinity Week (Monday, Trinity Monday) | ←Trinity Term begins |
| 36 | 29-Apr-24 | Assessment * | Assessment * | |
| 37 | 06-May-24 | Marking/Results (Monday, Public Holiday) | Marking/Results (Monday, Public Holiday) | |
| 38 | 13-May-24 | Marking/Results | Marking/Results | |
| 39 | 20-May-24 | Marking/Results | Marking/Results | |
| 40 | 27-May-24 | Research | Research | ←Trinity Term ends Sunday 2 June 2024/Semester 2 ends |
| 41 | 03-Jun-24 | Research (Monday, Public Holiday) | Research (Monday, Public Holiday) | |
| 42 | 10-Jun-24 | Research | Research | |
| 43 | 17-Jun-24 | Research | Research | |
| 44 | 24-Jun-24 | Research | Research | |
| 45 | 01-Jul-24 | Research | Research | |
| 46 | 08-Jul-24 | Research | Research | |
| 47 | 15-Jul-24 | Research | Research | |
| 48 | 22-Jul-24 | Research | Research | |
| 49 | 29-Jul-24 | Research | Research | |
| 50 | 05-Aug-24 | Research (Monday, Public Holiday) | Research (Monday, Public Holiday) | |
| 51 | 12-Aug-24 | Research | Research | |
| 52 | 19-Aug-24 | Research | Research | |

* Note: additional/contingency days may be required outside of the formal assessment/assessment weeks.
 ** Note: It may be necessary to hold a small number of IF examinations/assessments outside of semester 1.
 ^ Note: It may be necessary to hold some examinations/assessments in the preceding week.

The academic year structure can be found below:

<https://www.tcd.ie/calendar/>

Assessment and Examination

Examination Dates 2023/24:

- Semester 1 assessment dates commence the week beginning 11th December 2023.
- Semester 2 assessment dates commence the week beginning 29th April 2024.

Assessment across both the undergraduate and postgraduate elements of the course will be carried out by a variety of different methods as exemplified below:

- Conventional end of term exams
- Laboratory practicals
- Marked tutorials
- Reflective diaries
- Group design projects
- Team based assessment
- Independent research project (year 5)

Examinations

The regulations governing examinations are set out in the College Calendar. Examination timetables are published in advance of the dates of examinations. See the examinations office website for more details (<http://www.tcd.ie/Examinations/Timetables/>). You must ensure that you are available for the duration of the examinations period as presented in the College Calendar (<http://www.tcd.ie/calendar/>). It is the student's responsibility to establish the dates, times and venues of examinations, no reminders will be sent to you. The College employs anonymous marking where practically possible. Results will be published by student number. The marking criteria used when marking Geography examination scripts are presented in the relevant section below.

Course Work

The form of course work will vary between modules. Details concerning the assessment requirements, value, marking criteria, and deadline/process for submission will be circulated by the module co-ordinator or lecturer when the assessment task is set. Under normal circumstances, course work will be submitted on a Monday and marked within 20 working days of submission (this does not apply to the Dissertation). The results will be notified to students by the module coordinator or lecturer. All submitted course work must have a completed Assignment Submission Form attached. These are available from the Geography website – see Courses, Current Students – or from the Geography Desk.

Marks are returned in the form of indicative grades as presented in the table below. These grades are provisional, being subject to moderation at the Examiners' Meeting.

| Mark Range | Indicative Grade |
|------------|------------------|
| 90-100 | A++ |
| 80-89 | A+ |
| 70-79 | A |
| 65-69 | B+ |
| 60-64 | B |
| 55-59 | C+ |
| 50-54 | C |
| 45-49 | D+ |
| 40-44 | D |
| <40 | F |

Submission of assessed course work in the Sophister Years

It is the student's responsibility to ensure that you accurately note the deadline and procedure for submission of assessed work.

When work is handed in a register of its receipt is kept. The register includes the date of submission and the student's signature.

For work that is submitted electronically, the student must obtain acknowledgement from the member of the academic staff responsible that the submission has been received. Unless otherwise stipulated, all written work must be word-processed.

The student must keep a paper and electronic copy of all work submitted for assessment

Policy regarding absence from in-class assessments

Please note that attendance at all undergraduate classes (lectures, laboratory classes etc.) in the fresh years is mandatory. Unsatisfactory attendance can result in you not being permitted to rise with the year. Please see the college calendar for the regulations regarding attendance (general regulations ii, 17 – 23).

