



**The University of Edinburgh
School of GeoSciences**

**BSc / MA Geography (single honours)
MA Geography (joint honours)**

Years 3 and 4 –Honours

2017/18 Course Information

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Introduction

Welcome to Geography

On behalf of all the teaching and administrative staff on the Geography Degree Programmes, welcome to the Institute of Geography within the School of GeoSciences at the University of Edinburgh. It is a pleasure to have you here as a member of Geography's intellectually diverse and vibrant community and to know that you'll be involved in our engaging courses of study. Whatever your goals and aspirations, ours are simple: helping you to achieve your aims and encouraging you to make the most out of your time studying with us. We look forward to working with you, to teaching you and to watching you become geographers during your time here.

This handbook is intended to give you an overview of the degree programmes and individual courses offered by the Institute of Geography, together with some useful practical information about the teaching and learning resources we offer.

The Institute of Geography is part of the School of GeoSciences in the College of Science and Engineering. As well as working with other Institutes in GeoSciences (Earth Sciences, and Ecological and Environmental Sciences), Geography has very strong links with subject areas in other parts of the University of Edinburgh, especially with the College of Humanities and Social Sciences.

The Institute of Geography is located on Drummond Street and your primary route for enquiries is Kirsty Allan, who is the Undergraduate Secretary in the Institute of Geography. The main office is open for undergraduate enquiries 9 am – 12.30 pm and 2pm to 5pm.

The handbook is not intended to be exhaustive. It does not contain all the necessary information for each course; it must therefore be read in conjunction with the detailed information contained in particular course handbooks or on the University Virtual Learning Environment. This handbook should also be used in conjunction with any relevant Codes of Practice issued by the University (see <http://www.aaps.ed.ac.uk/regulations/index.htm>). The formal regulations for your degree are laid out in the University's Degree Regulations and Programmes of Study (DRPS) and, while care has been taken in preparing this handbook, in all matters the DRPS takes precedence. The DRPS can be found at http://www.drps.ed.ac.uk/17-18/dpt/drps_geo.htm

Your Personal Tutor can of course clarify any matters you're not sure about. In addition, the University's web page for students is a great initial source for much information and guidance and can be found at <http://www.ed.ac.uk/schools-departments/science-engineering/current-students>

Dr Tom Slater
Degree Programme Convenor
Geography

Geography Years 3 and 4

Honours years of the BSc and MA Geography degree programmes enhance the broad Geographical knowledge you have attained in the pre-honours years of the Geography degree programmes.

In the third year of your programme, you will study four compulsory courses and select one of three compulsory field trips to Bangor, Amsterdam or Istanbul. Your compulsory courses will amount to 60 credits and you will also be required to choose 60 credits of optional courses. 40 of the optional credits will be selected from an extensive range of Level 10 Geography optional courses (which will be described later in this handbook), the remaining 20 credits can be selected from courses across the University.

Fourth year students will focus on one 40-credit compulsory dissertation and one 20-credit compulsory course, Geography, Science, Civil Society. In addition to the compulsory courses, you are also required to select 1 of 4 research electives (each worth 20 credits), which include field trips to the Western Isles of Scotland and Iceland. The remaining 40 credits should be made up from one 20-credit Geography Level 10 course and a further 20 credits from courses across the University.

Students of Geography joint honours degree programmes will study a combination of Geography courses and courses from the joint School. Details of joint honours course selections can be found on the individual degree programme tables, which are described later in this handbook.

The Institute of Geography runs a CAPS (Course Allocation and Preference System) system for students to facilitate selection of Geography Level 10 options courses.

Assessment in years 3 and 4 is made by a mixture of continuous assessment and examinations.

Your course choices

Students in year 3 of the BSc and MA Geography degree programmes are required to pass at least 80 credits (of 120) in order to progress to the fourth year.

Compulsory courses in the third year of study for Geography single-honours degree programmes are:

- GEGR09012 - The Nature of Geographical Knowledge (20 credits)
- GEGR09011 - Research Design in Geography (10 credits)
- GEGR09004 - Quantitative Methods in Geography (10 credits)
- GEGR09005 - Qualitative Methods in Geography (10 credits)

Students are also required to select one of three field courses in the third year. Field course destinations are Amsterdam, Bangor and Istanbul. Those students focussing on human geography should select to carry out field work in either Amsterdam or Istanbul whilst physical geographers will attend the Bangor field course. Each field course is worth 10-credits each.

Students in third year will also select a further 60 credits of optional courses. 40 of these should be Geography-based options courses and the remaining 20 credits can be selected from across the University. Descriptions of all Geography courses are found later in this handbook.

Fourth year Geography single honours students will focus on two compulsory courses, Geography, Science, Civil Society (20 credits) and the Geography Dissertation (40 credits). The Dissertation gives the student an opportunity to carry out an original piece of research on a Geography-related topic of their choice (selected in

the 3rd year as part of the Research Design in Geography course). The Geography, Science, Civil Society course is the final core course of the four-year honours degree in Geography. It aims to provide final year Geography undergraduates with a coherent conceptual basis to their studies and a means through which they can use their undergraduate experiences to engage with the relationships between geography as a form of knowledge, the politics of geography's making, and the several publics with whom geography and geographers work.

Year 4 students will also select one of four research elective courses which include field trips to Iceland (Physical Geography) and the Western Isles (Human Geography). Other research electives include the courses, 'Geography in the Archive' and 'Researching with media: ordinary, popular and indigenous people's knowledges. All of the research electives are worth 20 credits.

Geography **joint honours year 4 students should not** select the Geography, Science, Civil Society course, however, they will choose Geography Level 10 options courses through the CAPS system (which can include one of the Research Electives), and will elect to either submit a Geography Dissertation or a Dissertation from the School delivering the joint part of their degree.

Course summary

The table below contains brief details of each course in the BSc and MA Geography Single Honours Years 3 and 4 degree programme tables. Further details of each course are found later in this guide.

BSc/ MA Geography Compulsory courses

Course Code	Course Title	Course Organiser	Course Secretary	Sem	Year	Credits
GEGR09004	Quantitative Methods in Geography	Dr Tom Clemens	Kirsty Allan	1	3	10
GEGR09005	Qualitative Methods in Geography	Dr Eric Laurier	Kirsty Allan	1	3	10
GEGR09011	Research Design in Geography	Dr Chris Dibben & Tom Clemens	Kirsty Allan	2	3	10
GEGR09012	The Nature of Geographical Knowledge	Prof Charlie Withers	Kirsty Allan	1	3	20
GEGR10053	Geography Dissertation	Dr Noel Gourmelen & Dan Goldberg	Kirsty Allan	Full year	4	40
GEGR10120	Geography, Science, Civil Society	Prof Charlie Withers	Kirsty Allan	2	4	20

For details of compulsory courses on MA Geography joint-honours degrees please visit the relevant DRPS by using the links in the Degree Programme Tables section found later in this handbook.

BSc/MA Geography 3rd Year Field courses

Course Code	Course Title	Course Organiser	Course Secretary	Sem	Year	Credits
GEGR09008	Geography Fieldwork: Foundations (Human)	Dr Kanchana Ruwanpura	Kirsty Allan	1	3	10
GEGR09009	Geography Fieldwork: Foundations (Physical)	Dr Anthony Newton	Kirsty Allan	1	3	10
GEGR09017	Geography Fieldwork: Foundations (IAthens)	Dr Kanchana Ruwanpura	Kirsty Allan	1	3	10
GEGR09007*	Geography Small Research Project	Dr Anthony Newton	Kirsty Allan	2	3	10

BSc / MA Geography 4th Year Research Electives

GEGR10064	Geography in the Archive	Prof Charles Withers	Kirsty Allan	1	4	20
GEGR10072	Physical Geography Fieldwork: Iceland	Prof Andy Dugmore	Kirsty Allan	1	4	20
GEGR10100	Human Geography Fieldwork: Journey to the Western Isles	Dr Fraser MacDonald	Kirsty Allan	1	4	20
GEGR10113	Researching with media: ordinary, popular and indigenous people's knowledges	Dr Eric Laurier	Kirsty Allan	1	4	20

*Please note this course is intended as a substitute for the Geography Field Course where special circumstances prevent a student from undertaking Geography Fieldwork – Cape Town, Snowdonia or Athens.

BSc/ MA Geography Optional courses

Course Code	Course Title	Course Organiser	Course Secretary	Sem	Year	Credits
PGGE11194	Animals and Society	Dr Emily Brady	Kirsty Allan	2	¾	20
GEGR10023	Catchment Water Resources	Dr Neil Stuart	Kirsty Allan	2	¾	20
GEGR10114	Development and Decolonization in Latin America	Dr Julie Cupples	Kirsty Allan	1	¾	20
GEGR10106	Divided Cities	Dr Tom Slater	Kirsty Allan	2	¾	20
GEGR10102	Encountering Cities	Dr Dan Swanton	Kirsty Allan	1	¾	20
GEGR10094	Eroding Landscapes: Mountains, Hills and Rivers	Dr Mikael Attal	Kirsty Allan	1	¾	20
GEGR10123	Environmental Justice	Dr Janet Fisher	Kirsty Allan	2	¾	20
GEGR10115	Geographies of Food	Dr Marisa Wilson	Kirsty Allan	1	¾	20
GEGR10075	Glacial Processes and Geomorphology	Dr Rob Bingham	Kirsty Allan	1	¾	20
GEGR10119	Ice and Climate	Dr Noel Gourmelon	Kirsty Allan	2	¾	20
GEGR10108	Landscape Dynamics - techniques and applications	Dr Linda Kirstein	Kirsty Allan	2	¾	20
GEGR10125	Land and Landscapes	Dr Rachel Hunt	Kirsty Allan	2	¾	20
GEGR10107	People, landscape change and settlement: the last 15,000 years	Dr Eva Panagiotakopulu	Kirsty Allan	2	¾	20
GEGR10039	Principles of Geographical Information Science	Dr William Mackaness	Kirsty Allan	1	¾	20
GEGR10055	Remote Sensing and Global Climate Change	Prof Iain Woodhouse	Kirsty Allan	2	¾	20
GEGR10116	Space, place and sensory perception	Dr Nina Morris	Kirsty Allan	2	¾	20
GEGR10105	The Geography of Health	Dr Niamh Shortt	Kirsty Allan	2	¾	20
GEGR10079	Values and the Environment	Prof Emily Brady	Kirsty Allan	1	¾	20
GEGR10103	Volcanoes, Environment and People	Prof Andrew Dugmore	Kirsty Allan	2	¾	20
GEGR10118	Writing Landscapes	Dr Fraser MacDonald	Kirsty Allan	2	¾	20

Contact details for Course Organisers and Course Secretaries are included in the detailed descriptions of each course, found later in this guide.

Key Dates

The table below details key University and School dates throughout the 2017/18 academic year. These dates are correct at the time of publishing and may be subject to change.

2017

June	Western Isles Fieldtrip for 2017/18 session
26 th August – 3 rd September	Athens field trip
10 th – 20 th September	Iceland field trip
2 nd – 8 th September	Snowdonia field trip
4 th – 12 th September	Cape Town field trip
11-17 th September	Welcome Week
18 th September	Start of Teaching Block 1 (Semester 1)
11 th October	Student Staff Liaison Committee meeting (Time tbc)
20 st October	End of Teaching Block 1
24 ^{3rd} October	Start of Teaching Block 2
26 th October	Winter Exam diet timetable due to be published
2 nd November	Student Staff Liaison Committee meeting (Time tbc)
8 th December	End of Teaching Block 2
4-7 th December	Revision
8 th December	Examinations start
21 st December	End of Semester 1 / End of Examinations
22 nd December	Winter Teaching Vacation starts

2018

10-14 th January	January Welcome
15 th January	Start of Teaching Block 3(Semester 2)
7 th February	Student Staff Liaison Committee meeting (time tbc)
16 th February	End of Teaching Block 3
26 th February	Start of Teaching Block 4
5 th March	Spring Exam diet timetable due to be published
14 th March	Student Staff Liaison Committee meeting (time tbc)
6 th April	End of Teaching Block 4
9 th April	Spring Teaching Vacation starts
22 nd April	Spring Teaching Vacation ends
23-27 th April	Revision
30 st April	Examinations start
26 th May	End of Semester 2 / End of Examinations
28 th May	Summer Teaching Vacation starts
June/July	GeoSciences graduation ceremony (date tbc)

GEGR09004 Quantitative Methods in Geography

Course Organiser:	Tom Clemens	Other Key Staff:	N/A
Course Secretary:	Kirsty Allan	Course location:	Lectures: HRB Lect Theatre Practicals: 2.02 Drummond
Credits available:	10	SCQF Level:	09

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Course description

This course is intended to provide a broad introduction to the types of quantitative methods (principally statistical) used in both physical and human geography, with the goal of readying students for the use of these methods in their dissertation (and other) research. Material will be presented through both lectures and practical's, in which the practical session will build on the material introduced in lecture and instruct in how to apply the methods to actual data. Software tools to aid statistical analysis will be introduced through these practicals.

Topics introduced will include types of data, data presentation, correlation and regression, probability, significance and hypothesis testing, and nonparametric statistics (such as logistic regression).

Students' grades will be determined through written coursework assessment (due before the exam diet) **and** lecture attendance and participation (using the Tophat system).

Learning Outcomes

This course should prepare you to:

- understand differences between *types* of quantitative data (categorical, ordinal and scale) and when each is applicable
- comprehend, generate, and critically discuss presentations of quantitative data (both descriptive statistics and graphical presentations)
- carry out tests of *relationships* between different variables and determine *which tests are most appropriate* for a given set of data
- carry out formal statistical testing (e.g. differences of means) and be able to critique the test in terms of its results and assumptions
- demonstrate a broad, integrated knowledge and understanding of quantitative methods, their principles and appropriate application within Geography

Opportunities for feedback

- The practical's will take you through computer-based exercises that will instruct you in the methods required for assessment, with instructors and demonstrators on hand
- The course organiser is available for contact by email regarding questions about course and assessment material (for detailed questions, scheduled meetings may be more appropriate)
- There will be a *formative feedback assignment* that will test your competence in the methods introduced (methods which will also be required for summative assessment). A model answer will be provided and the assessment will be peer-reviewed.

Assessment details

Written Exam: 0%, Course Work: 90%, Practical Exam: 0%, Participation and attendance (via tophat) 10%.

The coursework assignment will be for the most part numerical in nature, with short-form (non-essay) answers. (See *Assessment deadlines* for the deadline.) The assessment will be released on LEARN with detailed instructions, and submission and feedback will be via the TurnItIn facility. Students will work with similar but *unique* data sets, so each student will be required to download their own data to complete the assessment.

The participation and attendance grade will be assessed based on lecture attendance and participation in interactive top hat activities during lectures and will make up 10% of the total grade at the end of the course. With the exception of agreed absences you will be expected to attend all lectures and participate in the interactive exercises during the lecture. Both attendance and participation will be recorded using the tophat system. A 100% grade for this component of the assessment will be achieved if you attend all lectures **AND** complete a minimum of 75% of the in-lecture exercises across the course. Anything less than this will result in a zero grade for this assessment.

To provide students with a chance to engage with the course materials early on, a non-assessed (formative) assignment will be posted on LEARN approximately halfway through the course, with model answers posted one week later. You will then receive feedback through *anonymous* peer assessment. Students **MUST** carry out the formative assignment and peer assessment steps **before being receiving their unique dataset for the assessment**.

Assessment deadlines

Assessment: Friday of week 11

Model answer of formative assessment released Friday Week 8

Assessment and Feedback information

<http://www.docs.sasg.ed.ac.uk/AcademicServices/Regulations/TaughtAssessmentRegulations.pdf>

All details related to extensions procedures and late penalties can be found in the [School of GeoSciences General Information Handbook 2017-18](#)

What you can expect from course staff

You can expect that the course organiser will respond to email queries about course material and assessments in a timely fashion. (There are likely to be high query volumes just before the assessment deadline, so there may be a delay in response around this time.) In-person queries at the end of lectures are perfectly fine as well. Course organisers have an open-door office hour's policy – but availability is not guaranteed without prior scheduling via email communication.

