

## UL Geography Module Offerings for ERASMUS (2021/22 onwards)

The University of Limerick is currently in the process of setting up a fresh and adventurous new Geography subject offering. Geography is set to grow in its offerings over the next four years but the current and projected offering is detailed in this document. For a summary of the module titles and the semester and year in which they will run please see Table 1 below. Further detail on the modules is included in the remaining pages. Please note the availability of the modules detailed here is progressive from 2021/22 through to 2024 when all modules listed below will be available.

	<b>AUTUMN</b>	<b>SPRING</b>
	<i>Available from 2021/22</i>	<i>Available from 2021/22</i>
<b><u>Year 1 Modules</u></b>	(1) GY4001: INTRODUCTION TO HUMAN GEOGRAPHY	(2) GY4002: INTRODUCTION TO PHYSICAL GEOGRAPHY
<b><u>Year 2 Modules</u></b>	(3) GY4003: LANDSCAPES AND ENVIRONMENT	
	(4) GY4033: POPULATION DYNAMICS	
	<i>Available from 2022/23</i>	<i>Available from 2022/23</i>
<b><u>Year 3 Modules</u></b>		(5) GY4006: PRACTICING GEOGRAPHICAL RESEARCH
		(6) GY4026: THE LIVING EARTH
		(7) GY4036: GEOGRAPHIES OF DEVELOPMENT
	<i>Available from 2023/24</i>	<i>Available from 2023/24</i>
<b><u>Year 4 Modules</u></b>	(8) GY4027: LANDSCAPE EVOLUTION	(10) GY4028: ENVIRONMENTAL ISSUES
	(9) GY4037: A SUSTAINABLE WORLD?	(11) GY4038: CULTURAL AND HISTORICAL GEOGRAPHY

Table 1: A summary of the Geography programme modules offered over the coming years.

***The University of Limerick will offer the following Geography modules from the academic year 2021/22:***

**(1) GY4001 Introduction to Human Geography (Year 1, Autumn)**

A full module outline is also available on request.

**Rationale and Purpose of the Module:** This module introduces students to the study of people and communities in their environment and how social, cultural, economic and political interactions shaped it. It seeks to communicate an understanding of key concepts of information, an evaluation and synthesis of a variety of types of geographical information and qualitative and quantitative data, and an ability to construct sustained written arguments on geographical issues.

**Syllabus:** The module explores the interrelationships between human processes and the environment in their local, regional and global contexts. Students will be introduced to the key thinkers, ideas, theories and contemporary issues in Human Geography. It examines the key social, economic, political, demographic, environmental and cultural processes evident across the globe in contemporary and historical contexts. Themes include population and migration; cultural patterns and processes; political organisation of space; urban and rural land use; agriculture, food production, and rural land use; industrialisation and economic impacts; climate and environmental issues; cultural systems and identity; development and sustainability.

**Learning Outcomes:** On successful completion of this module, students will be able to:

- demonstrate an understanding of key concepts in human geography and the interrelationships between geographical processes;
- demonstrate an understanding of how humans perceive, define, behave in and structure different environments, based on key social, economic, political, demographic, environmental and cultural processes;
- interpret, analyse and present geographical data;
- perceive conflicting issues in human geographic processes;
- capture how human processes have an impact on society;
- value the consequences of human actions.

**How the Module will be Taught and what will be the Learning Experiences of the Students:**

This module will be delivered through a combination of lecturers, tutorials and self directed learning. Students will develop the skills to analyse readings, improve their capacity for critical assessment, consider peer comments and present their own work. Committed participation is essential for developing cognitive and presentation skills that hone their attributes as articulate, creative and original thinkers.

## **(2) GY4002: Introduction to Physical Geography (Year 1, Autumn)**

A full module outline is also available on request.

**Rationale and Purpose of the Module:** This module introduces students to the key principles that underline physical geographical processes that shaped the natural environment.

**Syllabus:** The module introduces students to the Earth's physical features and how natural processes and patterns have shaped the planet. Students will be introduced to geomorphology, hydrology, glaciology, biogeography, climatology, meteorology, pedology, paleogeography, coastal geography, quaternary science, and landscape ecology, geomatics, and environmental geography. Themes such as geology and tectonics; oceans; atmospheric processes; Global climate and weather; landform evolution; soils, sediments and sedimentation; catchment hydrology; fluvial geomorphology; coastal geomorphology; Glacial geomorphology; Ecological processes; Freshwater ecology; the Quaternary; the Holocene; contemporary climate change; vegetation and environmental change will be explored.