In Sophister years, the importance of attendance increases as both years generally contribute directly to your final degree mark.

Attendance at assessments is compulsory in all years. Students must be available during term and certainly during the teaching term. However, in exceptional circumstances and if a reasonable case is made, staff can make special arrangements for students regarding assessments. Each case will be considered on its merits.

Paid employment, family holidays, weddings, birthdays etc. do not constitute grounds for making special assessment arrangements.

The Undergraduate Studies website contains further information concerning the academic regulations governing study at Trinity College.

Deadlines and penalties for late submission

The time, date and mode of submission of all coursework will be communicated to you by the lecturer concerned. It is your responsibility to accurately note this information and plan your time accordingly. In the event that you are unclear about any aspect of coursework submission, you should seek clarification from the lecturer in advance of the deadline.

Failure to submit assessed work by the stipulated deadline will result in a zero mark for that component. Students failing to submit more than a third of the required coursework in any term will be reported as 'non-satisfactory' and may be required to repeat the year (general regulations ii, 25-26). Requests for extensions on medical or other grounds should be made via your tutor in advance of the deadline. Further information can be found in part II of the College Calendar (General Regulations 45).

Students registered with the Disability Office

Students registered with the [Disability Office](#) are advised to contact the Module Coordinator or Lecturer at the beginning of a module, to ensure their learning and assessment requirements are met and to enable any adjustments to examination conditions are implemented.

The student should bring a copy of their LENS report with them.

Re-check/re-mark of examination scripts and other assessed work

Having received information about their final results at the court of examiners in Trinity term and having discussed these and their performance with the Director of Teaching and Learning (Undergraduate) or the head of discipline and/or the appropriate staff, students may ask that their results be reconsidered if they have reason to believe:

- (a) that the grade is incorrect because of an error in calculation of results;
- (b) that the examination paper or other assessment specific to the student's course contained questions on subjects which were not part of the course prescribed for the examination or other assessment; or
- (c) that bias was shown by an examiner in marking.

- In the case of (a) above, the request should be made through the student's tutor to the Director of Teaching and Learning (Undergraduate) or course director as appropriate.
- In the case of (b) and/or (c) above, the request should be made through the student's tutor to the Senior Lecturer. In submitting such a case for reconsideration of results, students should state under which of (b) and/or (c) the request is being made.
- Requests for re-check or re-mark should be made as soon as possible after discussion of results and performance and no later than twelve months from the date of the meeting of the court of examiners which moderated the marks in question.
- Once a result has been formally published following the court of examiners it cannot be amended without the permission of the Senior Lecturer.
- Any student who makes a request for re-check or re-mark that could have implications for their degree result is advised not to proceed with degree conferral until the outcome of the request has been confirmed.

Plagiarism

To ensure that you have a clear understanding of what plagiarism is, how Trinity deals with cases of plagiarism and how to avoid it, you will find a repository of information at

<https://libguides.tcd.ie/academic-integrity>

We ask you to take the following steps:

- (i) Visit the online resources to inform yourself about how Trinity deals with plagiarism and how you can avoid it at <https://libguides.tcd.ie/academic-integrity>. You should also familiarize yourself with the 2021/22 Calendar entry on plagiarism located on this website and the sanctions which are applied.
- (ii) Complete the 'Ready, Steady, Write' online tutorial on plagiarism at <https://libguides.tcd.ie/academic-integrity/ready-steady-write>. Completing the tutorial is compulsory for all students.
- (iii) Familiarise yourself with the declaration that you will be asked to sign when submitting course work at <https://libguides.tcd.ie/academic-integrity/declaration>
- (iv) Contact your College Tutor, your Course Director, or your Lecturer if you are unsure about any aspect of plagiarism.