During practical instructors and demonstrators will be present and the course organiser will be available in the building to answer questions if necessary. However, please limit your questions during practical hours to the course material and the practical exercises, as answering questions about the assessment will take time away from answering others' questions about the material at hand.

What we expect of you

This course will be of a more quantitative and mathematical nature than most geography courses, and it is understood that such material can sometimes be intimidating. Above all, do not panic! While the material may be new, the course does not assume A-level or Highers Mathematics. Moreover you will not be expected to memorise any formulae

However, the material will assume a working knowledge of mathematics at the GCSE or Standard Grade level, and will build upon the quantitative methods introduced in Fundamental Methods in Geography (FMiG) in 2nd year. If you think you are “rusty” on your High School Maths, here is a refresher site for GCSE (and a similar site for Standard Grades can be easily found):

<https://revisionmaths.com/gcse-maths-revision>

Key topics include

- Numbers, percentages, ratios, fractions, and proportions
- Indices (exponents)
- Gradients and graphs, Equations of straight lines, Functions
- Statistics and Probability – basic concepts

Course Practical's

The course practicals are intended to develop your skills in terms of the tools and software used in Quantitative investigation. These skills will be directly applicable to the assessment and potentially to your dissertation research as well. Demonstrators and at least one Course Organiser will be present during the practical. There will be multiple practical's in a week to accommodate the class size, but you only need to attend one.

Your attendance of, and performance in, the practical's are not assessed. You will be provided with a document that gives a set of instructions, but also provides background material that will need in order to apply these methods to other sets of data. It is expected that you not only carry out the instructions in the practical, but read through this material before attending the practical.

Timetable

[https://browser.ted.is.ed.ac.uk/generate?courses\[\]=GEGR09004_SV1_SB2&show-close=1&no-timeframe-change=1&period=SEM1](https://browser.ted.is.ed.ac.uk/generate?courses[]=GEGR09004_SV1_SB2&show-close=1&no-timeframe-change=1&period=SEM1)

Week	Day	Lecture	Lecturer	Reading
6	Tue	<ul style="list-style-type: none"> Why would we do this to you? Quant Methods in Geography Case studies of applications of Quant Methods in past dissertations Types of Data, Data Presentation, Descriptive Statistics. 	TC	Online Stats Book (see below) II.A, B III.A, B
	Wed, Thu, Fri	Practical: data import, descriptive statistics and graph generation in SPSS		
7	Tue	<ul style="list-style-type: none"> Correlation. Pearson's product, Spearman's rank, strength of relationship, significance Linear regression: Equation of lines. Trend detection. Coefficient of Determination 	TC	Online Stats Book IV. A-D (E,H suggested) XIII.C.3
	Wed, Thu, Fri	Practical: Correlation and Regression using SPSS		
8	Tue	<ul style="list-style-type: none"> Probability. Discrete and Continuous Distributions. Normal Distribution. Samples versus Populations. Significance of Statistical tests (example – difference of means) Tests of Normality. 	TC	Online Stats Book V. A, B, G, H VII. A, C, E, F IX. A, E (F,G, H suggested) XI. A – I excluding C (short sections!) Note: Demos in the Online Stats Book will be helpful but may not work. An alternative to the Binomial Distribution Demo is here: link
	Wed, Thu, Fri	Practical: Tests of Normality and Choice of Tests. Statistics of sample populations.		
9	Tue	<ul style="list-style-type: none"> One sample t-tests Two sample t-tests: independent and paired sample t-tests Non-parametric tests 	TC	Online Stats book XII. A, B, C, G
	Wed, Thu, Fri	Practical: independent and paired sample t-tests		
10	Tue	<ul style="list-style-type: none"> Chi-square test Logistic regression 	TBC	Chi-square test: Online Stats Book

				XVII, D logistic regression: link
	Wed, Thu, Fri	Practical: chi-square test logistic regression using SPSS		

[Note that at the moment, suggested readings are not posted. The document will be updated during the term.](#)

Recommended reading

Most of the suggested readings will be from the Online Stats Book (<http://onlinestatbook.com/2/index.html>;) for logistic regression, <http://www.restore.ac.uk/srme/www/fac/soc/wie/research-new/srme/modules/mod4/1/index.html>). This resource contains discussions of a number of statistical subjects at all levels. A particularly valuable feature is the MCQ quiz sections that appear at the end of certain sections. In your review you are encouraged to attempt these questions to test your own knowledge.

Field, Andy P., *Discovering statistics using SPSS: (and sex, drugs and rock 'n' roll)*, London: Sage; 2013
Rogerson, Peter. *Statistical methods for geography: a student guide*. London: Sage; 2006

We also recommend the following as a “numbers free” gentle approach to statistics:
 Wheelan, Charles. *Naked Statistics: Stripping the Dread from Data* (New York, NY, W. W. Norton & Company, 2014). 282 pp. ISBN 978-0-393-07195-5

http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Accessible_and_Inclusive_Learning_Policy.pdf

Contacts

Course Organiser

Tom Clemens

Email: tom.clemens@ed.ac.uk

Tel: 0131 651 4016

Course Secretary

Kirsty Allan

Email: Kirsty.Allan@ed.ac.uk

Tel: 0131 650 9847

GEGR09005 Qualitative Methods in Geography

Course Organiser:	ERIC LAURIER	Other Key Staff:	N/A
Course Secretary:	Kirsty Allan	Course location:	Central
Credits available:	10	SCQF Level:	09

Course description

This course provides an introduction to the use of qualitative methodologies within Geography. Course work is designed to give students experience in using the methods to evaluate real world information and thereby gain insights into the characteristics of the techniques and their overall value as a means of study.

Further Course Information

https://path.is.ed.ac.uk/courses/GEGR09005_SV1_SB1

<http://www.drps.ed.ac.uk/17-18/dpt/cxgegr09005.htm>

Learning Outcomes

To develop a broad and integrated understanding of qualitative methods, their principles and appropriate application

To have a critical awareness of the values and limitations of the techniques and to have an awareness of the need for careful interpretation

To gain practical experience of the methods introduced so that students are aware of some of the principal and specialised techniques of data collection methods and analysis used in Geography

Students are expected to use the methods studied to collect and analyse real world data and therefore practise at a professional level taking account of research ethics

In the assessed project work, students are expected to demonstrate their understanding of one of the methods introduced during the lectures.

Opportunities for feedback

Formative verbal feedback will be given during weekly practical classes. Formative verbal and written feedback will be given for the group presentations from the ethnography exercise in Week 5. Feedback will be given on summative assessment at the end of the course and all students will be invited to an examination feedback session following release of course results.

Assessment details

Written Exam: 0%, Course Work: 100 %, Practical Exam: 0%.

One assessed project undertaken by individual students on data that they have selected or generated. There are two project options: 1. A participant observation study. 2. Analysing an interview.

<http://www.ed.ac.uk/student-administration/exams/regulations/common-marking-scheme>

Assessment deadlines

Thursday at noon, Week 6

Assessment and Feedback information

<http://www.ed.ac.uk/academic-services/policies-regulations/regulations/assessment>

All details related to extensions procedures and late penalties can be found in the School of GeoSciences General Information Handbook: <http://www.ed.ac.uk/geosciences/teaching-organisation/ug-students/handbooks-timetables>

Pre-requisite courses

None. Fundamental Methods in Geography is advised.

Timetable

https://browser.ted.is.ed.ac.uk/generate?courses%5B%5D=GEGR09005_SV1_SB1&period=YR

Syllabus

Week 1,3 & 4: Interviewing & its analysis

Week 2: Ethnography: data collection, analysis & relation to theory

Week 5: Writing Up Qualitative Research

Recommended reading

Clifford, N. Cope, M., Gillespie, T. and French, S. (2016), *Key Methods in Geography*, London: Sage.

DeLyster, D., Herbert, S., Aitken, S. C., Crang, M., & McDowell, L. (2010). *The Sage Handbook of Qualitative Geography*. Sage Publications Limited.

Silverman, D (ed) (2012 and other editions) *Qualitative Research: Theory, Method and Practice*, Third Edition, London: Sage.

Silverman, D (2011 and other editions) *Interpreting Qualitative Data: 4th Edition*, London: Sage

Silverman, D (2007 and other editions), *Very short, fairly interesting and reasonably cheap book about qualitative research*, London: Sage.

http://www.ed.ac.uk/files/atoms/files/accessible_and_inclusive_learning_policy.pdf

Contacts

Course Organiser

ERIC LAURIER

Email: Eric.Laurier@ed.ac.uk

Tel: 0131 651 4303

Course Secretary

Kirsty Allan

Email: Kirsty.Allan@ed.ac.uk

Tel: 0131 650 9847

GEGR09011 Research Design in Geography

Course Organiser:	Tom Clemens, Chris Dibben, Andy Hein	Other Key Staff:	N/A
Course Secretary:	Kirsty Allan	Course location:	Central
Credits available:	10	SCQF Level:	09

Course description

Research Design in Geography is focussed on preparing you to undertake the research and writing of your dissertation. The output of the course is a Research Proposal that will lay out what you intend to research, why and how. The course will introduce students to the multiple approaches to designing a research project, including advice on how to choose methods, literature and theory, as well as general information on health and safety, ethics, and so on.

The course diverges after the second week, and in weeks three, four and five is split into two streams (Human Geography and Physical Geography). Students will be asked to choose a stream.

Human Geography**Course Organisers: Tom Clemens and Chris Dibben**

This course will review research design with a specific emphasis on how to approach the writing of a human geography dissertation. We will deal with problem formation, choosing and working with the appropriate methods, exposure to multiple sources of information and literature, and the relation between literature and theory. The Human stream will work with both quantitative and qualitative approaches.

Physical Geography**Course Organisers: Andy Hein**

The course will review research design, use of Earth Observation datasets (access, principles, processing), acquiring field data (sampling strategies, key techniques) and analysing data. The focus will be on applying knowledge gained in previous courses to practical research applications. It will prepare the students for their dissertation projects by helping them to consider effective approaches to data collection and analysis.

Learning Outcomes (Human Geography)

By the end of the course students will:

- Have a better grasp of the basics of research design, and the purpose of doing a dissertation.
- Understand how to formulate a feasible and interesting research question.
- Feel more confident choosing the appropriate methodological approach to answer their research question.
- Have an idea how methods choices can be informed by ongoing theoretical and political debates, and not simply as a resort to what seems easiest or most obvious.
- Have a better understanding of the function of a literature review, and how research can respond to and integrate a theoretical framework.
- Have insight into how to design an experiment in the social sciences and understand their use and limitations.
- Feel more confident in carrying out observation and recording as a research method.
- Be aware of the great diversity of existing sources of information can be used in research. Such as surveys, census, administrative data, web searches, twitter feeds.

Learning Outcomes (Physical Geography)

By the end of the course students will:

- Have a better grasp of the basics of research design
- Understand the basic principles behind Earth Observation and how remotely-sensed datasets can help in their research.
- Have experience sourcing, working with, manipulating, and interpreting Earth Observation data.
- Have skills in using common field equipment such as GPS and an appreciation of their uncertainties.

- Know what approach is required to gain a representative sample, and the tools required to obtain adequate precision/accuracy.
- Have an idea of the types of analyses that can be done and the software packages available.
- Feel more confident about accessing, collecting and analysing data relevant to their dissertation projects.

Syllabus

Wk 1: Introduction to Research Design

Wk 2: What to Do and How to Do It

The course then splits into two streams. Students will be asked to choose between Human Geography and Physical Geography, and should justify their decision in terms of what they think would be most useful. This decision is not binding, and should not limit the scope of your research.

In Week 3, alongside the lecture, students will be invited to an open session where they can put forward their research ideas to members of staff and postgraduate students for feedback.

Human Geography

Wk 3: Researching feelings, thoughts and processes.

Wk 4: Doing social experiments and measuring society.

Wk 5: Finding information and data: archive, google, twitter...

Physical Geography

These sessions are constructed as a dissertation project template.

Wk 3: Project aims and objectives; remote sensing observations for geographers; data access.

Wk 4: Field methods for geographers, theory and practice.

Wk 5: Data analysis, discussion and conclusions.

Further Course Information

https://path.is.ed.ac.uk/courses/GEGR09011_SV1_SB3

<http://www.drps.ed.ac.uk/17-18/dpt/cxgegr09011.htm>

Opportunities for feedback

Students will be able to discuss their research ideas during the course with staff.

Students will receive feedback on their research proposals from their dissertation advisors.

Assessment details

Written Exam: 0%, Course Work: 100 %, Practical Exam: 0%.

Students will submit a research proposal not exceeding 2,500 words.

<http://www.ed.ac.uk/student-administration/exams/regulations/common-marking-scheme>

Assessment deadlines

Students will be asked to upload a provisional proposal title to Learn in weeks 3-4 of Semester 2.

Students will hand in a proposal on Noon, Thursday of week 6 of Semester 2.

Assessment and Feedback information

<http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf>

All details related to extensions procedures and late penalties can be found in the School of GeoSciences General Information Handbook 2017-18.

Timetable

[https://browser.ted.is.ed.ac.uk/generate?courses\[\]=GEGR09011_SV1_SB3&period=YR](https://browser.ted.is.ed.ac.uk/generate?courses[]=GEGR09011_SV1_SB3&period=YR)

http://www.ed.ac.uk/files/atoms/files/accessible_and_inclusive_learning_policy.pdf

Course Organisers

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Course Secretary

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GEGR09012 The Nature of Geographical Knowledge

Course Organiser:	Professor Charles W J Withers	Other Key Staff:	Professor Andrew J Dugmore
Course Secretary:	Kirsty Allan	Course location:	Central
Credits available:	20	SCQF Level:	09

Course description

The course examines the history and contested nature of what counts as knowledge in geography. It deals with how geographers have investigated and understood the world in the past, and how they do so now, and considers the implications of these histories and practices. The course asks questions about the construction of geographical knowledge in terms of trust and epistemology and of the bases to truth claims in, for example, geographical fieldwork. Attention is paid to theories and ideas drawn from the history of science and to feminist and radical perspectives, in the past and in contemporary context.

Please note this is a core course for students on the Geography Degree Programmes, and Sustainable Development (Geography Pathway). This course is open to all university students; priority will be given, however, to the degree programmes listed here.

Further Course Information

https://path.is.ed.ac.uk/courses/GEGR09012_SV1_SEM1

<http://www.drps.ed.ac.uk/17-18/dpt/cxgegr09012.htm>

Learning Outcomes

By the end of the course, students will be able to:

Understand the ways in which geographers construct geographical knowledge;

Assess the philosophical approaches and ideas used in thinking about the situated nature of geographical knowledge;

Assess the merits of different claims to geographical knowledge;

Present and defend reasoned arguments on the nature of knowledge in geography;

Understand the "scientific method" and associated critiques.

Opportunities for feedback

Feedback is provided via comments upon the class assessment. Feedback on the degree assessment (essay and examination) is provided in written form and via the timetabled Feedback session in semester 2.

Assessment details

Degree Essay (40%): 2000 words (not including bibliography).

Written Exam (60%): Two questions (from 6)

<http://www.ed.ac.uk/student-administration/exams/regulations/common-marking-scheme>

Assessment deadlines

Degree Essay due: Noon, Thursday, week 9, Semester 1.