**Learning Outcomes:** On successful completion of this module, students will be able to:

- demonstrate an understanding of the nature and scope of Physical Geography;
- employ the methods and techniques used by Physical Geographers;
- identify the Earth's major natural systems;
- describe how the Earth's major systems have changed in the past over a range of timescales;
- illustrate the importance of Physical Geographical knowledge for human activity and environmental management;
- develop an appreciation of the significance of physical geography as a key aspect of today's world;
- value independent learning and collaboration.

### **How the Module will be Taught and what will be the Learning Experiences of the Students:**

This module will be delivered through a combination of lecturers, tutorials and self directed learning. Students will develop the skills to analyse readings, improve their capacity for critical assessment, consider peer comments and present their own work. Committed participation is essential for developing cognitive and presentation skills that hone their attributes as articulate, creative and original thinkers.

### **(3) GY4033: Population Dynamics (Year 2, Autumn)**

**Rationale and Purpose of the Module:** This module aims to introduce students to key concepts in population studies. Through an analysis of the key demographic processes, fertility, mortality and migration, students will learn how source data, calculate and interpret key demographic indicators, assess trends and disparity at different scales, and link these with the population dynamics of historical, cultural, health, economic, political and environmental issues.

**Syllabus:** Population dynamics play a vital role in culture, health, economics, politics, and environmental issues. Grasping the basic concepts and tools of population geographies is essential to understanding this broad and varied subject area. Key geographical and historical processes of population change such as fertility, mortality and migration are introduced, as is the varied temporal and spatial nature of the causes and consequences of population disparities in history, the present, and into the future. The module examines these relationships through a variety of case studies and introduces key methods and tools for analysing population dynamics in contemporary and historical contexts.

**Learning Outcomes:** On successful completion of this module, students will be able to:

- demonstrate a comprehension of the key population concepts, patterns, processes and tools;
- demonstrate an understanding of the key demographic indicators and how and why these are measured;
- employ methods to evaluate, analyse and interpret a variety of population related data;
- identify, explain and construct critical arguments on the relationship between population and a variety of demographic processes;
- demonstrate an appreciation of the different actors at play in population studies;
- illustrate and evaluate the conflicting trends and disparity across different scales of geography;
- employ independent learning and team work.

**How the module will be taught:**

This module will be taught through a combination of lecturers, labs, tutorials and self-directed learning.

#### **(4) GY4003: Landscapes and Environment (Year 2, Autumn)**

**Rationale and Purpose of the Module:** This module looks at landscapes, their formation, and the interrelationships between the human and environmental factors which shape(d) them, in the past, present and future. The module will provide you with an understanding of the landscape related global challenges and environmental issues facing us today, and introduce topics including environmental change, rivers and coasts, wetlands and biogeography.

**Syllabus:** Understanding the key concepts and processes involved in the formation of our landscape and environment (past, present and future) is essential for geographers. Key concepts and processes such as environmental change, rivers and coasts, wetlands and biogeography are introduced, as is the temporal and spatial nature of said processes. The module examines these through varying case studies and lab work and introduces students to key methods and tools for analysing the landscape and environment in various contexts.

**Learning Outcomes:** On successful completion of this module, students will be able to:

- demonstrate a comprehension of the key concepts in landscapes and the environment;
- demonstrate an understanding of the temporal and spatial nature of landscapes and environment;
- employ methods to evaluate, analyse and interpret a variety of landscape and environment related data;
- identify, explain and construct critical arguments on the relationship between landscape and a variety of environmental processes;
- demonstrate an appreciation of the different factors at play in landscape and environment studies ;
- illustrate and evaluate conflicting trends and disparity across different scales of landscape and environment ;
- employ independent learning and team work.

**How the module will be taught:**

This module will be taught through a combination of lecturers, labs and self-directed learning.

***The University of Limerick will offer the following Geography modules from the academic year 2022/23:***

(5) **GY4006: Practicing Geographical Research (Year 3, Spring)**

**Rationale and Purpose of the Module:** This module offers an introduction to a range of geographical research skills through lectures, seminars and practical sessions. The module will teach students techniques and methods for undertaking research in varying contexts and scales

**Syllabus:** Practicing Geographical Research develops students' ability to undertake geographical research of physical, human and overlapping research agendas. The key principles of research design and methods are introduced through practice-based learning including associated lectures, practical sessions and tutorials. The module will provide students with practical experience and transferable skills in best practices for project design and implementation, fieldwork processes, and data collection of a range of qualitative and quantitative datasets.