Guidelines on Referencing

Geography employs the Harvard Referencing system and students must use this method in all written work (including presentations). Please note the following points:

- You should insert a citation when referring to the work or ideas of others. This can be done when you are reviewing existing work or using the work of others to support your own arguments.
- You should cite all references within the text using the author's surname (no first names or initials) followed by the year of publication. For example, "Smith (2009) demonstrates that..." or "These results support previous work in this area (Smith, 2009)."
- If there are two authors, include both in the citation within the text. For example, "Smith & Jones (2009) demonstrate that...". If there are three or more authors, insert "et al." after the first author. For example, if Smith & Jones write a paper with their colleague Bloggs, this should be cited in the text as "Smith et al. (2009) demonstrate that...".
- When citing multiple works, references must be arranged in chronological order within the text. For example, "These results support previous work in this area (Smith, 2001; Jones, 2004; Smith et al., 2009).
- At the end of your assignment, you must compile a reference list that includes all of the material cited in your work. This differs from other forms of Bibliography that may list work that has not been cited (e.g. recommended reading).
- Your reference list must be in alphabetical order by first author's surname, with material by individual authors ordered chronologically. For example, the papers above would be listed as:

Jones, A.B. (2004)

Smith, C.D. (2001)

Smith, C.D. (2009)

Smith, C.D., Jones, A.B. (2009)

Smith, C.D., Jones, A.B., Bloggs, E.F. (2009)

- The precise format of the references varies with publication type. Common examples are:

Academic Journal papers:

Smith, C.D. (2001) Title of the paper. *Name of the Journal* **Vol No.**, pg X-Y.

Books:

Jones, A.B. (2004) *Title of Book*. Edition. Publisher: Location, No. of pages.

Website:

Author names (Year) *Title of webpage* (online), URL, [Date Accessed]



For more information see the
Freeman Library website:

<https://www.tcd.ie/Geography/freeman-library/>

Grading - Geography

Geography uses the following guidelines on awarding grades for essays and examination answers:

| Class | Mark Range | Criteria |
|-------|------------|--|
| I | 90-100 | EXCEPTIONAL ANSWER; This answer will show original thought and a sophisticated insight into the subject, and mastery of the available information on the subject. It should make compelling arguments for any case it is putting forward and show a rounded view of all sides of the argument. In exam questions, important examples will be supported by attribution to relevant authors and, while not necessarily giving the exact date, should show an awareness of the approximate period. In essays, the referencing will be comprehensive and accurate. |
| | 80-89 | OUTSTANDING ANSWER; This answer will show frequent originality of thought and make new connections between pieces of evidence beyond those presented in lectures. There will be evidence of awareness of the background behind the subject area discussed, with evidence of deep understanding of more than one view on any debatable points. It will be written clearly in a style which is easy to follow. In exams, authors of important examples may be provided. In essays all important examples will be referenced accurately. |
| | 70-79 | INSIGHTFUL ANSWER; showing a grasp of the full relevance of all course material discussed and will include one or two examples from wider reading to extend the arguments presented. It should show some original connections of concepts. There will be only minor errors in examples given. All arguments will be entirely logical and well written. Referencing in exams will be sporadic but referencing should be present and accurate in essays. |
| II-1 | 65-69 | VERY COMPREHENSIVE ANSWER; good understanding of concepts supported by broad knowledge of subject. Notable for synthesis of information rather than originality. Evidence of relevant reading outside lecture notes and coursework. Mostly accurate and logical with appropriate examples. Occasional lapse in detail. |
| | 60-64 | LESS COMPREHENSIVE ANSWER; mostly confined to good recall of coursework. Some synthesis of information or ideas. Accurate and logical within a limited scope. Some lapses in detail tolerated. Evidence of reading the assigned course literature. |
| II-2 | 55-59 | SOUND BUT INCOMPLETE ANSWER; based on coursework alone but suffers from a significant omission, error or misunderstanding. Usually lacks synthesis of information or ideas. Mainly logical and accurate within its limited scope and with lapses in detail. |
| | 50-54 | INCOMPLETE ANSWER; suffers from significant omissions, errors and misunderstandings, but still with understanding of main concepts and showing sound knowledge. Several lapses in detail. |
| III | 45-49 | WEAK ANSWER; limited understanding and knowledge of subject. Serious omissions, errors and misunderstandings, so that answer is no more than adequate. |
| | 40-44 | VERY WEAK ANSWER; a poor answer, lacking substance but giving some relevant information. Information given may not be in context or well explained, but will contain passages and words, which indicate a marginally adequate understanding. |
| Fail | 35-39 | MARGINAL FAIL; inadequate answer, with no substance or understanding, but with a vague knowledge relevant to the question. |
| | 30-34 | CLEAR FAILURE; some attempt made to write something relevant to the question. Errors serious but not absurd. Could also be a sound answer to the misinterpretation of a question. |
| | 0-29 | UTTER FAILURE; with little hint of knowledge. Errors serious and absurd. Could also be a trivial response to the misinterpretation of a question. |