Assessment and Feedback information

<http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf>

All details related to extensions procedures and late penalties can be found in the School of GeoSciences General Information Handbook 2017-18

Pre-requisite courses

Timetable

https://www.ted.is.ed.ac.uk/UOE1718_SWS/showtimetable.aspx

Syllabus

WEEK	DATE	TOPICS, AND THINGS TO DO
1	18 September 2017	Lecture 1: Introduction [Charles W J Withers: CWJW] Sign up for tutorials
2	25 September 2017	Lecture 2: Episodes in the history of geographical thought [CWJW] Tutorial 1: Histories of geographical knowledge (reading in advance)
3	2 October 2017	Lecture 3: Paradigms, the social construction of knowledge and the idea of progress [CWJW]
4	9 October 2017	Lecture 4: Truth, authority, and the pursuit of knowledge in field and laboratory [CWJW] Class essay due 19 October (week 5) Tutorial 2: Multiple epistemologies (reading in advance)
5	16 October 2017	Lecture 5: Uncertainty and the authority of science [Andrew J Dugmore: AJD]
6	23 October 2017	Lecture 6: Evaluating “scientific” knowledge [AJD] Tutorial 3: The Rise, Fall, and Rise of a Paradigm
7	30 October 2017	Lecture 7: Two cultures? The multiple natures of geography [CWJW]
8	6 November 2017	Lecture 8: Feminist epistemologies and geographical knowledge [CWJW] Tutorial 4: Feminism and geography/Essay presentation (prepare 1 min. presentation in advance)
9	13 November 2017	Lecture 9: Marxist geographies/’radical’ geographies [CWJW] Degree Essay due, Thursday, 16 November, 12:00 noon (week 9).

10	20 November 2017	Lecture 10: What have we learned about geographical knowledge? [CWJW] Tutorial 5: Course revision and exam preparation (no advance work required)
11	27 November 2017	Revision session: CWJW and AJD

Recommended reading

There is no single text which covers the course's entire scope, but the following books each contain useful material. A wide variety of readings will be provided via LEARN.

1. Clifford N., S. Holloway, S. Rice and G. Valentine 2009 *Key Concepts in Geography*. London, Sage.
2. Johnston, Ron J., and James D. Sidaway. *Geography and Geographers: Anglo-American Human Geography since 1945*. 7 ed. London: Arnold, 2004. [GF13 Joh.]
3. Livingstone, David N. *The Geographical Tradition: Episodes in the History of a Contested Enterprise*. Oxford: Blackwell, 1992. [G80 Liv.]
4. *Dictionary of Human Geography* (Fifth edition: eds. Johnston R., D. Gregory, G. Pratt and M. Watts, Blackwell, 2000) contains many useful definitions of key terms.
5. Inkpen, R. and W. Graham (2013) *Science, Philosophy and Physical Geography*, 2nd ed. London: Routledge

http://www.ed.ac.uk/files/atoms/files/accessible_and_inclusive_learning_policy.pdf

Contacts

Course Organiser

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Course Secretary

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GEGR10053 Geography Dissertation

Course Organiser:	Dan Goldberg/Noel Gourmelen	Other Key Staff:	N/A
Course Secretary:	Kirsty Allan	Course location:	Drummond
Credits available:	40	SCQF Level:	10

Course description

The dissertation gives the student an opportunity to carry out an original piece of research.

Further Course Information

https://path.is.ed.ac.uk/courses/GEGR10053_SS1_YR

<http://www.drps.ed.ac.uk/17-18/dpt/cxgegr10053.htm>

Learning Outcomes

The dissertation presents an opportunity for the student to develop and demonstrate qualities sought by many employers of graduates, for example, the ability to:

1. work independently to execute a defined project of research which the student themselves has selected and defined
2. apply insights gained in other courses, substantive, methodological and philosophical
3. design an effective way of investigating the research problem
4. review existing research of relevance
5. collect relevant evidence from appropriate sources in order to make judgements where data is limited or comes from a range of sources
6. apply qualitative, quantitative and/or computing methods to analyse data
7. interpret findings perceptively and with professional level insight
8. present a well-reasoned and lucidly-expressed argument
9. write a research project fluently and succinctly
10. prepare and use good quality illustrations where appropriate
11. cite sources systematically within normal academic conventions
12. make formal presentations on the chosen topic to informed audiences

Opportunities for feedback

Examples of feedback can be found here: <http://www.ed.ac.uk/schools-departments/geosciences/teaching-organisation/staff/feedback-and-marking>

Assessment details

Written Exam: 0%, Course Work: 100 %, Practical Exam: 0%.

12,000 words not including Bibliography

<http://www.ed.ac.uk/student-administration/exams/regulations/common-marking-scheme>

Assessment deadlines

Dissertations will be due in on 5th April 2018 (Week 11) at noon.

Assessment and Feedback information

http://www.ed.ac.uk/files/atoms/files/accessible_and_inclusive_learning_policy.pdf

All details related to extensions procedures and late penalties can be found in the School of GeoSciences General Information Handbook 2017-18.

Pre-requisite courses

Students MUST have passed: Research Design in Geography (GEGR09011) AND Qualitative Methods in Geography (GEGR09005) OR Quantitative Methods in Geography (GEGR09004)

http://www.ed.ac.uk/files/atoms/files/accessible_and_inclusive_learning_policy.pdf

Contacts**Course Organiser**

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Course Secretary

Kirsty Allan

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GEGR10120 Geography, Science, and Civil Society

Course Organiser:	Professor Charles W J Withers	Other Key Staff:	Dr Robert Bingham, Dr Janet Fisher, Professor Andrew J Dugmore. Professor Chris Dibben, Dr Krithika Srinivisan
Course Secretary:	Kirsty Allan	Course location:	Drummond
Credits available:	20	SCQF Level:	10

Course description

A set of 'conceptual' lectures will begin the course. These will focus upon: geography an integrated discipline?; upon theoretical connections between geography, the history of science and the idea of 'cultural competence'; upon the public understanding of science and of geography; upon relevance and activism; upon the idea of interdisciplinarity; upon the notion of 'Grand Challenges'. From that, a series of linked lectures will examine these issues in more 'grounded' context, drawing both upon current examples of key research questions framed as 'Grand Challenges' and upon the research of teaching staff. Tutorials will give students the opportunity to develop insight into these examples and into related topics. Directed reading will be indicated. Suggestions for further reading will be made.

Further Course Information

https://path.is.ed.ac.uk/courses/GEGR10120_SV1_SEM2

<http://www.drps.ed.ac.uk/17-18/dpt/cxgegr10120.htm>

Learning Outcomes

By the end of the course, students will:

Have knowledge of the connections between geography as a form of knowledge and the politics of knowledge making;

Have an understanding of conceptual and theoretical models used to interpret the connections between geography as a form of knowledge and its publics

Understand the differences between what scientists (geographers) say they do and what actually they do;

Understand the ways in which 'thinking geographically' is employed in meeting societal and global 'Grand Challenges'.

Opportunities for feedback

There will be feedback upon the class assessment and opportunities offered at the end of each lecture session.

There will be a final end-of-course session geared to overview of the course and to preparation for the examination.

Assessment details

Written Exam: 70%, Course Work: 30 %, Practical Exam: 0%.

Classwork; Degree coursework essay : 2500 words (including bibliography); Degree Examination.

<http://www.ed.ac.uk/student-administration/exams/regulations/common-marking-scheme>

Assessment deadlines

Degree Coursework Essay due: Noon, Thursday, Week 12 (Revision Week) of Semester 2.

Assessment and Feedback information

<http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf>

All details related to extensions procedures and late penalties can be found in the School of GeoSciences General Information Handbook 2017-18.

Pre-requisite courses

Students MUST have passed: The Nature of Geographical Knowledge (GEGR09012) AND Research Design in Geography (GEGR09011) AND Quantitative Methods in Geography (GEGR09004) AND Qualitative Methods in Geography (GEGR09005)

Timetable

https://www.ted.is.ed.ac.uk/UOE1617_SWS/showtimetable.aspx

Syllabus

Recommended reading

The below references must be regarded as indicative. Additional reading material (in support of the lectures and in support of the tutorials) will be provided via LEARN.

Agnew, J. A. and Livingstone, D. N. (eds.) (2011) *The SAGE Handbook of Geographical Knowledge* (London, SAGE) [This key text is available in EUML as an e.book];

Barry, A., and Born, G. (eds) (2013) *Interdisciplinarity: Reconfigurations of the Social and Natural Sciences* (Routledge: London);

Castree, N. *et al* (2014) 'Changing the intellectual climate', *Nature Climate Change* 27 August 2014 [Dol: 10.1038/NCLIMATE2339];

Castree, N. (2016) 'Geography and the new social contract for global change research', *Transactions of the Institute of British Geographers* 41, 328-347;

Golinski, J. (2005 edn.) *Making Natural Knowledge: Constructivism and the History of Science* (Cambridge:Cambridge University Press);

Hulme, M. (2008) 'Geographical work at the boundaries of climate change', *Transactions of the Institute of British Geographers* 33, 5-11;

Hulme, M. (2009) *Why We Disagree About Climate Change* (Cambridge: Cambridge University Press);

Pettenger, M (2007) *The Social Construction of Climate Change* (Aldershot: Ashgate);

Powell, R. (2007), 'Geographies of science: histories, localities, practises, futures,' *Progress in Human Geography* 33, 309-29;

Yearley, S. (2005), *Making Sense of Science: Understanding the Social Study of Science* (London, SAGE).

Extensive use will be made of articles from academic periodicals and other by-part publications including *Progress in Human Geography*; *Progress in Physical Geography*; *Dialogues in Geography*; *Social Studies of Science*.

http://www.ed.ac.uk/files/atoms/files/accessible_and_inclusive_learning_policy.pdf

Contacts

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Non-Geoscience Compulsory Course Information

Students of joint honours degrees are required to take some compulsory courses outside the School of GeoSciences. The courses required and links to the course descriptions on the DRPS are detailed under each Degree Programme heading below.

Geography and Archaeology (MA Hons)

Course Code	Course Title	Period	Year	Credits	Link to course details
ARCA10065	Archaeology in Practice	Sem 1	3	20	http://www.drps.ed.ac.uk/17-18/dpt/cxarca10065.htm
ARCA10064	Theoretical Archaeology	Sem 2	3	20	http://www.drps.ed.ac.uk/17-18/dpt/cxarca10064.htm

Geography and Economic and Social History (MA Hons)

There are no non-GeoSciences honours compulsory courses in this degree.

Geography and Economics (MA Hons)

Course Code	Course Title	Period	Year	Credits	Link to course details
ECNM10052	Essentials of Econometrics	Sem 1	3	20	http://www.drps.ed.ac.uk/17-18/dpt/cxecnm10052.htm
ECNM10070	Topics in Microeconomics	Sem 1	3	20	http://www.drps.ed.ac.uk/17-18/dpt/cxecnm10070.htm
ECNM10069	Topics in Macroeconomics	Sem 2	3	20	http://www.drps.ed.ac.uk/17-18/dpt/cxecnm10069.htm

Geography and Politics (MA Hons)

Course Code	Course Title	Period	Year	Credits	Link to course details
PLIT10054	Global Justice and Citizenship	Sem 1	3	20	http://www.drps.ed.ac.uk/17-18/dpt/cxplit10054.htm
PLIT10060	Approaches to Politics and International Relations	Sem 2	3	20	http://www.drps.ed.ac.uk/17-18/dpt/cxplit10060.htm

Geography and Social Anthropology (MA Hons)

Course Code	Course Title	Period	Year	Credits	Link to course details
SCAN10037	Imagining Anthropological Research	Sem 1	3	0	http://www.drps.ed.ac.uk/17-18/dpt/cxplit10054.htm

If planning to submit a Social Anthropology dissertation

Geography and Social Policy (MA Hons)

Course Code	Course Title	Period	Year	Credits	Link to course details
SCPL10024	Analytical Perspectives in Social Policy	Sem 2	3	20	http://www.drps.ed.ac.uk/17-18/dpt/cxscpl10024.htm

Geography and Sociology (MA Hons)

Course Code	Course Title	Period	Year	Credits	Link to course details
SCIL10018	Social Theory	Sem 1	4	20	http://www.drps.ed.ac.uk/17-18/dpt/cxscil10018.htm

Geography with Environmental Studies (MA Hons)

Please note that the compulsory courses taken on this degree are the same as the Geography (BSc honours) and Geography (MA honours) degree programmes.

Geography 3rd Year Field courses and 4th Year Research Electives

Field courses and Research electives make up part of your honours study in Geography. These courses consist of residential field trips in 3rd Year, and electives in 4th Year (field course or other). You will choose one 10-credit field course in the third year and a 20-credit elective in the fourth year. Course descriptions are below.

GEGR09007 Geography Small Research Project

Course Organiser:	Anthony Newton	Other Key Staff:	N/A
Course Secretary:	Kirsty Allan	Course location:	Drummond Street
Credits available:	10	SCQF Level:	09

Course description

This course is intended as a substitute for the Geography Field Course where circumstances prevent a student from undertaking the field course. Students must have permission from the course organiser in order to be enrolled on this course. Candidates undertake a limited piece of personal research-oriented project work. This will compliment skills and techniques learned in Quantitative Methods in Geography or Qualitative Methods in Geography. It need not involve primary data collection but should involve re-analysis of primary data sources, or a re-evaluation of existing sources. A variety of topics will be introduced from which students can elect a suitable topic.

Further Course Information

https://path.is.ed.ac.uk/courses/GEGR09007_SV1_SB4

<http://www.drps.ed.ac.uk/17-18/dpt/cxgegr09007.htm>

Learning Outcomes

- To learn via a case study that complements other theoretical work
- To develop a problem solving approach to a particular case study so that students are confident drawing on a range of sources in making judgements
- To learn the principal techniques used in Geography Research
- To develop a detailed understanding of the area focused on a students' chosen project, a knowledge which will be informed by recent developments

Opportunities for feedback

There is an initial meeting at the start of the course and students are able to ask questions about the course. Students will then have a further meeting to gain feedback on their proposed project and are encouraged to meet with a member of staff during the Semester for formative feedback. Written summative feedback is provided on the final report. Students are encouraged to discuss this feedback with staff individually or at the September feedback session.

Examples of feedback can be found here: <http://www.ed.ac.uk/schools-departments/geosciences/teaching-organisation/staff/feedback-and-marking>

Assessment details

Course Work: 100 %

Students will complete 2000 word research based on one of the set topics.

<http://www.ed.ac.uk/student-administration/exams/regulations/common-marking-scheme>

Assessment deadlines

Noon on Thursday of Week 10, Semester 2.

Assessment and Feedback information

<http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf>

All details related to extensions procedures and late penalties can be found in the School of GeoSciences General Information Handbook 2017-18.

Pre-requisite courses

Students MUST NOT also be taking Geography Fieldwork: Foundations (Human) (GEGR09008) OR Geography Fieldwork: Foundations (Physical) (GEGR09009) OR Geography Fieldwork: Foundations (Istanbul, Turkey) (GEGR09015)

Timetable

Semester: Block 4 (Sem 2)

Syllabus

Students can choose a Human or Physical Geography topic from the suggested titles. When writing this research paper they will need to re-evaluate published work and data. Their essay should include a literature review and original thinking on these questions. Where appropriate, They should apply skills they have learned in courses such as Quantitative Methods in Geography and Qualitative Methods in Geography. This is a student-led project and the onus is on the student to find relevant information but ask for advice and help when needed.

Recommended reading

Dependent on the title chosen and students need to find relevant literature.

http://www.ed.ac.uk/files/atoms/files/phd_student_handbook_2017018_draft_160817_mm_final.pdf

Contacts**Course Organiser**

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GEGR09016 Geography Fieldwork: Foundations (Human): Cape Town

Course Organiser:	Tom Slater	Other Key Staff:	N/A
Course Secretary:	Kirsty Allan	Course location:	Cape Town, South Africa
Credits available:	10	SCQF Level:	09

Course description

This is a 10 credit residential field course that will provide human geography students with valuable insights into:

- 1) The historical geography of Cape Town within its national and international context- from the legacy of the Dutch East India Company to that of apartheid
- 2) The contemporary processes driving economic, social and urban inequality in the Global South, and the effectiveness of policies designed to reduce such inequalities
- 3) The politics of representation in the city, focussing on power struggles over the portrayal of influential people (e.g. Mandela) and major events (e.g. District Six) which have shaped the spaces and places in which Capetonians live.

The emphasis of the course is on research methods and research design, and students will receive foundational instruction and undertake group project work in order to acquire the necessary skills and knowledge for their senior honours year.