**Learning Outcomes:** On successful completion of this module, students will be able to:

- demonstrate the principles of research design;
- demonstrate the ability to employ methods to collect, source, evaluate, analyse and interpret a variety of qualitative and quantitative data;
- demonstrate an understanding of analytical techniques for quantitative and qualitative data;
- demonstrate the ability to pursue knowledge in an in-depth, ordered and motivated way.
- demonstrate an appreciation of the importance of well-planned research;
- illustrate and evaluate the appropriate methods for a variety of research contexts;
- employ independent learning and team work.

**How the module will be taught:**

This module will be taught through a combination of lectures, practical classes, field work and self-directed learning.

(6) **GY4026: The Living Earth (Year 3, Spring)**

**Rationale and Purpose of the Module:** This module investigates how the living earth interacts with the physical landscape. Through a consideration of the relationships between life and landscape the module examines themes in biogeography and landscape ecology such as historical, geographical and biological processes which determine the distribution of species and how these shift through changing climates and environments.

**Syllabus:** The Living Earth introduces the theory, concepts and processes of biogeography and landscape ecology. The module will touch on past and current distributions of species and how these are affected by shifting climate and environments around the globe. Ecological patterns, processes and feedback in both natural and human-dominated landscapes will also be considered, and how these link with contemporary issues of environmental management and biodiversity conservation will be discussed. Topics will include terrestrial and marine biogeography, climate change and species distribution, landscape ecology and feedback and spatial ecology of landscapes across time and space.

**Learning Outcomes:** On successful completion of this module, students will be able to:

- demonstrate an understanding of the core themes and theory behind the subdisciplines of biogeography, landscape ecology and spatial ecology;
- demonstrate and model the relationships between life and landscape at a range of different spatial scales;
- demonstrate an appreciation of the importance of these sub-disciplines to physical geography, environmental management and biodiversity conservation.
- perceive the significance of the living earth now and in the future;
- value independent learning and collaboration;
- value the consequences of human actions on the living earth.

**How the module will be taught:**

This module will be delivered through a combination of lectures, practical sessions and self-directed learning.

(7) **GY4036: Geographies of Development (Year 3, Spring)**

**Rationale and Purpose of the Module:** This module aims at helping students develop an understanding of the diverse theories, concepts and critiques of development and inequality across the globe. It encourages critical engagement by integrating theory alongside case study examples from varied times and spaces, and explores key factors and processes which shape the lives of populations around the globe.

**Syllabus:** Geographies of Development sets out the key processes and mechanisms by which the world has altered and developed at different rates across time and space. A framework of three key components is used to structure the module. The first of these components conceptualises development, the second looks at development in practice, and lastly, spaces of development will be considered. Within this framework, the histories of development are detailed before considering key aspects to development such as globalisation and regionalism, the creation and distribution of wealth, cultures and trends in society.

**Learning Outcomes:** On successful completion of this module, students will be able to:

- demonstrate an understanding of development, define the key problems associated with development in today's world and the role of geography in development processes;
- demonstrate a comprehension of and how to evaluate, analyse and synthesise key theories, strategies and representations of development;
- demonstrate an appreciation of critical arguments on the relationship between development and a variety of related environmental and societal processes
- plan, design and execute one or more pieces of relevant research.
- appreciate the different actors at play in development geographies
- perceive the conflicting trends and disparity across different times and scales of development geography
- value independent learning and team work

**How the module will be taught:**

This module will be taught through a combination of lectures, tutorials and self-directed learning.



***The University of Limerick will offer the following Geography modules from  
2023/24:***

(8) **GY4027: Landscape Evolution (Year 4, Autumn)**

**Rationale and Purpose of the Module:** This module aims to introduce students to the concepts and techniques used to study landscape evolution through past environmental change. Concerned with the nature and causes of major climatic change in past environments and in different spaces, the module explores the varied and multiple records of environmental change, illustrates how using evidence we can reconstruct and understand past environments, and how this can be used to predict climates of the future.

**Syllabus:** Understanding the nature and timing of landscape evolution is essential to gaining an awareness of contemporary and future events and processes. In this module, the temporal and spatial nature of said processes are examined through case studies and laboratory work, introducing students to essential methods for analysing past environments and predicting future environments in various contexts. Topics will include tectonic and surface processes, the effect of human activity on the earth.