Geography uses the following agreed guidelines on marking for project/dissertation assessment.

| Class | Mark Range | Criteria |
|-------|------------|---|
| I | 80-100 | Exceptional project report showing broad understanding of the project area and excellent knowledge of the relevant literature. Exemplary presentation and analysis of results, logical organisation and ability to evaluate critically and discuss results coupled with insight and originality. |
| | 70-80 | A very good to excellent project report showing evidence of wide reading, with clear presentation and thorough analysis of results and an ability to evaluate critically and discuss research findings. Clear indication of some insight and originality. A very competent and well-presented report overall but with some room for improvement. |
| II-1 | 60-69 | A good to very good project report which shows a reasonably good understanding of the problem and knowledge of the relevant literature. Mostly sound presentation and analysis of results but with occasional lapses. Relevant interpretation and critical evaluation of results, though somewhat limited in scope. General standard of presentation and organisation adequate to good. |
| II-2 | 50-59 | A moderately good project report which shows some understanding of the problem but limited knowledge and appreciation of the relevant literature. Presentation, analysis and interpretation of the results at a basic level and showing little or no originality or critical evaluation. Insufficient attention to organisation and presentation of the report. |
| III | 40-49 | A weak project report showing only limited understanding of the problem and superficial knowledge of the relevant literature. Results presented in a confused or inappropriate manner and incomplete or erroneous analysis. Discussion and interpretation of results severely limited, including some basic misapprehensions and lacking any originality or critical evaluation. General standard of presentation poor. |
| Fail | 20-39 | An unsatisfactory project containing substantial errors and omissions. Very limited understanding or, in some cases, misunderstanding of the problem and very restricted and superficial appreciation of the relevant literature. Very poor, confused and, in some cases, incomplete presentation of the results and limited analysis of the results including some serious errors. Severely limited discussion and interpretation of the results revealing little or no ability to relate experimental results to the existing literature. Very poor overall standard of presentation. |
| Fail | 0-19 | A very poor project report containing every conceivable error and fault. Showing virtually no real understanding or appreciation of the problem and of the literature pertaining to it. Chaotic presentation of results and, in some cases, incompletely presented and virtually non-existent or inappropriate or plainly wrong analysis. Discussion and interpretation seriously confused or wholly erroneous revealing basic misapprehensions. |

School of Social Science & Philosophy

Marking Scale¹

First class honours | 70-100

First class honours in the School of Social Sciences and Philosophy is divided into grade bands which represent excellent, outstanding and extraordinary performances.

A first-class answer demonstrates a comprehensive and accurate answer to the question, which exhibits a detailed knowledge of the relevant material as well as a broad base of knowledge. Theory and evidence will be well integrated and the selection of sources, ideas, methods or techniques will be well judged and appropriately organised to address the relevant issue or problem. It will demonstrate a high level of ability to evaluate and integrate information and ideas, to deal with knowledge in a critical way, and to reason and argue in a logical way.

70-78 EXCELLENT

First class answers (excellent) demonstrate a number of the following criteria:

- comprehensiveness and accuracy;
- clarity of argument and quality of expression;
- excellent structure and organization;
- integration of a range of relevant materials;
- evidence of wide reading;
- critical evaluation;
- lacks errors of any significant kind;
- shows some original connections of concepts and theories;
- contains reasoned argument and comes to a logical conclusion.

This answer does not demonstrate outstanding performance in terms of independence and originality.

79-84 OUTSTANDING

In addition to the above criteria, an outstanding answer will show frequent original treatment of material. Work at this level shows independence of judgement, exhibits sound critical thinking. It will frequently demonstrate characteristics such as imagination, originality and creativity.

¹ As approved by the School of Social Sciences and Philosophy Executive Committee on 22 September 2014

This answer does not demonstrate exceptional performance in terms of insight and contribution to new knowledge.