Further Course Information

https://path.is.ed.ac.uk/courses/GEGR09016_SS1_SEM1

<http://www.drps.ed.ac.uk/17-18/dpt/cxgegr09016.htm>

Learning Outcomes

- to understand the relationship between human geographical theories and methods
- to appreciate the wide range of methodologies used in human geography, and critically assess their weaknesses and strengths
- to conduct a small research design project, and in doing so gain experience of teamwork and collaborative research planning
- to understand what it takes to behave safely, ethically and respectfully at all times while in the field, particularly in communities facing the significant challenges of poverty

Opportunities for feedback

During and after the field trip you can expect to receive prompt, informative and helpful feedback on your progress and assessments. Feedback will take a number of forms and will be given at different stages of the course. You can expect:

- feedback from academic staff and fieldwork demonstrators when working in the field and during evening discussions
- verbal feedback on assignments and progress during the field trip, as well as afterwards during office hours and by appointment
- feedback to be provided on the content and presentation of group presentations by academic staff, fieldwork demonstrators and peers.
- written and pro-forma (tick box) feedback on degree project.
- a designated feedback session. The date, time and location will be announced closer to the date.

Assessment details

Written Exam: 0%, Course Work: 100 %, Practical Exam: 0%.

2500 word project.

<http://www.ed.ac.uk/student-administration/exams/regulations/common-marking-scheme>

Assessment deadlines

Coursework due: Noon, Thursday, Week 4 of Semester 1.

Assessment and Feedback information

<http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf>

All details related to extensions procedures and late penalties can be found in the School of GeoSciences General Information Handbook 2017-18.

Pre-requisite courses

Students MUST NOT also be taking Geography Small Research Project (GEGR09007) OR Geography Fieldwork: Foundations (Physical) (GEGR09009)

Timetable

Semester: Semester 1

Syllabus

This is an 8 day residential field trip to Cape Town

Day 1: Meet at Edinburgh airport and travel together to Cape Town, South Africa

Day2: Team building exercises and introduction, then orientation visits

Days 3, 4 and 5: Staff-led teaching days

Day 6-7: Student group work for project presentation, concluding with presentations.

Day 8: Travel back to Edinburgh

Recommended reading

Bond, P. (2013) "The Mandela Years in Power" <http://www.counterpunch.org/2013/12/06/the-mandela-years-in-power/>

Christopher, A. J. (1994) The Atlas of Apartheid (London: Routledge).

Dubow, S. (1992) "Afrikaner Nationalism, Apartheid and the Conceptualization of 'Race'," Journal of African History 33, 2: 209-237

Lemanski, C. (2007) "Global cities in the South: deepening social and spatial polarisation in Cape Town", Cities, 24(6), pp448-461.

Mandela, N. (1994) The Long Walk to Freedom (London: Abacus)

Morris, M. (2012) The History of Apartheid: Race vs Reason – South Africa 1948-1994 (Johannesburg: Jonathan Ball Publishers)

Peet, R. (2002) "Ideology, discourse and the geography of hegemony: from socialist to neoliberal development in post-apartheid South Africa", Antipode 34 pp54-84.

Pohlandt-McCormick, H. (2000) "I saw a Nightmare ... Soweto, June 16, 1976", History and Theory, 39, 4: 23-44;

Robinson, J. (1996) The Power of Apartheid: State, Power and Space in South African Cities (Oxford: Butterworth-Heinemann).

Ross, R. (1994) Beyond the Pale: Essays on the History of Colonial South Africa (Johannesburg: Wits Press)

Seekings, J. (2011) "Race, class and inequality in the South African City" in G. Bridge and S. Watson (eds) The New Blackwell Companion to the City (Oxford: Blackwell) pp532-547.

Smith, D.M. (ed) (1992) The Apartheid City and Beyond: Urbanization and Social Change in South Africa (London: Routledge).

Western, J. (1996) Outcast Cape Town (2nd edition) (Berkeley: University of California Press)

Western, J. (2001) "Africa is coming to the Cape", The Geographical Review 91 (4) pp617-640

Worden, N. (2000) The Making of Modern South Africa: Conquest, Segregation and Apartheid (London: Blackwell).

<http://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/inclusive/accessibility>

GEGR09009 Geography Fieldwork: Foundations (Physical)

Course Organiser:	ANTHONY NEWTON	Other Key Staff:	N/A
Course Secretary:	Kirsty Allan	Course location:	Snowdonia
Credits available:	10	SCQF Level:	09

Course description

The Geography Field course provides experience and training via the undertaking of project work in a variety of field settings. Emphasis is placed on the acquisition of research and practical skills necessary to undertake field-based research.

Further Course Information

https://path.is.ed.ac.uk/courses/GEGR09009_SS1_SEM1

<http://www.drps.ed.ac.uk/17-18/dpt/cxgegr09009.htm>

Learning Outcomes

- To develop a broad, integrated understanding and knowledge of the scope of geography fieldwork
- To practise the skills typically used in fieldwork, some of which are relatively specialised
- To develop skills by problem-solving, data collection, analysis and interpretation so that students are confident evaluating numerical and graphical data and can draw on a range of sources before making judgements
- To gain an appreciation of the strengths and weaknesses of field techniques employed
- To develop communication so students are confident making informal and formal presentations on mainstream topics
- To develop interactive skills for group work

Opportunities for feedback

Students are given formative feedback throughout the field course. Questions will be answered informally by staff and demonstrators in the field and in the laboratories. Students have to come up with a project plan for their two day project and feedback will be given to help improve this. The students have to present their initial findings at a mini conference on the last day of the fieldtrip and formative feedback by both staff/demonstrators and student peers is given. All student notebooks are checked and written formative feedback is given to the students on their return to Edinburgh. Students are encouraged to ask staff for help and advice as they write up their individual assignments and drop in session will timetabled. Finally, written summative feedback will be provided on the marked individual reports. Students are encouraged to discuss this feedback with staff individually or at the feedback session in January.

Assessment details

Course Work: 100 %.

Assessment is wholly based on the submission of a 2000 word individual research report.

<http://www.ed.ac.uk/student-administration/exams/regulations/common-marking-scheme>

Assessment deadlines

The deadline for the research report is Thursday of week 4 of Semester 1 at 12.00.

Assessment and Feedback information

<http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf>

All details related to extensions procedures and late penalties can be found in the [School of GeoSciences General Information Handbook 2017-18](#)

Pre-requisite courses

Students MUST NOT also be taking Geography Small Research Project (GEGR09007) OR Geography Fieldwork: Foundations (Human) (GEGR09008)

Syllabus

Introductory Lecture April (Semester 2, Year 2)

- Fieldtrip 2nd to 8th September 2017
- 2nd September: arrive and introductory lecture
 - 3rd to 4th September – Field technique days and project planning
 - 5-6th September – Group Project Days
 - 7th September – Conference Presentations
- 8th September: depart Wales

Recommended reading

Recommended preliminary reading is supplied to students in March in a handout, which is also available on Learn. Detailed reading will depend on the type of projects students choose to take on the fieldtrip.

<http://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/inclusive/accessibility>

Contacts

Course Organiser

ANTHONY NEWTON

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Course Secretary

Kirsty Allan

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Tel: 0131 650 9847

GEGR09017 Geography Fieldwork: Foundations (Athen, Greece)

Course Organiser:	Dr. Kanchana N. Ruwanpura	Other Key Staff:	N/A
Course Secretary:	Kirsty Allan	Course location:	Athens
Credits available:	10	SCQF Level:	09

Course description

As a field course with a visit to Athens, Greece, the course will introduce students to key theoretical debates and perspectives for the study of the relationships between people and places, primarily in urban spaces. The course will also explore some of the theoretical and methodological issues that come with doing field research in a nation-state located at border of Europe and the Middle East. We draw on a range of theoretical perspectives from the European and non-European world in an attempt to conceptually think through what it means to be learning across space and cultural divides. Even as we use established qualitative and quantitative research methods, doing so in a non-English speaking context will make us attentive to its limits as we work in hybrid spaces. This knowledge will assist us to interrogate human geography concepts as we revisit ideas and arguments about non-Western societies from a subaltern perspective. Drawing on historical sociology and contemporary geography, we explore particular case studies within Athens that fall within the genre of urban geography and gender politics.

Students will gain valuable skills in designing and executing a fieldwork based research project, as well as analyzing and presenting results from this exercise. Moreover, students will develop new insights on methodological issues of positionality and researchers' relationship with the "field". Our hope is that by raising questions about the way in which intellectual labour is institutionalized and deployed, we can democratise social sciences and the ways in which we view our global world.

Further Course Information

https://path.is.ed.ac.uk/courses/2017/GEGR09017_SS1_SEM1

<http://www.drps.ed.ac.uk/17-18/dpt/cxgegr09015.htm>

Learning Outcomes

An ability to make connections between theoretical concepts in geography and case-studies drawn from the field

An understanding of the relationship between alternative/Southern theories and how it contests dominant thinking

A grounding in a range of methodologies, and an ability to critically assess their weaknesses and strengths
Practical experience of designing and completing a small research project

Experience of teamwork and collaborative research, with attentiveness to ethics, safety, and respect for peers and your research constituents

Opportunities for feedback

Assessment details

Written Exam: 0%, Course Work: 100 %, Practical Exam: 0%.

Degree assessment: 100 % coursework.

1) A written essay of 2500 words related to one of the staff-led fieldwork days will needed to be handed in. {Students will need to choose from the three essay question topics offered, although each question will be answered by an equal number of students [i.e. no more than 12 students will get to answer each question, which would be decided upon while on the field]}.

2) A field notebook - non-assessed but required to be handed in with the written essay

3) Group presentation - non-assessed but feedback provided immediately after presentations.

<http://www.ed.ac.uk/student-administration/exams/regulations/common-marking-scheme>

Assessment deadlines

Coursework due: Thursday Week 3 of Semester 1.

Assessment and Feedback information

<http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf>

All details related to extensions procedures and late penalties can be found in the School of GeoSciences General Information Handbook 2017-18.

Pre-requisite courses

None.

Syllabus

Guiding Principles:

1. Qualitative research methods (archival work, discourse analysis, visual methods, organizational interviews, observation methods, semi-structured interviews, participatory action work)
2. Quantitative research methods (secondary data gathering and analysis)
3. Urban Geography (Social Justice and Conflicts over Urban Space)
4. Feminist Politics
5. Modernity and Nationalism

Recommended reading

Cloke, Paul, Philip Crang and Mark Goodwin (2014) *Introducing Human Geographies* (relevant concepts and sections)

Connell, Raewyn (RW) (2007) *Southern Theory: Social Science and the Global Dynamics of Knowledge* (relevant chapters)

Crang, Mike and Ian Cook (2007) *Doing Ethnographies*

Delahunt, Meaghan (2011) *To The Island* Granta Books

Heynen, Nik, Maria Kaika and Eric Swyngedouw (Eds.) (2006) *In the Nature of Cities: Urban Political Ecology and the Politics of Urban Metabolism* (relevant chapters)

Rose, Gillian (2011) *Visual Methodologies: An Introduction to Researching with Visual Materials*

Varoufakis, Yanni (2016) *And the Weak Must Suffer What they Must?* UK: Bodley Head

_____ (2011) *The Global Minotour: America, Europe and the Future of the Global Economy* London: Zed Books

<http://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/inclusive/accessibility>

Contacts

Course Organiser

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Course Secretary

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4th Year Research Electives

GEGR1024 Advance Ethnography (Berlin)

Course Organiser:	DANIEL SWANTON	Other Key Staff:	Eric Laurier
Course Secretary:	Kirsty Allan	Course location:	Berlin
Credits available:	20	SCQF Level:	10

Course description

Advanced Ethnography: Documenting City Life is a research elective that provides an opportunity to develop skills in designing, planning and doing research in Human Geography. The primary aim of the field class is to successfully design and execute a group research project. The fieldwork for the research project must be conducted in Berlin. The research project is an opportunity for students to deepen their engagement with a substantive conceptual issue in Human Geography, develop a central research question, and design appropriate research methods to gather, analyse and present research materials. The ideas, initiative and energy for the research project must come from students, although they will receive guidance before the field class via lectures, a research design workshop and feedback on research proposals, and during the field class. The research elective will be of particular benefit for students doing dissertation research in Urban, Social or Cultural Geography, and those using research methods from the social sciences and humanities. The field trip is also an introduction to Berlin and to several major themes in Urban, Cultural, and Social Geography. During an orientation tour and staff-led field work activities students will be introduced to the politics and practices of place-making in Berlin. In particular, teaching in the field will focus on the politics of commemoration, remembrance and forgetting; how the legacies of Cold War geopolitics are imprinted in urban space; and the diverse and contested claims being made on urban space by groups as disparate as property developers, city planners, squatters, hipsters, tourists, and migrants. This research elective is an 8-day residential field class in Berlin. The field class is comprised of one orientation day and 6 fieldwork days, during which there will be a range of staff-led activities (equivalent of 2 days-teaching over 6 days). The staff-led fieldwork will develop skills in identifying, gathering and producing original empirical material/research skills. They will also provide opportunities for students to discuss questions, problems and ideas arising from their research. The majority of time during fieldwork days (at least 5 hours/day) in Berlin is dedicated to group research projects. Students are required to do some preliminary reading and research into their research projects before we depart on the field class. An introductory lecture, alongside a research design workshop and a feedback session will provide students with guidance on the design and framing of their research project before we leave for Berlin. In Berlin workshops and student presentations will provide students with opportunities for further guidance and feedback while they are doing their research. The fieldtrip will end with final workshop focusing on the analysis of research material and writing the research project so that the students return to Edinburgh ready to write the degree assessment.

Before the field trip:

Introductory lecture

Research Design workshop

Feedback on research proposals

DURING THE FIELD TRIP:

Day 1: Travel to Berlin orientation

Days 2-7: Student fieldwork (c. 5 hours per day) alongside daily staff-led activities that will include walking tours and fieldwork that focuses on developing research skills; workshops for feedback and guidance; student presentations.

Day 8: Final workshop on analysing research materials and writing the degree assessment. Return travel to Edinburgh.

AFTER THE FIELDTRIP:

2 hour feedback session on analysis of empirical material

Two office hours each week for feedback and guidance until the submission deadline.

Further Course Information

https://path.is.ed.ac.uk/courses/2017/GEGR10124_SS1_SEM1

<http://www.drps.ed.ac.uk/17-18/dpt/cxgegr10124.htm>

Learning Outcomes

On completion of this course, the student will be able to:

- design, plan and execute a group research project that is appropriately framed by a critical understanding of theoretical and conceptual issues in Human Geography
- demonstrate advanced skills in the use of research methods and the appropriate analysis of original research materials
- employ a range of writing and analytical skills for the original interpretation and presentation of research
- evaluate and reflect critically on your research practices, and to make judgements where data or information is limited or comes from a range of sources
- demonstrate detailed knowledge and understanding of a substantive concern at the forefront or Urban, Social or Cultural Geography

Opportunities for feedback

Formative assessments to include a research proposal and 2 oral presentations on progress during the fieldtrip.

Assessment details

Written Exam: 0%, Course Work: 100 %, Practical Exam: 0%.

4000 word project.

<http://www.ed.ac.uk/student-administration/exams/regulations/common-marking-scheme>

Assessment deadlines

Coursework due: Noon, Thursday, Week 5 of Semester 1.

Assessment and Feedback information

<http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf>

All details related to extensions procedures and late penalties can be found in the School of GeoSciences General Information Handbook 2017-18

Pre-requisite courses

None

Timetable

Semester: Semester 1

Syllabus

This is a residential fieldtrip in Berlin.

Day 1: Travel to Berlin

Days 2 and 3: orientation, including walking tours, developing fieldwork skills and workshops on research proposals

Days: 4, 5, 6 and 7: Student fieldwork, alongside daily workshops on research methods, data analysis, and skills in presentation and visual communication.