**Learning Outcomes:** On successful completion of this module, students will be able to:

- demonstrate a comprehension of the key concepts and theories related to past environments;
- demonstrate an understanding of the temporal and spatial nature of past environments and climate change and variability;
- demonstrate the ability to evaluate, analyse and interpret a variety of environment related data
- demonstrate the ability to construct critical arguments on the relationship between the environment and connected global processes
- plan, design and execute a piece of relevant research.
- appreciate the different factors at play in the key evolutionary concepts and processes of past environments
- perceive the conflicting trends and disparity across different spaces and scales of early environment and climate change
- value independent learning and team work

**How the module will be taught:**

This module will be taught through a combination of lectures, practicals and self-directed learning.

(9) **GY4037: A Sustainable World? (Year 4, Autumn)**

**Rationale and Purpose of the Module:** A Sustainable World provides students with the opportunity to engage with the growing field of geographical research on the relationships between social and environmental processes through the lens of sustainability. Beginning with the origins of sustainable development the module looks at the core ideas that underpin it and then considers how we are planning for a sustainable future. The key challenges derived from conflicting ideas and interests are discussed at varying local, national and international contexts.

**Syllabus:** Using a series of historic and contemporary case studies, the module explores sustainability from a variety of environmental and societal contexts (social, cultural and economic) and analyses the differing approaches and conflicting messages and ideas at play in today's world. Beginning with the origins of sustainability, the module will introduce topics such as global issues in sustainability, consumption and waste, business and industry, public policy, education, the role of technology, sustainable cities and sustainability and the future.

**Learning Outcomes:** On successful completion of this module, students will be able to:

- demonstrate a comprehension of the key concepts, patterns, processes in sustainable development
- demonstrate an understanding of how sustainability is measured
- demonstrate the ability to construct critical arguments on the relationship between sustainability and a variety of related environmental and societal processes
- plan, design and execute one or more pieces of relevant research.
- appreciate the different actors at play in sustainable development
- perceive the conflicting trends and disparity across different scales of geography
- value independent learning and team work

**How the module will be taught:**

This module will be taught through a combination of lectures, tutorials and self-directed learning.

(10) **GY4028: Environmental Issues (Year 4, Spring)**

**Rationale and Purpose of the Module:** Understanding how and why environmental change occurs is essential to growing our awareness of the relationship between man and nature. This module aims to introduce the world's most pressing environmental issues through an examination of the nature, causes and impacts of major types of environmental change, and the economic, legal, cultural and ethical underpinnings of environmental responsibility.

**Syllabus:** Environmental Change will introduce students to the most pressing large-scale global environmental problems including ecological principles and conservation management, environmental degradation, natural resource security, climate change and the role of human societies. The module will also touch on environmental law, policy, economy and governance and the links with human systems and environmental change.

**Learning Outcomes:** On successful completion of this module, students will be able to:

- demonstrate a comprehension of the key concepts and processes involved in environmental issues;
- demonstrate an understanding of the temporal and spatial nature of environmental issues;
- demonstrate the ability to employ methods to evaluate, analyse and interpret a variety of qualitative and quantitative environment related data
- identify, explain and construct critical arguments on the relationship between society and a variety of environmental issues.
- demonstrate an appreciation of the different factors at play in environmental studies
- illustrate and evaluate conflicting trends and disparity across different scales of environmental policy
- employ independent learning and team work

**How the module will be taught:**

This module will be taught through a combination of lectures, practicals and self-directed learning.

(11) **GY4038: Cultural and Historical Geography (Year 4, Spring)**

**Rationale and Purpose of the Module:** This module aims to introduce students to the sub-disciplines of cultural and historical geography. Through an examination of cases studies from a range of spatial and temporal contexts and scales, students will develop a nuanced understanding of the relationship between these two approaches and of their overlapping concerns, concepts and practitioners.

**Syllabus:** Students are introduced to some of the core components of study in historical and cultural geography. Through theory and case study, the module includes topics such as Landscape and Representation, Place, Space and Power, Heritage and Memory, Materialism, Poststructuralism and Reading Textual Geographies. It familiarises students with historical and cultural geographies in practice and introduces a range of visual, aural, documentary and participatory methodologies to improve understanding of how past actions and processes have shaped the present.

**Learning Outcomes:** On successful completion of this module, students will be able to:

- demonstrate an appreciation of how the concept of culture is examined in geography;
- demonstrate an understanding of the key theoretical problems in cultural and historical geography and be able to apply them to different contexts;
- demonstrate the ability to employ various methodologies to evaluate, analyse and interpret a variety of historical and cultural case studies.
- demonstrate an appreciation of historical and cultural geography
- illustrate and evaluate the histories and cultures from a geographical perspective.
- employ independent learning and team work

**How the module will be taught:**

This module will be taught through a combination of lectures, tutorials and self-directed learning.