85-100 EXTRAORDINARY

This answer is of a standard far in excess of what is expected of an undergraduate student. It will show frequent originality of thought, a sophisticated insight into the subject and make new connections between pieces of evidence beyond those presented in lectures. It demonstrates an ability to apply learning to new situations and to solve problems.

What differentiates a first class piece of work from one awarded an upper second is a greater lucidity, a greater independence of judgement, a greater depth of insight and degree of originality, more evidence of an ability to integrate material, and evidence of a greater breadth of reading and research.

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Second Class, First Division II.1 60-69

An upper second class answer generally shows a sound understanding of both the basic principles and relevant details, supported by examples, which are demonstrably well understood, and which are presented in a coherent and logical fashion. The answer should be well presented, display some analytical ability and contain no major errors of omissions. Not necessarily excellent in any area.

Upper second class answers cover a wider band of students. Such answers are clearly highly competent and typically possess the following qualities:

- accurate and well-informed;
- comprehensive;
- well-organised and structured;
- evidence of reading;
- a sound grasp of basic principles;
- understanding of the relevant details;
- succinct and cogent presentation; and
- evaluation of material although these evaluations may be derivative.

One essential aspect of an upper second-class answer is that it must have completely dealt with the question asked by the examiner. In questions:

- all the major issues and most of the minor issues must have been identified;
- the application of basic principles must be accurate and comprehensive; and

- there should be a conclusion that weighs up the pros and cons of the arguments.

----- O -----

Second Class. Second Division II.2 50-59

A substantially correct answer which shows an understanding of the basic principles. Lower second class answers display an acceptable level of competence, as indicated by the following qualities:

generally accurate;

- an adequate answer to the question based largely on textbooks and lecture notes;
- clearly presentation; and
- no real development of arguments.

----- O -----

Third Class Honours III 40-49

A basic understanding of the main issues if not necessarily coherently or correctly presented.

Third class answers demonstrate some knowledge of understanding of the general area but a third-class answer tends to be weak in the following ways:

- descriptive only;
- does not answer the question directly;
- misses key points of information and interpretation
- contains serious inaccuracies;
- sparse coverage of material; and
- assertions not supported by argument or evidence.

----- O -----

Fail F1 30-39

Answers in the range usually contain some appropriate material (poorly organised) and some evidence that the student has attended lectures and done a bare minimum of reading. The characteristics of a fail grade include:

- misunderstanding of basic material;
- failure to answer the question set;

- totally inadequate information; and
- incoherent presentation.

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Bad Fail F2 0-29

Answers in this range contain virtually no appropriate material and an inadequate understanding of basic concepts.

Student Supports

Trinity College provides a wide range of [personal and academic supports](#) for its students.

Your Tutor:

All registered full-degree undergraduate students are allocated a Tutor when starting in College. Your Tutor is a member of the academic staff who is appointed to look after the general welfare and development of all students in their care.

You should see your tutor whenever you have a question or are worried or concerned about any aspect of College life or your personal life, in particular if it is affecting your academic work. Everything you say to your tutor is in strict confidence. Unless you give them permission to do so, they will not give any information to anybody else, whether inside College or outside (not to your parents/family for example).

Your Tutor can help you only if they know you are facing difficulties, so if you are worried about anything go and see your Tutor before things get out of hand. Whilst your Tutor may not be able to solve the underlying problem, they can help you find the best way to limit the impact of your situation on your College work. Tutors can help with academic advice, changing course, withdrawing from College, exam regulations, financial assistance and personal advice. If you cannot find your own tutor, you can contact the Senior Tutor (tel: 01 896 2551). Senior Tutor's website: <https://www.tcd.ie/seniortutor/>

Student Counselling Service:

While Trinity implements its phased reopening, the SCS continues to offer services by telephone and video call. Please email student-counselling@tcd.ie to request an appointment. Emergency consults are available weekdays.

The student Counselling Service, 3rd Floor, 7 – 9 Leinster Street, College.

Tel: 01 896 1407

Email: student-counselling@tcd.ie

Please check the website for more up to date information:

http://www.tcd.ie/Student_Counselling

College Health Service

The College Health Service has changed the way it operates in order to minimize risk to our students and staff during this time of national crisis

To ensure your safety we have restricted access. Do not attend College Health without an appointment, appointments can be made over the phone.

Opening hours: between 9.30-12.00 and 14.00-16.00

The Health Centre is situated on Trinity Campus in House 47, a residential block adjacent to the rugby pitch.