Day 8: Student presentations and return travel to Edinburgh

Recommended reading

On Berlin:

Allen, J (2006). 'Ambient Power: Berlin's Potsdamer Platz and the Seductive Logic of Public Spaces', *Urban Studies* 43 (2), 441-455.

Boyer, C. (1996). 'The City of Collective Memory: Historical Imagery and Architectural Entertainments'. Boston, M.A: MIT Press.

Boym, S (2001). 'The Future of Nostalgia'. New York: Basic Books

Cochrane, A. (2006). 'Making Up Meaning in a Capital City: Power, Memory and Monuments in Berlin', *European Urban and Regional Studies*, 13 (1), 5-24.

Cochrane, A. and Passmore, A. (2001). 'Building a national capital in an age of globalization: the case of Berlin', *Area* 33 (3), 341-352.

Dekel, I. (2009). 'Ways of looking: observation and transformation at the Holocaust Memorial, Berlin', *Memory Studies*, 2 (1), 71-86.

Funder, A. (2003). *Stasiland*. London: Granta Books.

Huyssen, A. (1995). *Twilight Memories: Marking Time in a Culture of Amnesia*. London: Routledge.

Knischewski, G. and Spittler, U. (2006). 'Remembering the Berlin Wall: the wall memorial ensemble Bernauer Strasse', *German Life and Letters*, 59 (2), 280-293.

Ladd, B. (1997). *The Ghosts of Berlin: Confronting German History in the Urban Landscape*. Chicago: University of Chicago Press.

Staiger, U. (2009). 'Cities, citizenship, contested cultures: Berlin's Palace of the Republic and the politics of the public sphere', *Cultural Geographies*, 16, 309-327.

Stangl, P. (2008). 'The vernacular and the monumental: memory and landscape in post-war Berlin', *GeoJournal*, 78, 245-253.

Till, K. (2005). *The New Berlin: Memory, Politics, Place*. Minneapolis: University of Minnesota Press.

Varvantakis, C. (2009). 'A monument to dismantlement', *Memory Studies*, 2(1), 27-38.

Young, J. (1992). 'The Counter-Monument: Memory Against Itself in Germany Today', *Critical Inquiry*, 18 (2), 267-296.

On Research Design and Methods:

Back, L. and Puwar, N. (2012). *Live Methods*. Oxford: Wiley-Blackwell.

Becker, H. (2001). 'George Perec's experiments in social description', *Ethnography*, 2(1), 63-76.

Clifford, N., French, S. and Valentine, G. (2010). *Key Methods in Geography*. London: Sage.

Cloke, P., Cook, I. (2007). *Doing Ethnographies*. London: Sage

DeLyser, D., Herbert, S., Aitkin, S., Crang, M. and McDowell, L (2009). *The Sage handbook of Qualitative Geography*. London: Sage.

Emmison, M., Smith, P. and Mayall, M. (2012). *Researching the Visual*. London: Sage.

Phillips R. and Johns, J. (2012). *Fieldwork for Human Geography*. London: Sage.

Law, J. (2004). *After Methods: Mess in Social Science Research*. London: Routledge.

Lury, C. and Wakeford, N. (2012). *Inventive Methods: The Happening of the Social*. London: Routledge.

Rose, G. (2012). *Visual Methodologies*. London: Sage.

Silverman, D. (2010). *Qualitative Research*. London: Sage.

Ward, K. (2014). *Researching the City*. London: Sage.

Contacts

Course Organiser

DANIEL SWANTON

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Course Secretary

Kirsty Allan

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GEGR10064 Geography in the Archive

Course Organiser:	Professor Charles W J Withers	Other Key Staff:	Staff from NLS, RBGE and ECA oversee the archive visits
Course Secretary:	Kirsty Allan	Course location:	Drummond
Credits available:	20	SCQF Level:	10

Course description

This research elective introduces students to the nature, purpose and function of the archive as a "knowledge space" - a site for the safe keeping, curation, and production of scholarly and other materials. Using lectures, tutorials, and visits to archives within institutions in the city of Edinburgh, attention will be paid to the ways in which the archive as a space and archiving as a process determine the nature of knowledge and the questions that can be asked by researchers. The research elective is of particular benefit to UG geography students for whom the focus of their Dissertation is historical (broadly understood) and involves textual analysis and interpretation.

Further Course Information

https://path.is.ed.ac.uk/courses/GEGR10064_SS1_SEM1

<http://www.drps.ed.ac.uk/17-18/dpt/cxgegr10064.htm>

Learning Outcomes

Rather than focus alone on the content of relevant geographical and other archived material, students will be expected to interrogate and to understand the archives' own conditions of existence, including provenance, cataloguing, and accessibility. As a result, students will: have a detailed knowledge and understanding of the management and content of selected archives as research repositories; and be able to exercise critical judgement in the management of a research problem, with reference to its intellectual content and with insight into the provenance and treatment of the archival sources in question. In undertaking and successfully completing this research elective, students will attain skills in the design, implementation, and critical examination of specific research questions and offer professional level interpretations of their results. Students will be able to present, verbally and in writing, a reasoned argument exploring the theory of the archive as a space for the storage, preservation and management of scholarly materials.

Opportunities for feedback

Feedback is provided on the class essay as a group and on individual student work. Thus, the class essay set on 25 September 2017 (week 2) and due in week 6 (October 26) will be appraised and returned in time for class session on Monday 30 October (week 7). Individual feedback follows via timetabled sessions. Feedback on degree work takes place via the timetabled Feedback sessions in Semester 2.

Assessment details

Written Exam: 0%, Course Work: 100 %, Practical Exam: 0%.

Degree assessment: One 4,000 word essay report

Class assessment: One 1,500 word essay.

<http://www.ed.ac.uk/student-administration/exams/regulations/common-marking-scheme>

Assessment deadlines

Class assessment: set week 2 (Monday 25 September 2017), due Thursday 26 October 2017 (week 6), by 12.00

Degree assessment: set week 3 (Monday October 2 2017), due Thursday 16 November 2017 (week 9), by 12.00

Assessment and Feedback information

<http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf>

All details related to extensions procedures and late penalties can be found in the School of GeoSciences General Information Handbook 2017-18

Pre-requisite courses

Timetable

https://www.ted.is.ed.ac.uk/UOE1718_SWS/showtimetable.aspx

Syllabus

COURSE OUTLINE AND TIMETABLE

In 2017-2018, the course will be taught in Semester 1, on Mondays, from 11.10-13.00 (in Room 2.19 (Old Library), Geography, Drummond Street). There will be a short break between the two fifty-minute sessions. Classes begin Monday 18 September 2017. Arrangements for the several archival visits will be given in advance.

NB: Two of the archive visits, and one post-visit debrief, are on a Thursday. In all the archives, it is pencils only.

<i>Week</i>	<i>Date</i>	<i>Activity and Location</i>
1	18/9/17	Lecture 1 Introduction to the Course CW (11.10-12) Lecture 2 History, Politics, and Philosophy of the Archive CW (12.10-1) (Tutorial 1 material distributed)
2	25/9/17	Lecture 3: The Future of the Archive CW (11.10-12) Tutorial 1: History, theory, and the archive (12.10-1) (Class assessment confirmed: discussion re assessment) (Brief introduction to the archive visits)
3	2/10/17	Archive Visit 1 (Group 1): Nineteenth-Century Policing, Record Keeping and Archive Making: Edinburgh City Archives, Council Offices, Royal Mile, Edinburgh. The ECA visit will be hosted and led by the Edinburgh City Archive's staff member Vikki Kerr. NB: Meet at ECA for 11.00am
<p>PLEASE NOTE: Student numbers overall, and restrictions upon numbers of people that can be taken at any one time in the ECA Archive Room (12 max.), mean that <i>the course will run three times to the ECA, on each of three consecutive Mondays: 2, 9 and 16 October.</i> Students not attending the ECA visit are directed to the tutorial readings.</p>		
3	5/10/17 (Thurs)	Archive Visit 2 (Whole Class): Project Pont and the Pont Maps, National Library of Scotland, George IV Bridge (Board Room), Edinburgh. The NLS Map Library archive visit will be hosted and led by Mr Chris Fleet, Map Collections Manager, NLS. NB: Meet at the NLS, George IV Bridge, at 11.00am Degree assessment confirmed and distributed
4	9/10/17	Archive Visit 1 (Group 2): Nineteenth-Century

Policing, Record Keeping and Archive Making: Edinburgh City Archives, Council Offices, Royal Mile, Edinburgh. The ECA visit will be hosted and led by the Edinburgh City Archive's staff member Vikki Kerr. **NB: Meet at ECA for 11.00am**

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- 4** **12/10/17 (Thurs)** **Archive Visit 3 (Whole class):** Plant explorers and the Himalayas, Royal Botanic Garden Edinburgh Archive and Library. The RBGE archive visit will be hosted by Leonie Paterson. NB: **Meet at the RBGE Office Entrance on Inverleith Row**, NOT at the RBGE Main Gate (Hope Gateway at the West Gate or at the East entrance further south on Inverleith Row), **at 11.00am**
-
- 5** **16/10/17** **Archive Visit 1 (Group 3):** Nineteenth-Century Policing, Record Keeping and Archive Making: Edinburgh City Archives, Council Offices, Royal Mile, Edinburgh. The ECA visit will be hosted and led by the Edinburgh City Archive's staff member Vikki Kerr. **NB: Meet at ECA for 11.00am**
- 5** **19/10/17 (Thurs)** **Tutorial 2:** Debrief from Archive visits/ Assessment planning CW (11.10-1)
-
- 6** **23/10/17** **Tutorial 3:** Archives, Knowledge and National Memory CW (11.10-1)
- [NB: Class essays due Thursday 26 October 2017, 12 noon]
-
- 7** **30/10/17** **Feedback** on Class Assessment and Degree Assessment Planning CW (11.10-12) [NB: This session will also include notification of the on-line formal evaluation]
- Individual feedback sessions will take place from 12.00
-
- 8** **6/11/17** No formal class – students to do degree work – CWJW available for consultation.
- 9** **13/11/17** No formal class – students to do degree work – CWJW available for consultation.
- [Degree Assessment submitted by Thursday 16 November 2017, 12.00 noon].**

Recommended reading

There is no set text for this research elective. The majority of the reading material is from journal articles and most will be available on-line via LEARN. Further guidance is given in the Course Handbook.

http://www.ed.ac.uk/files/atoms/files/accessible_and_inclusive_learning_policy.pdf

Contacts**Course Organiser**

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Course Secretary

Kirsty Allan
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GEGR10072 Physical Geography Fieldwork: Iceland

Course Organiser:	Andy Dugmore	Other Key Staff:	Mikael Attal
Course Secretary:	Kirsty Allan	Course location:	Central
Credits available:	20	SCQF Level:	10

Course description

This course builds on second year course work and fieldwork to develop the practical aspects of Physical Geography through the study of environmental change. It is based in one of the finest areas of the world for the study of both the processes and landforms of volcanism, glaciation and human impacts. Uniquely within the Old World the timing and cultural context of the first human settlement, by the Norse in the ninth century AD, is known in detail. Iceland has the best-developed tephrochronology in the world, and this powerful dating technique offers a remarkable aid to understanding both environmental change and human-environment interactions. Icelandic studies have wide significance because processes active in Iceland today shaped large parts of world's high latitude and high altitude environments. In addition the characteristics of the island's biota provide fundamental tests for theories of natural selection, island biogeography and glacial refugia, that are in turn important to the understanding continental scale biogeographical patterns. The interplay of environment and culture can be unravelled to offers unique insights into societal resilience, sustainability and the development of the 'anthropocene' . Ten days are spent in the field, five of which are devoted to student lead, small group project work.

Further Course Information

https://path.is.ed.ac.uk/courses/GEGR10072_SS1_SEM1

<http://www.drps.ed.ac.uk/17-18/dpt/cxgegr10072.htm>

Learning Outcomes

You will develop a detailed understanding and knowledge of the processes and landscape records of volcanism, glaciation and human impacts.

You will analyse environmental change through the study of system behaviour, including assessments of feedback loops, internal and external linkages, thresholds, sensitivity, rates of change and recovery.

You will learn how the practical aspects of physical geography are developed through detailed assessments of glacierised landscape systems, high-magnitude low-frequency and low-magnitude high-frequency events, and human-environment interactions. Practical work combined with field-based discussion and wider reading will enable you to better understand methodologies and the ways in which geographical knowledge is developed. You will lead the development of your small group research projects. You will practise the valuable transferable skills of team working, project design and implementation, and autonomy and initiative.

Opportunities for feedback

1. Before the fieldtrip its self, there will be a project formulation stage, and you choose an overarching research question to tackle; detailed staff feedback and guidance will be given on your project development as it evolves during three introductory meetings.
2. During the field course, you are required to make a series of presentations about your developing project as well as taking part in peer assessment exercises. Staff feedback is given during 1:1 discussions during the actual fieldwork as well as in the evening review sessions, and after the more formal presentations
3. Immediately after the fieldtrip further detailed feedback is given on the project group initial data reports and the individual final project write-up. There will be a final meeting of the class as a whole, and this is followed by individual project-group tutorials that discuss specific details.
4. Detailed feedback is given on the final individual report.

Assessment details

Course Work: 100 %.

The assessment is in the form of a **final research report** that should be an individual write up of the research project carried out during the project days of the field trip. The report should follow the format of a paper in the natural sciences and details of appropriate formatting and style are given in the course handbook. The text has to be between **3,000-4,000 words** in length; word limits are mandatory.

<http://www.ed.ac.uk/student-administration/exams/regulations/common-marking-scheme>

In addition, there are three compulsory submissions that must meet a satisfactory standard

1. A one-page community outreach statement on the group project

2. An initial data report: The academic substance behind the community statement; data tables, annotated photographs, diagrams and maps all with detailed Meta data that summarise the data collected. This is a group submission by each project group (normally 3 people) and will form the basis for the individual write up.

2. A field notebook: To be submitted for peer review at the end of Excursions Day Two and again with the Final Research Report

This book should contain **complete** and **legible** notes that form a record of your scientific activities during the field school.

Further details on these elements are given in the course handbook.

Assessment deadlines

One-page community statement- by 20:00 on Excursion Day Three

Initial data report- by 20:00 on Project Day Four

Field notebook and final research report: 12.00 noon, Thursday of Week 5 (October 19th 2017)

Assessment and Feedback information

<http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf>

All details related to extensions procedures and late penalties can be found in the School of GeoSciences General Information Handbook 2017-18.

Pre-requisite courses

Students **MUST** have passed: The Nature of Geographical Knowledge (GEGR09012) AND Research Design in Geography (GEGR09011) AND Quantitative Methods in Geography (GEGR09004) AND Qualitative Methods in Geography (GEGR09005) AND Geography Fieldwork: Foundations

Timetable

Semester: Semester 1 (travel dates 3rd – 14th September 2017).

Syllabus

Introductory lectures and meetings take place in Semester 2 of the preceding year at which time students formulate their own research projects with guidance from staff. The field course itself is divided between days in which students conduct their own research projects and those in which a variety of field-based talks, tutorials and exercises are used to introduce the principle landscapes and processes operating in Iceland, and to consider key theories and concepts. In the Semester following the fieldtrip, there will be a follow-up meeting of the whole class to discuss report writing and individual project group tutorials to assist with data analysis, interpretation and report formulation.

Recommended reading

- Baynes E.R.C., Attal M., Niedermann S., Kirstein L.A., Dugmore A.J. and Naylor M. 2015 'Erosion during extreme flood events dominates Holocene canyon evolution in North - East Iceland', *Proceedings of the National Academy of Sciences of the United States of America* PNAS February 24, 2015, 112, 8, 2355-2360
- Church, M. J., Dugmore, A. J., Mairs, K. A., Millard, A. R., Cook, G. T., Sveinbjarnardóttir, G., Ascough, P. A., Newton, A.J and Roucoux 2007 'Timing and mechanisms of deforestation of the settlement period in Eyjafjallsveit, southern Iceland. *Radiocarbon* 49(2): 659-672
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- Dugmore, A.J. and Newton, A. 2012 'Isochrons and beyond- maximising the use of tephrochronology' *Jokull: The Icelandic Journal of the Earth Sciences*. 62, p. 39-52
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- Kirkbride, M.P. and Dugmore, A.J. 2008 'Tephrochronological dating of glacier advances AD 410-1947 in Southern Iceland.' *Quaternary Research*. 70, 3, 398-411
- Streeter R.T. and Dugmore A.J. 2014 'Late-Holocene land surface change in a coupled social-ecological system, southern Iceland: a cross-scale tephrochronology approach.' *Quaternary Science Reviews* 86 (2014) 99-114
- Streeter, R. and Dugmore, A. J. 2013 'Anticipating land surface change': *Proceedings of the National Academy of Sciences of the United States of America - PNAS*. 110, 15, 5779-5784.
- Streeter R. T., Dugmore A.J., Lawson I.T., Erlendsson E. and Edwards K.J. 2015. The onset of the palaeoanthropocene in Iceland: Changes in complex natural systems. *The Holocene*, 2015, 25, 10. 1662-1675
- Nelson M.C., Ingram S E., Dugmore A.J., et al., 2015 'Climate Challenges, Vulnerabilities, and Food Security' *Proceedings of the National Academy of Sciences of the United States of America* PNAS, 113, 2, 298-303
- Vésteinsson, O, Church, M. J., Dugmore, A.J., McGovern, T.H. and Newton, A.J. 2014 Expensive errors or rational choices: the pioneer fringe in Late Viking Age Iceland. *European Journal of Post-Classical Archaeologies* 4, 39-69

http://www.ed.ac.uk/files/atoms/files/accessible_and_inclusive_learning_policy.pdf

Contacts

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GEGR10113 Researching with media: ordinary, popular and indigenous people's knowledges

Course Organiser:	ERIC LAURIER	Other Key Staff:	Julie Cupples
Course Secretary:	Kirsty Allan	Course location:	Central
Credits available:	20	SCQF Level:	10

Course description

Building on a prior foundation in qualitative methods in geography, this course aims to provide students with an applied understanding of the principles and practices of media geographies and ethnomethodology. Students in the class will explore a different topic each year based in their analysis of four different sets of qualitative data. Drawing upon a range of techniques and approaches, students will consider the ways that indigenous peoples and popular knowledges have been used in geographical research. The course will also introduce the foundations of ethnomethodology and conversation analysis as an approach for studying internet-based interactions and videos from Youtube. The course will emphasise the value of careful and critical description of the perspectives of the people they are studying. Much of the learning on the course will take place through groupwork in lab sessions.

Further Course Information

https://path.is.ed.ac.uk/courses/GEGR10113_SS1_SEM1

<http://www.drps.ed.ac.uk/17-18/dpt/cxgegr10113.htm>

Learning Outcomes

Demonstrate a detailed, integrated understanding of the theoretical, practical and ethical issues of using media and an understanding of how this field has developed

Be comfortable with a range of techniques and approaches related to using media for participatory research and ethnomethodology, some of which are relatively specialised

Critically consider the appropriateness of various qualitative analysis techniques for different sets of questions, problems and contexts

Understand and have strategies for working with the power dynamics of mediated research encounters so students are capable of communicating effectively with professional level peers and senior colleagues.

Critically review and consolidate their knowledge in this subject for the essay assessment

Opportunities for feedback

Formative verbal feedback will be given during weekly practical classes. Verbal feedback will be given for the group presentations in Week 5. Students will also receive formative written feedback on a 20% sample of their final report for the course, it is submitted during Week 5. Feedback will be given on summative assessment at the end of the course and all students will be invited to an examination feedback session following release of course results.

Assessment details

Written Exam: 0%, Course Work: 100 %, Practical Exam: 0%.

The assessment is a 4000 word report. It presents data and analysis from each of the lab exercises. The topic for the report changes every year and is one of human geographical relevance.

<http://www.ed.ac.uk/student-administration/exams/regulations/common-marking-scheme>

Assessment deadlines

Week 9, Thursday at noon.

Assessment and Feedback information

<http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf>

All details related to extensions procedures and late penalties can be found in the School of GeoSciences General Information Handbook 2017-18

Pre-requisite courses

Suggested: Fundamental Methods in Geography; Qualitative Methods in Geography

Timetable

https://www.ted.is.ed.ac.uk/UOE1617_SWS/showtimetable.aspx

Syllabus

Week 1-2: Introduction of course topic & membership categorisation analysis (MCA) for internet forums

Week 2-3: MCA continued for Youtube materials

Week 3-4: Indigenous Knowledges

Week 4-5: Popular Knowledges

Weeks 6-9: (Office hours for ongoing research work for report)

Recommended reading

Antaki, C., Ardévol, E., Néunez, F., & Vayreda, A. (2006). For she who knows who she is: Managing Accountability in Online Forum Messages. *Journal of Computer-Mediated Communication* 11, 114-132.

Birchall C (2006) *Knowledge Goes Pop: From Conspiracy Theory to Gossip*. Oxford: Berg

Jones, N., & Raymond, G. (2012). The Camera Rolls: Using Third-Party Video in Field Research. *The Annals of the American Academy of Political and Social Science*, 642(1), 109-123.

Smith L T (2012) *Decolonizing Methodologies: Research and Indigenous Peoples*. London: Zed Books

<http://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/inclusive/accessibility>

Contacts

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GEGR10100 Human Geography Fieldwork: Journey to the Western Isles

Course Organiser:	FRASER MACDONALD	Other Key Staff:	N/A
Course Secretary:	Kirsty Allan	Course location:	North Uist
Credits available:	20	SCQF Level:	10

Course description

This course runs in June and builds on Year 2 & 3 coursework to develop research design and fieldwork in Human Geography. The field trip incorporates tuition and practice of social science methods, archive use and oral histories as applied to individual research projects. Some of the key themes addressed during the field trip are:

- Nature-society relations
- Landscape and memory
- Creative engagement with places via the arts and literature
- Valuing the environment, from tourism to windfarms
- The future of traditional practices such as fishing & crofting
- The politics and aesthetics of nature conservation
- Folklore and oral histories of modern life
- Military landscapes
- Technology and everyday life

Students independent research projects are designed to engage with contemporary theoretical debates in human geography and allied disciplines, to contribute to such debates based on original fieldwork conducted during the trip. The field class lasts for six full days plus two travel days. The trip is based in Lochmaddy, North Uist, usually with one full day trip to the adjacent archipelago of St Kilda.

Further Course Information

https://path.is.ed.ac.uk/courses/GEGR10100_SS1_SEM1

<http://www.drps.ed.ac.uk/17-18/dpt/cxgegr10113.htm>

Learning Outcomes

After successful completion of this course, students will have developed a detailed knowledge and an integrated understanding of the social and environmental factors which continue to influence the development of the Scottish Highlands.

At the conclusion of the course, students should be able:

To critically assess a range of theoretical and conceptual issues in Human Geography with specific reference to Scottish society and to apply these to wider empirical and theoretical contexts;

To critically identify and analyse professional level problems;

To understand key issues at the interface of the environment and human society at a variety of scales;

To understand how to undertake historical investigations and link them to present day processes

To have extended their transferable skills of team working, research design, project design and implementation;

To employ a range of writing and analytical skills for the original interpretation and presentation to informed audiences of qualitative and quantitative geographical data

To describe the standard techniques employed in this field so to make students aware of how understanding in this subject is developed

To make judgments where data/ information is limited or comes from a range of sources.

Opportunities for feedback

Examples of feedback can be found here: <http://www.ed.ac.uk/schools-departments/geosciences/teaching-organisation/staff/feedback-and-marking>

Assessment details

Written Exam: 0%, Course Work: 100 %, Practical Exam: 0%.

Degree Assessment: One 4,000 word project (100%)

<http://www.ed.ac.uk/student-administration/exams/regulations/common-marking-scheme>

Assessment deadlines

TBA

Assessment and Feedback information

<http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf>

All details related to extensions procedures and late penalties can be found in the School of GeoSciences General Information Handbook 2017-18

Pre-requisite courses

Syllabus

Recommended reading

Brady, E. 2012. The Environmental Sublime. In T. Costelloe, ed. *The Sublime From Antiquity to the Present*. Cambridge: Cambridge University Press.

Hunter, J. (1999) *Last of the free: a millennial history of the Highlands and islands of Scotland*, Edinburgh, Mainstream Pub.

Lawson, B (2012) *North Uist in History and Legend*, Birlinn, Edinburgh

Lorimer, J. 2008. Counting Corncrakes: The Affective Science of the UK Corncrake Census *Social Studies of Science* 38: 3, 377-405.

Macdonald, S. 1996 *Reimagining Culture: histories, identities and the Gaelic renaissance*, Berg, London

MacDonald, F. 2001. St Kilda and the Sublime. *Cultural Geographies* 8: 2, 151-174.

MacDonald, F 2014. The Ruins of Erskine Beveridge, *Transactions of the Institute of British Geographers*.

Mackenzie, A. F. D. & Dalby, S. (2003) *Moving Mountains: Community and Resistance in the Isle of Harris, Scotland and Cape Breton, Canada*. *Antipode*, 309-333.

MacKenzie, F. 2006. 'Against the tide': placing visual art in the Highlands and Islands, Scotland. *Social and Cultural Geography*. 7: 6, 965-985.

Parman, S 2004 *Scottish Crofters: an historical ethnography of a Celtic community*, Rinehart,

Parr, H., Philo, C. & Burns, N. (2005) 'Not a Display of Emotions': Emotional Geographies in the Scottish Highlands. IN DAVIDSON, J., BONDI, L. & SMITH, M. (Eds.) *Emotional Geographies*. Hampshire, Ashgate.

Warren, C. 2007. Perspectives on the 'alien' versus 'native' species debate: a critique of concepts, language and practice. *Progress in Human Geography*. 31:4, 427-446.

Warwick, H. 2012. Comment: Uist Hedgehogs & lessons learnt in wildlife management. *British Wildlife*. 24:2, 111-116.

Woods, M. and P. Moriarty. 2001. Strangers in a Strange Land: The Problem of Exotic Species. *Environmental Values*. 10: 163-191.

www.ed.ac.uk/files/atoms/files/accessible_and_inclusive_learning_policy.pdf

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Optional Courses

Students of Geography degrees supplement their compulsory courses with a number of optional courses.

In the third and fourth year of the Geography joint and single honours degree programmes, a number of options courses are available. You will find course descriptions for the options courses delivered by The School of GeoSciences below, and for information on options courses delivered by other Schools that are available as part of a Geography degree, students should check, in the first instance, the relevant Degree Programme Table on the School of GeoSciences DRPS page: http://www.drps.ed.ac.uk/17-18/dpt/drps_geo.htm. Your Personal Tutor can give you advice on which courses would be best-suited to your study plan, you are enrolled on your optional courses over the summer before the start of your 3rd/4th Year by the Undergraduate Team in the main office.

GEGR10023 Catchment Water Resources

Course Organiser:	NEIL STUART	Other Key Staff:	Kate Heal + external speakers
Course Secretary:	Kirsty Allan	Course location:	G10 Drummond Library
Credits available:	20	SCQF Level:	10

Course description

This is a 20-credit Honours course focusing on the interactions between human activities and water resources. In the course we first demonstrate how an understanding of processes in the physical environment is important for managing water resources. We then explore how simulation modelling may allow relevant data to be used within integrated catchment management. The lecture component of both courses is shared to allow students from different degree programme and backgrounds (primarily Geography and Ecological & Environmental Sciences) to share and benefit from different disciplinary perspectives and expertise.

The course comprises of lectures by the academic course team with guest lectures on relevant real-world issues by water resource practitioners, a half day field trip and computer-based workshops on simulation modelling.

Further Course Information

https://path.is.ed.ac.uk/courses/GEGR10023_SS1_SEM2

<http://www.drps.ed.ac.uk/17-18/dpt/cxgegr10023.htm>

Learning Outcomes

On successful completion of the course you will

1. understand how land use change affects the quality and quantity of water resources and have knowledge of techniques for mitigating any adverse impacts.
2. have practised applying your knowledge to evaluate the suitability of different contemporary techniques in water resource management.
3. be able to critically evaluate and consolidate different sources of evidence pertaining to the effects of land use on water resources and the effectiveness of mitigation techniques.
4. have practised and received feedback on your oral presentation and report-writing skills and will have constructed and evaluated your own computer-based hydrological model.
5. have demonstrated autonomy and time-management in the execution of the hydrological modelling exercise and also gained experience of working in a group to research for and prepare an oral presentation.

Opportunities for feedback

During the courses, students will have the following opportunities for feedback:

1. students will receive written feedback from staff on the SUDS presentations;
2. the hydrological model building reports will be marked and returned with written feedback;
3. during the exam revision session in the final week of the timetable students will have the opportunity to discuss any aspect of the course with staff;
4. students who wish to submit practice exam essays in good time will receive written feedback from staff;
5. exam feedback sessions will be arranged in Semester 2 in which students will be able to see their exam scripts and discuss them with staff

Assessment details

Written Exam: 60%, Course Work: 40 %, Practical Exam: 0%.

Degree: One two-hour examination (2 questions) AND One report on hydrological modelling project (1,500 words).

<http://www.ed.ac.uk/student-administration/exams/regulations/common-marking-scheme>

Assessment deadlines

- Group presentation on sustainable urban drainage (12 noon, Thursday of Week 4) (formative class assessment – feedback will be given).
- Report on hydrological model building (40%) (1500-word equivalent) to be submitted to The Geography Office, Drummond Street by 12 noon on Thursday 15th March 2018 (week 8).
- Degree examination – TWO questions in TWO hours (60%).

Assessment and Feedback information

<http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf>

All details related to extensions procedures and late penalties can be found in the School of GeoSciences General Information Handbook 2017-18.

Pre-requisite courses

It is RECOMMENDED that students have passed Environmental Sensitivity and Change (GEGR08001) AND Geomorphology (GEGR08002)

Timetable

[https://browser.ted.is.ed.ac.uk/generate?courses\[\]=GEGR10023_SV1_SEM1&period=YR](https://browser.ted.is.ed.ac.uk/generate?courses[]=GEGR10023_SV1_SEM1&period=YR)

Synopsis

Week1: Conflicting demands on water resources/Case study of water demand

Week 2: Diffuse pollution and lake restoration/ Introduction to field visit

Week 3: Field visit to SUDS Dunfermline East Expansion Site

Week 4: Group Presentation on SUDS structures

Week 5: Hydrological models and model building methods

Week 6: Simulation techniques- calibration, validation measuring efficiency

Week 7: Surgery session for hydrological modelling + lecture on forests and water quality.

Week 8: Flooding and flood control and flood prevention schemes in Edinburgh

Week 9: River management and restoration

Week 10: Revision class

Recommended reading

Jones, J.J.A. (1997) Global Hydrology; Processes, Resources and Environmental Management. Longman.

Newson, M.D. (2008) Land, water and development: sustainable and adaptive management of rivers. Routledge.

Newson, M.D. (1994) Hydrology and the River Environment. Clarendon Press, Oxford
Shaw, E.M. Beven, K.J. Chappell, N.A , Lamb, R. (2010) Hydrology in Practice (4th edition). Spon Press.
Ward, R.C. and Robinson, M. (1999) Principles of Hydrology (4th Ed). McGraw Hill.
http://www.ed.ac.uk/files/atoms/files/accessible_and_inclusive_learning_policy.pdf

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GEGR10114 Development and Decolonization in Latin America

Course Organiser:	Julie Cupples	Other Key Staff:	N/A
Course Secretary:	Kirsty Allan	Course location:	Drummond Street
Credits available:	20	SCQF Level:	10

Course description

This course introduces students to key theoretical perspectives in Latin American development geography, including dependency theory, postdevelopment, feminist approaches and the MCD paradigm. Drawing on a wide range of historical and contemporary case studies from across the continent, it will explore the main development challenges facing the region and the diverse and creative ways in which people respond to them. Students will also gain an in-depth knowledge of how these processes can be theorized. The course will be delivered through a weekly two hour class meeting that will combine lectures, class discussions, and student presentations. Visual media including documentaries and YouTube clips will be used to illustrate and provoke engagement with core concepts. Students will gain insights on Latin American development from geography, development studies and cultural studies.