Tel: 01 896 1591 or 01 896 1556

Web: <https://www.tcd.ie/collegehealth/>

Chaplaincy

The chaplains are representatives of the main Christian Churches in Ireland who work together as a team, sharing both the college chapel and the chaplaincy in House 27 for their work and worship.

Steve Brunn (Anglican Chaplain): brunns@tcd.ie; tel: 01 896 1402

Julian Hamilton (Methodist Chaplain): julian.hamilton@tcd.ie; tel: 01 896 1901

Alan O'Sullivan (Catholic Chaplain): aeosulli@tcd.ie; tel: 01 896 1260

Peter Sexton (Catholic Chaplain): sextonpe@tcd.ie; tel: 01 896 1260

Web: <https://www.tcd.ie/Chaplaincy/>

Trinity Disability Service

Disability Services, Declan Treanor

Room 2054, Arts Building

Email: askds@tcd.ie

Tel: 01 896 3111

Web: <https://www.tcd.ie/disability/>

Niteline

A confidential student support line run by students for students which is open every night of term from 9pm to 2.30am.

Tel: 1800 793 793

Web: <https://niteline.ie/>

Students' Union Welfare Officer

House 6, College

Email: welfare@tcdsu.org

Web: <https://www.tcdsu.org/welfare>

Undergraduate Programming Centre

The Programming Centre is available to all Computer Engineering students free of charge. The centre operates as a drop-in service where you can get help with any problems you

might have with programming in your courses. For further information, please visit <http://www.scss.tcd.ie/ugpc/>.

Student Learning Development

Student Learning Development provides learning support to help students reach their academic potential. They run workshops, have extensive online resources and provide individual consultations. To find out more, visit their website at <https://student-learning.tcd.ie/>.

Student 2 student (S2S)

S2S offers trained Peer Supporters for any student in the College who would like to talk confidentially with another student, or just to meet a friendly face for a chat. The service is free and available to everyone. To contact a Peer Supporter you can email student2student@tcd.ie.

Web: <https://student2student.tcd.ie/peer-support/>.

Trinity Careers Service

As a Trinity College Dublin student you have access to information, support and guidance from the professional team of expert Careers Consultants throughout your time at Trinity. The support offered includes 'next step' career guidance appointments, CV and LinkedIn profile clinics and practice interviews.

Web: <https://www.tcd.ie/Careers/>.

Co-curricular activities

Trinity College has a significant number of diverse student societies which are governed by the Central Societies Committee. They provide information on the societies including how to get involved and even how to start your own society. See <http://trinitysocieties.ie/> for more details. Students are encouraged to get involved. Trinity College also has a huge range of sports clubs which are governed by the Dublin University Athletic Club (DUCAC). [Dublin University Central Athletic Club - Trinity Sport - Trinity College Dublin \(tcd.ie\)](http://www.ducac.ie/) for more details.

Trinity College Students' Union

The Trinity College Students' Union (TCDSU) is run for students by students. TCDSU represents students at college level, fight for students' rights, look after students' needs, and are here for students to have a shoulder to cry on or as a friend to chat with over a cup of tea. Students of Trinity College are automatically members of TCDSU. It has information on accommodation, jobs, campaigns, as well as information pertaining to education and welfare.

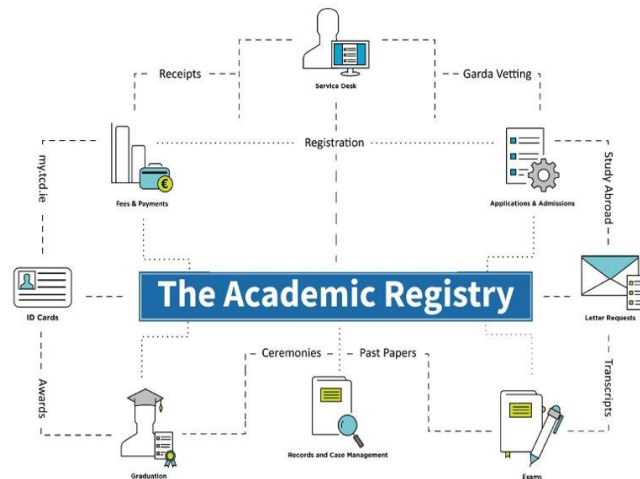
For more information see: <https://www.tcdsu.org/>.