Further Course Information

https://path.is.ed.ac.uk/courses/GEGR10114_SV1_SEM1

<http://www.drps.ed.ac.uk/17-18/dpt/cxgegr10114.htm>

Learning Outcomes

Have a knowledge of key theoretical perspectives in Latin American development and be able to critically evaluate their significance

Be able to recognise, analyse, interpret and critique development discourses related to Latin American development

Have a sense of the ways in which the cultural, the economic, the political and the social are entangled in Latin American development practice and theory

Understand the importance of everyday media geographies in Latin America in representing, making and contesting development

Have an in-depth understanding of the modernity/coloniality/decoloniality research paradigm and be able to apply it to specific development issues

Opportunities for feedback

Written feedback on written work, verbal feedback in class and during office hours

Assessment details

Written Exam: 0%, Course Work: 100 %, Practical Exam: 0%.

Comparative critique and review 30%, 1500 words, due Monday 16 October, 12 noon (Week 5)

Decolonial option essay 70%, 2500 words, due Wednesday 6 December, 12 noon (Exam Week)

<http://www.ed.ac.uk/student-administration/exams/regulations/common-marking-scheme>

Assessment deadlines

Comparative critique and review 30%, due Monday 16 October, 12 noon (week 5)

Decolonial option essay 70%, due Wednesday 6 December, 12 noon (Exam Week)

Assessment and Feedback information

<http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf>

All details related to extensions procedures and late penalties can be found in the School of GeoSciences General Information Handbook 2017-18.

Pre-requisite courses

Timetable

https://www.ted.is.ed.ac.uk/UOE1617_SWS/showtimetable.aspx

Syllabus

19/09 Week 1 - Introduction to course/historical overview
26/09 Week 2 - Economic development
03/10 Week 3 - Political struggles
10/10 Week 4 – Decolonial thinking
17/10 Week 5 - The rise and fall of the pink tide
24/10 Week 6 – Social movements and identity politics I: Gender
31/10 Week 7 – Social movements and identity politics II: Race and racial formations
(Keynote lecture: Juliet Hooker Thursday 2 November 17:00pm)
07/11 Week 8 - Indigenizing development
14/11 Week 9 – Environmental politics
21/11 Week 10 – Media and communication for development (followed by a film screening of A Little Bit of So Much Truth at 5pm)
28/12 Week 11 - Decolonial case studies

Recommended reading

Cupples, J. (2013) *Latin American Development*. London: Routledge

Special issue of
Cultural Studies on Globalization and the De-colonial Option 21(2-3), 2007

Broek S and Junker C (eds) (2015) *Postcoloniality-Decoloniality-Black Critique: Joints and Fissures*. Frankfurt: Campus Verlag

Chant S and Craske N. (2003) *Gender in Latin America*. London: Latin America Bureau.

del Sarto A, Ríos A and Trigo A. (eds) *The Latin American Cultural Studies Reader*. Durham: Duke University Press.

De Sousa Santos B (2007) Beyond abyssal thinking: From global lines to ecologies of knowledges. *Review (Fernand Braudel Center)* 30(1): 45–89

De Sousa Santos B (2014) *Epistemologies of the South: Justice against Epistemicide*. Boulder: Paradigm Publishers

De Sousa Santos B (2015) *If God Were a Human Rights Activist*. Stanford: Stanford University Press

- Dinerstein A C (2015) *The Politics of Autonomy in Latin America: The Art of Organizing Hope*. Basingstoke: Palgrave Macmillan
- Escobar A (1995) *Encountering Development: The Making and Unmaking of the Third World*. Princeton : Princeton University Press.
- Escobar A (2008) *Territories of Difference: Place, Movements, Life, Redes*. Durham: Duke University Press.
- Escobar A (2010) Latin America at a crossroads: Alternative modernizations, post-liberalism, or post-development? *Cultural Studies* 24(1): 1-65.
- Franco P (2007) *The Puzzle of Latin American Economic Development*. 3rd ed. Lanham: Rowman and Littlefield
- Galeano E (1973) *Open Veins of Latin America: Five Centuries of the Pillage of a Continent*. New York: Monthly Review Press
- Grosfoguel R (2006) World-systems analysis in the context of transmodernity, border thinking, and global coloniality. *Review (Fernand Braudel Center)* 29(2): 167-187
- Grosfoguel R (2011) Decolonizing post-colonial studies and paradigms of political-economy: Transmodernity, decolonial thinking, and global coloniality. *Transmodernity: Journal of Peripheral Cultural Production of the Luso-Hispanic World* 1(1): np <http://escholarship.org/uc/item/21k6t3fg>
- Grosfoguel R (2012) Decolonizing Western Uni-versalisms: Decolonial Pluri-versalism from Aimé Césaire to the Zapatistas. *Transmodernity: Journal of Peripheral Cultural Production of the Luso-Hispanic World* 1(3): 88-104 <http://escholarship.org/uc/item/01w7163v>
- Harcourt W (ed) (2015) *The Palgrave Handbook of Gender and Development: Critical Engagements in Feminist Theory and Practice*. Basingstoke: Palgrave Macmillan (Chapters 1.0, 1.1, 1.2 and 1.3)
- Knippers Black J (ed) (1998) *Latin America: Its Problems and Its Promise: A Multidisciplinary Introduction*. London: Westview Press.
- Kusch R (2010[1970]) *Indigenous and Popular Thinking in América*. Durham: Duke University Press.
- Lugones M (2003) *Pilgrimages/Peregrinajes: Theorizing Coalition Against Multiple Oppressions*. Lanham: Rowman and Littlefield
- Lugones M (2007) Heterosexualism and the Colonial/Modern Gender System. *Hypatia* 22(1): 186–209
- Lugones M (2010) Toward a decolonial feminism. *Hypatia* 25(4): 742-759
- Mignolo W D (2000) *Local Histories/Global Designs: Coloniality, Subaltern Knowledges, and Border Thinking*. Princeton: Princeton University Press.
- Mignolo W D (2000) The geopolitics of knowledge and the colonial difference. *South Atlantic Quarterly* 101(1): 57–96
- Mignolo W D (2005) *The Idea of Latin America*. Malden: Blackwell.
- Mignolo W D (2011) *The Darker Side of Western Modernity : Global futures, Decolonial Options*. Durham: Duke University Press

Munck R (2013) *Rethinking Latin America: Development, Hegemony, and Social Transformation*. Basingstoke: Palgrave Macmillan

Muteba R (eds) (2012) *Black Social Movements in Latin America: From Monocultural Mestizaje to Multiculturalism*. Basingstoke: Palgrave Macmillan

Panizza F (2009) *Contemporary Latin America: Development and Democracy Beyond the Washington Consensus*. London: Zed Books

Quijano A (2005) The challenge of the “indigenous movement” in Latin America. *Socialism and Democracy* 19(3):55–78.

Reid M (2009) *Forgotten Continent: The Battle for Latin America's Soul*. New Haven: Yale University Press.

Rivera Cusicanqui S (2012) *Ch'ixinakax utwixa: A reflection on the practices and discourses of decolonization*. *South Atlantic Quarterly* 111(1): 95-109

Sanjinés J (2013) *Embers of the Past: Essays in Times of Decolonization*. Durham: Duke University Press.

Schiwy F (2003) Descolonizar las tecnologías del conocimiento: Video y epistemología indígena (Decolonizing the technologies of knowledge: Video and indigenous epistemology). In C Walsh (ed) *Estudios Culturales Latinoamericanos: Retos Desde y Sobre La Región Andina*. Quito: Universidad Andina Simon Bolivar and Ediciones Abya Yala. Available in English at: <https://globalstudies.trinity.duke.edu/wp-content/uploads/2009/05/SCHIWY.DECOLONIZING.pdf>

Schiwy F (2009) *Indianizing Film: Decolonization, the Andes, and the Question of Technology*. New Brunswick: Rutgers University Press

Vianello A y Mañé B (eds) (2011) *Formas-Otras: Saber, Nombrar, Hacer, Narrar*. Barcelona: CIDOB

Wade P (1997) *Race and Ethnicity in Latin America*. London: Pluto Press

Walsh C (2010) Development as Buen Vivir: Institutional arrangements and (de)colonial entanglements. *Development* 53(1): 15–21

Williamson E (2009) *The Penguin History of Latin America*. London: Penguin

Zibechi R (2012) *Territories In Resistance: A Cartography of Latin American Social Movements*. Oakland: AK Press

<http://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/inclusive/accessibility>

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GEGR10106 Divided Cities

Course Organiser:	TOM SLATER	Other Key Staff:	N/A
Course Secretary:	Kirsty Allan	Course location:	Central
Credits available:	20	SCQF Level:	10

Course description

Many of the most urgent, fascinating, and frustrating questions of our time have become urban questions. This course is concerned with the intensification of urban inequality over the past three decades, looking at the role of neoliberal statecraft in reproducing and reinforcing harsh social divisions within cities. Using detailed case studies it will examine how market processes and public policies drive spatial polarization/marginalization and the urbanization of injustice. We examine the various processes creating urban divisions, such as gentrification and displacement; ethnic segregation and ghettoisation, and territorial stigmatization. We explore numerous theories that scholars have formulated to analyse and explain urban inequalities. A normative approach is adopted throughout, encouraging students to think about how urban inequality in all its forms might be challenged by scholarship and by activism.

Further Course Information

https://path.is.ed.ac.uk/courses/GEGR10106_SV1_SEM2

<http://www.drps.ed.ac.uk/17-18/dpt/cxgegr10106.htm>

Learning Outcomes

1. To provide a detailed, cross-national and critical understanding of the geographies of urban inequality so that students are capable of offering professional level insights.
2. To provide a comprehensive grasp of the intellectual history of urban division complimented by recent developments.
3. To gain a knowledge and appreciation of the standard techniques of inquiry into social injustice in the city.
4. To provide a set of analytical lenses to understand key concepts relating to urban problems so that students are able to critically identify and conceptualise problems found in divided cities.
5. To gain an appreciation and understanding of the various forms of urban division.

Assessment details

Written Exam: 60%, Course Work: 40 %, Practical Exam: 0%.

Class Assessment: As outlined in course handbook

Degree Assessment: One 2,000 word essay (40%) plus One two-hour examination (2 questions) (60%)

<http://www.ed.ac.uk/student-administration/exams/regulations/common-marking-scheme>

Assessment deadlines

Degree essay due: Noon, Thursday, Week 8 of Semester 2

Assessment and Feedback information

<http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf>

All details related to extensions procedures and late penalties can be found in the School of GeoSciences General Information Handbook 2017-18.

Pre-requisite courses

Timetable

https://www.ted.is.ed.ac.uk/UOE1617_SWS/showtimetable.aspx

Syllabus

Recommended reading

Wacquant, L. (2008) Urban Outcasts: A Comparative Sociology of Advanced Marginality (Cambridge: Polity Press).

Lees, L., Slater, T. and Wyly, E. (2008) Gentrification (New York: Routledge).

<http://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/inclusive/accessibility>

Contacts

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GEGR10102 Encountering Cities

Course Organiser:	DANIEL SWANTON	Other Key Staff:	N/A
Course Secretary:	Kirsty Allan	Course location:	Drummond
Credits available:	20	SCQF Level:	10

Course description

This course explores the everyday geographies of cities through the concept of encounter. Questioning how we understand cities, the course introduces diverse theoretical approaches to the city and examines different modes of researching and representing cities. Using Urban examples as diverse as Bradford and Baghdad, the course is organised around lectures and discussions that address 3 key conceptual concerns: understanding the everyday sociality of cities (the spaces of encounter and mundane interaction that make up so much of urban life); grasping the emotional and affective life of cities (the embodied experiences of inhabiting and using urban spaces); and appreciating the urban materialities (the often overlooked things, technologies, natures, and infrastructure that are a part of every day life in cities). These conceptual concerns then form the basis for examining a series of important issues facing contemporary cities including; urban multiculturalism and living with difference; segregation and the sorting of bodies in cities; fear and the city; terrorism and wounded cities.

Further Course Information

https://path.is.ed.ac.uk/courses/GEGR10102_SS1_SEM1

<http://www.drps.ed.ac.uk/17-18/dpt/cxgegr10102.htm>

Learning Outcomes

To provide students with a thorough knowledge of the city

To introduce students to a range of different ways of knowing the city

To make students aware of how knowledge and understanding of the city is developed through different research methods and representation

To provide a critical understanding of key concepts including encounters, sociality, emotions, materiality

To develop students' understanding of a number of substantive, current issues affecting everyday urban life using case studies from cities around the world

To provide students with a detailed understanding of: the social life of cities; the emotional life of cities; and urban materialities

To encourage students to critically identify and analyse complex problems facing the city and to demonstrate some originality in dealing with these problems

Opportunities for feedback

During the course you can expect to receive prompt, informative and helpful feedback on your assignments and progress. Feedback will take a number of forms and will be given at different stages of the course. You can expect:

- written and pro-forma (tick box) feedback on class essays, degree essays and reading blogs.
- verbal feedback on assignments and progress during lectures and class discussion, as well as during office hours and by appointment
- feedback to be provided on the content and presentation of group presentations
- peer feedback on group presentations and reading blogs
- a revision lecture and pre-examination revision session to prepare for written exam
- a designated feedback session on the degree essay and examination. The date, time and location will be announced closer to the date

Assessment details

Written Exam: 60%, Course Work: 40 %, Practical Exam: 0%.

One 2000 word Essay (40%), One Degree Exam (60%)

<http://www.ed.ac.uk/student-administration/exams/regulations/common-marking-scheme>

Assessment deadlines

Coursework is due on Noon, Thursday of Week 8 of Semester 1.

Assessment and Feedback information

<http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf>

All details related to extensions procedures and late penalties can be found in the School of GeoSciences General Information Handbook 2017-18.

Pre-requisite courses

Timetable

https://www.ted.is.ed.ac.uk/UOE1617_SWS/showtimetable.aspx

Semester: Semester 1

Lectures: Tuesdays, 14.10-16.00

Seminar/Film screening: Tuesdays, 16.00 -18.00

Syllabus

1. Everyday Life in the City
2. Urban Materialities
3. Urban Affects
4. Knowing Cities
5. Urban Multiculture: Bradford
6. Necropolis: London and Paris
7. City of Walls: Sao Paulo and Baghdad
8. Haunted Cities: Berlin
9. Urban Ruins: Detroit
10. Wounded Cities: London
11. Revision Lecture

In weeks 2, 4, 5 and 9 there will also be a film screening after the lectures.

Recommended reading

Amin, A. and Thrift, N. (2002). *Cities: Re-imagining the Urban*. Cambridge: Polity Press.

de Certeau, M. (1984). 'Walking in the City' in *The Practice of Everyday Life*. Berkeley: University of California Press. pp.91-110.

Hubbard, P. (2006) *City*. London: Routledge.

Latham, A., McCormack, D., McNamara, K., and McNeill, D. (2009). *Key Concepts in Urban Geography*. London: Sage.

Lefebvre, H. (1996). *Writings on Cities*. (Oxford: Blackwell).

Pile, S. (2005). *Real Cities*. London: Sage.

<http://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/inclusive/accessibility>

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GEGR10123 Environmental Justice

Course Organiser:	Janet Fisher	Other Key Staff:	N/A
Course Secretary:	Kirsty Allan	Course location:	Central
Credits available:	20	SCQF Level:	10

Course description

Environmental justice has risen in prominence around the world in the language of environmental activism, politics and policy-making. Environmental justice scholarship asks questions about why for some, the environment is part of the 'good life', a source of health, wellbeing and prosperity, and why for others, it is a source of risk and harm. This course starts by examining the history of the environmental justice movement, and key concepts and debates in environmental justice scholarship. The module then progresses to apply these concepts to case studies with diverse themes and geographies, in which a variety of claims are made regarding environmental justice. This course will develop students' critical thinking about the environment as a site of political contestation.