Postgraduate Advisory Service

The Postgraduate Advisory Service offers free, independent, and confidential support, guidance and advocacy to registered postgraduate students. They are here to provide support on any matter that may impact upon your time as a postgraduate at Trinity.

Some of the most common issues students come to PAS to discuss include: study-related stress or worry; concerns about academic progress; supervisor-relationship concerns; extensions and going off-books; queries regarding regulations and academic appeals; bullying; plagiarism and disciplinary cases, financial assistance.

Academic Registry



The Academic Registry can help with queries on Applications & Admissions, Registration, ID Cards, Letter requests, Fees & Payments, Exams, Graduation, Fees & Payments. The Academic Registry is located in the Watts Building.

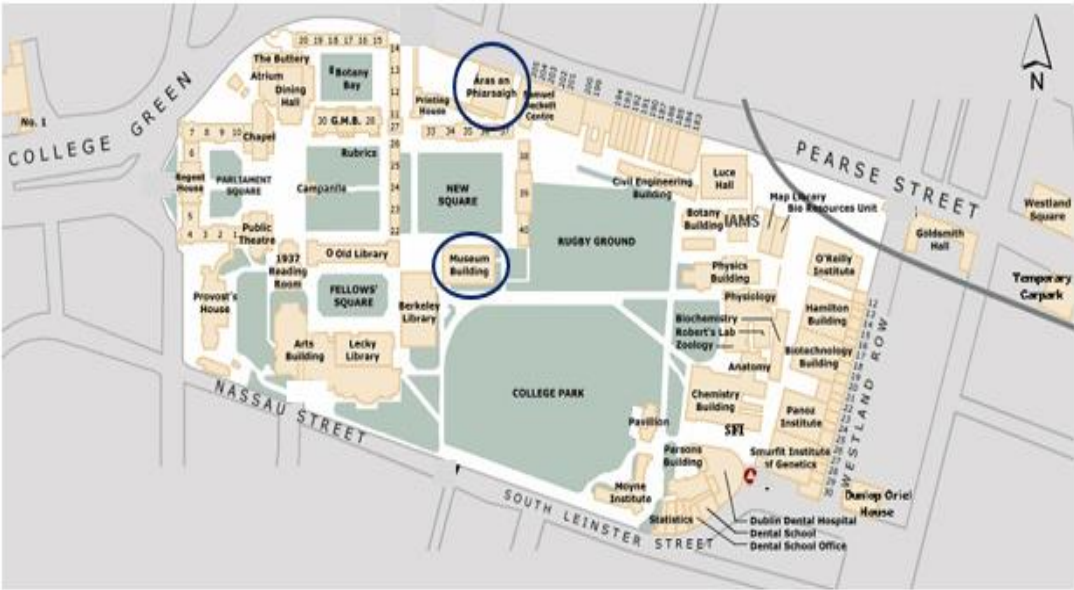
Telephone: 01 896 4500

Email: academic.registry@tcd.ie

Webchat: [Academic Registry Webchat - Academic Registry - Trinity College Dublin \(tcd.ie\)](#)

Website: <https://www.tcd.ie/academicregistry/>

Key Campus Locations



[Interactive College Map](#)

[College Maps : Trinity College Dublin \(tcd.ie\)](#)

General Information

Emergency Procedure

In the event of an+ emergency, **dial Security Services on extension 1999**

Security Services provide a 24-hour service to the college community, 365 days a year. They are the liaison to the Fire, Garda and Ambulance services and all staff and students are advised to always telephone extension 1999 (+353 1 896 1999) in case of an emergency.

Should you require any emergency or rescue services on campus, you must contact Security Services. This includes chemical spills, personal injury or first aid assistance.

It is recommended that all students save at least one emergency contact in their phone under ICE (In Case of Emergency).

Data Protection

Trinity College Dublin uses personal data relating to students for a variety of purposes. We are careful to comply with our obligations under data protection laws and we have prepared this short guide to ensure you understand how we obtain, use and disclose student data in the course of performing University functions and services. The guidance note is intended to supplement the University's [Data Protection Policy](#).

Further information can be found below:

[Information Compliance : Trinity College Dublin \(tcd.ie\)](#)