Further Course Information

https://path.is.ed.ac.uk/courses/GEGR10123_SV1_SEM2

<http://www.drps.ed.ac.uk/17-18/dpt/cxgegr10123.htm>

Learning Outcomes

1. Give an account of the history of the environmental justice movement and the development of environmental justice scholarship
2. Discuss the importance of distributional, procedural and recognition justice, and recognise inter-linkages between dimensions in case studies
3. Discuss environmental justice case studies at different scales with reference to appropriate concepts
4. Critically examine claims made about environmental justice in peer reviewed and grey literatures
5. Give appropriate and constructive feedback to a peer and use feedback to develop their own work

Assessment details

Written Exam: 50%, Course Work: 50 %, Practical Exam: 0%.

Degree Assessment: One 2,000 word essay (40%); Reflective statement on peer critique of essay plan (10%), plus One two-hour examination (2 questions) (50%)

<http://www.ed.ac.uk/student-administration/exams/regulations/common-marking-scheme>

Assessment deadlines

Degree essay due: Noon, Thursday, Week 8 of Semester 2

Assessment and Feedback information

<http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf>

All details related to extensions procedures and late penalties can be found in the School of GeoSciences General Information Handbook 2017-18.

Pre-requisite courses

Timetable

https://www.ted.is.ed.ac.uk/UOE1617_SWS/showtimetable.aspx

Syllabus

Week 1: History of the Environmental Justice (EJ) movement and core concepts in EJ scholarship
Weeks 2 and 3: Key debates in EJ scholarship (Fraser vs Honneth; points of intersection between EJ and environmental ethics; different disciplinary approaches to EJ; empirical versus deductive approaches to EJ research + Week 2 tutorial
Week 4: Concepts for global EJ analysis: limits to growth, planetary boundaries, 'doughnut' economics and ecological debt, EJ and ecosystem services + week 4 tutorial
Week 5: Biodiversity conservation and justice
Week 6: Climate justice and forests in Uganda + Week 6 tutorial
Week 7: EJ in Scotland (Guest Speaker)
Week 8: Environmental justice and geoengineering + week 8 tutorial
Week 9: EJ and large scale agriculture in Mozambique
Week 10: International EJ mobilization: what happens when EJ claims jump scales?
Week 11: Synthesis: building an environmental justice research agenda

Recommended reading

Two overarching texts suitable for undergraduate studies are:

Walker, G (2012). *Environmental Justice: Concepts, Evidence and Politics*. London, Routledge.
Schlosberg, D (2007). *Defining Environmental Justice- Theories, Movements and Nature*. Oxford, Oxford University Press.

Other indicative reading is indicated below:

Armstrong, A (2012). *Ethics and justice for the environment*. London, Routledge.
Brown, K (2015). *Global environmental change II: Planetary boundaries- A safe operating space for human geographers?* *Progress in Human Geography*.
Chan, K.M.A, R.M. Pringle, J.A.I Ranganathan, C.L.Boggs, Y.L. Chan, P.R. Ehrlich, P.K. Haff, N.E. Heller, K. Al-Khafaji and D.P. Macmynowski (2007). *When Agendas Collide: Human Welfare and Biological Conservation* *Conservation Biology* 21 (1): 59-68
Davidson, M.D. (2012). *Distributive justice in the international regulation of global ecosystem services*. *Global Environmental Change* 22 (4): 852-861
Fisher, J.A, C.J. Cavanagh, T. Sikor and D. Mwayafu (submitted). *Linking notions of justice and project outcomes in carbon offset forestry projects: insights from a comparative study in Uganda*. *Land Use Policy*.
Fraser, N, and A. Honneth. 2003. *Redistribution or recognition? : A Political-philosophical Exchange*. Verso.
Fraser, N. 2009. *Scales of Justice: Reimagining Political Space in a Globalizing World*: Columbia University Press.
Gibbs, L. (1983). 'Introduction'. In Hofrichter, R (ed), *Toxic Struggles: the theory and practice of environmental justice*, Philadelphia, New Society Publishers, pp. ix-xi.
Martinez-Alier, J (2003). *Problems of Ecological Degradation: Environmental Justice or Ecological Modernization?* *Capitalism Nature Socialism* 14 (1): 133-138
Nussbaum, M (2011). *Creating capabilities: the human development approach*. Cambridge, Massachusetts, The Belknap Press of Harvard University Press.
Rawls, J. (1972). *A theory of justice*. Oxford: Oxford University Press.
Raworth, K (2012). *A safe and just space for humanity: can we live within the doughnut?* *Oxfam Discussion Paper*. Oxford, Oxfam.
Rockstrom, J., W. Steffen, K. Noone, A. Persson, F.S. Chapin, E.F Lambin, T.M. Lenton, M. Scheffer, C. Folke, H.J. Schellnhuber, B.Nykvist, C. A. de Wit, T. Hughes, S van der Leeuw, H. Rodhe, S. Sorlin, P.K Snyder, R. Costanza, U. Svedin, M. Falkenmark, L. Karlberg, R.W. Corell, V.J. Fabry, J. Hansen, B. Walker, D. Liverman, K. Richardson, P. Crutzen and J.A Foley (2009). *A safe operating space for humanity*. *Nature* 461 (7263): 472-475
Walker, G and H. Bulkeley (2006): *Geographies of environmental justice*. *Geoforum* 37 (5): 655-659
Warlenius, R, G. Pierce and V. Ramasar (2015). *Reversing the arrow of arrears: The concept of 'ecological debt' and its value for environmental justice*. *Global Environmental Change* 30: 21-30
Sen, A (2009). *The Idea of Justice*. London: Allen Lane.
Sikor, T, Ed (2013). *The justices and injustices of ecosystem services*. London: Earthscan.

Sikor, T, A. Martin, J. Fisher and J. He (2014). Toward an Empirical Analysis of Justice in Ecosystem Governance. Conservation Letters 7 (6): 524-532

Schlosberg, D (2004). Reconceiving Environmental Justice: Global Movements and Political Theories. Environmental Politics 13 (3): 517-540

Srinivasan, T. U, S. Carey, P, E. Hallstein, P. Higgins, A.T, A. Kerr, C, L. Koteen, E, A. Smith, B, R. Watson, J. Harte and R. Norgaard, B (2008) "The debt of nations and the distribution of ecological impacts from human activities". Proceedings of the National Academy of Sciences of the United States of America 105 (5): 1768-1773

<http://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/inclusive/accessibility>

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GEGR10094 Eroding Landscapes: Mountains, Hills and Rivers

Course Organiser:	MIKAEL ATTAL	Other Key Staff:	N/A
Course Secretary:	Kirsty Allan	Course location:	Drummond
Credits available:	20	SCQF Level:	10

Course description

Hills and mountains are continuously being denuded and dissected by erosional processes. In non-glaciated landscapes sediment is produced on hillslopes, delivered to channels, and eventually transported to basins. In this course, students will be introduced to the processes that sculpt these upland regions. The processes and their feedbacks will be analysed at different scales, from particles to mountain ranges and from single transport events (e.g. landslide, flood) to geological time scales. Theoretical, experimental (analogical and numerical) and field studies constitute the basis of this course. Lectures, practicals including numerical modelling exercises and field work will allow students to understand and quantify hillslope and fluvial processes and to gain knowledge on the interactions between these processes and on their relative importance in driving landscape evolution. The course includes a one-day field trip on Sunday of week 5 (23rd October).

Further Course Information

https://path.is.ed.ac.uk/courses/GEGR10094_SV1_SEM1

<http://www.drps.ed.ac.uk/17-18/dpt/cxgegr10094.htm>

Learning Outcomes

This course aims to provide students with a detailed, integrated knowledge of the physics and dynamics of erosion and landscape evolution in non-glaciated landscapes. At the end of the course, students should have acquired the following:

Subject specific learning objectives:

1. A detailed understanding of the physical processes involved in fluvial and hill slope erosion
2. A critical understanding of how local erosional processes act and interact to sculpt landscapes at catchment, mountain range and continental scales
3. An ability to quantify both fluvial and hill slope processes in terms of mass conservation, and use this ability to make predictions about future behaviour of landscapes
4. A knowledge of the tools that modern geomorphologist use to analyse these processes (e.g., topographic analysis, numerical modelling) and how understanding in this field is developed.

Transferable skill-learning objectives:

1. Have further developed their ability to produce a written report and make judgements based on information from a range of sources (some of which may be limited) e.g., field measurements, applied models and library research
2. Have acquired the ability to apply theoretical and numerical techniques to real world research questions based on a detailed knowledge of the subject which has been informed by recent, forefront developments
3. Have further developed their ability to critically review and consolidate knowledge and thinking in a discipline.

Opportunities for feedback

Students will have the opportunity to receive feedback in the following instances:

- Personal 1-to-1 feedback during the practical's, as students' progress on the exercises (once a week).
- Written feedback on the work student's hand-in at the end of each practical. Hand-in is not compulsory but strongly encouraged.

- Personal feedback on essay topics: students will pick their own essay topic (research paper style) and are encouraged to run their idea by the lecturers before committing to it.
- Personal 1-to-1 feedback during the field trip (day trip) as they practice different techniques to collect data.

Examples of what constitutes feedback can be found here: <http://www.ed.ac.uk/schools-departments/geosciences/teaching-organisation/staff/feedback-and-marking>

Assessment details

Written Exam: 60%, Course Work: 40 %, Practical Exam: 0%.

Class assessment: practicals and computer exercises.

Degree assessment: essays/projects (40%) and examination (60%).

The essay is a research essay: students will define a research question based on the landscape studied in the field and through analysis of topographic data in the lab. They will then produce a short (2000-word) research paper describing the research question, study area, observations and data, and a discussion of the observations and data to address the research question. Data typically consists of a mix of field data, data from topographic analysis (e.g., using ArcGIS) and/or numerical modelling results. The essay will be handed in on Monday of week 10, noon.

The exam consists of one essay question and between five and ten short questions referring to different topics covered by the course.

<http://www.ed.ac.uk/student-administration/exams/regulations/common-marking-scheme>

Assessment deadlines

Essay hand in deadline is Monday of week 10, noon (Monday 21st November).

Assessment and Feedback information

http://www.ed.ac.uk/files/atoms/files/accessible_and_inclusive_learning_policy.pdf

All details related to extensions procedures and late penalties can be found in the School of GeoSciences General Information Handbook 2017-18.

Pre-requisite courses

It is RECOMMENDED that students have passed Geomorphology (GEGR08002)

Timetable

[https://browser.ted.is.ed.ac.uk/generate?courses\[\]=GEGR10094_SV1_SEM1&period=YR](https://browser.ted.is.ed.ac.uk/generate?courses[]=GEGR10094_SV1_SEM1&period=YR)

Syllabus

Week 1: Introduction to course, morphology and dynamics of mountain rivers

Week 2: Sediment and bedrock erosion

Week 3: Numerical models of landscape evolution

Week 4: Weathering, sediment production and soils

Week 5: Sediment and water transport on hillslopes – FIELD TRIP ON SUNDAY

Week 6: Slope stability and debris flows

Week 7: Sediment transport on soil mantled hillslopes

Week 8: Quantifying erosion in mountainous landscapes

Week 9: Tectonic geomorphology – large scale interactions between tectonics and erosion

Week 10: Tectonic geomorphology – measuring landscape processes and transience

Note: with a view to constantly improve content and structure, the order of the lectures / practicals may be altered.

Recommended reading

Anderson R.S. and Anderson S.P. (2010), *Geomorphology: the mechanics and chemistry of landscapes*, Cambridge Univ. Press, ISBN 0-521-51978-6. (if there's one book that you want to buy, it's this one!)

Burbank D.W. and Anderson R.S. (2001), *Tectonic Geomorphology*, Blackwell, ISBN 0-632-04386-5.

Carson M.A. and Kirkby M.J. (1972). *Hillslope form and process*, Cambridge Univ. Press, ISBN 0-521-08234-X.

Knighton D. (1998), *Fluvial Forms and Processes: A New Perspective*, Hodder Arnold, ISBN 0-340-66313-8.

Tinkler K.J. and Wohl E.E. (1998), *Rivers over rock*, AGU Geophysical monograph 107, ISBN 0-87590-090-0.

Willett S.D., Hovius N., Brandon M.T. and Fisher D.M. (2006), *Tectonics, Climate and Landscape Evolution*, GSA special paper 398, ISBN 0-8137-2398-1.

Particularly useful Journals include *Journal of Geophysical Research*, *Geology*, *Nature*, *Nature Geoscience*, *Science*, *Earth Surface Processes and Landforms*, *Geomorphology*, *Water Resources Research* and *Geophysical Research Letters*

<http://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/inclusive/accessibility>

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GEGR10121 Frontiers in Human Geography: Capital, Land and Power

Course Organiser:	Hamish Kallin	Other Key Staff:	N/A
Course Secretary:	Kirsty Allan	Course location:	Central
Credits available:	20	SCQF Level:	10

Course description

This course aims to grapple with many of the ‘big’ themes in political and economic geography— globalisation, financialisation, neoliberalism, and so on—but rather than deal with these in the abstract sense, or based on case studies far away, we will consider how they are manifest in the spaces around us. The course considers the making of specific ‘sites’ in the Scottish landscape and links this to a study of capitalism in its mutating forms. The focus ranges from the public housing estate to the forestry plantation, from the Clearance village to the set-pieces of commodity tourism. Students will be encouraged to adopt a critical ‘way of seeing’, where we strive to explain and understand the environments in which we live.

The course will place particular emphasis on putting theoretical insight together with contextual detail, and the importance of using one to support the other. In particular, this course will serve as an engaging introduction to Marxist geographies. The content is historically grounded, but the focus runs right up to the present (and, with a little imagination, into the future).

Further Course Information

https://path.is.ed.ac.uk/courses/GEGR10121_SS1_SEM1

<http://www.drps.ed.ac.uk/17-18/dpt/cxgegr10121.htm>

Learning Outcomes

1. Gain an insight into key debates in the formation of contemporary Scottish politics and society, from landownership to place-marketing and identity building.
2. Feel comfortable using critical theory at the macro level to explain contextual detail at the micro level, and vice versa.
3. Grasp the basics of Marxist geography, and understand why ‘the production of space’ matters.

Assessment details

Written Exam: 60%, Course Work: 40 %, Practical Exam: 0%.

Degree Assessment: One 2,000 word essay (40%) plus One two-hour examination (2 questions) (60%)

Class assessment: Group reading summaries, class discussion.

<http://www.ed.ac.uk/student-administration/exams/regulations/common-marking-scheme>

Assessment deadlines

Degree essay due: Noon, Thursday, Week 8 of Semester 1.

Assessment and Feedback information

<http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf>

All details related to extensions procedures and late penalties can be found in the School of GeoSciences General Information Handbook 2017-18.

Pre-requisite courses

Timetable

https://browser.ted.is.ed.ac.uk/generate?courses%5B%5D=GEGR10121_SS1_SEM2&period=YR#

Syllabus

- Week 1: Introduction - Looking at Landscape Politically.
Week 2: 'So-Called Primitive Accumulation' and the Shifting Ecologies of Absence.
Week 3: The Town That Capital (Un) Built.
Week 4: Owning Where We Live: The Rise and Fall of Public Housing.
Week 5: Territorial Stigmatisation and the Rent Gap.
Week 6: Branding Place Through the Tourist Gaze.
Week 7: Debt-Scapes and Debt-States.
Week 8: Field Trip to Granton.
Week 9: To Whom Does This Land Belong?
Week 10: Political Forestry and the Valuing of Nature.
Week 11: Revision Session – Capital, Land and Power.

Recommended reading

- Blaikie, A. (2010), 'Retrieving "that invisible leeway": landscapes, cultures, belonging' in *The Scots Imagination and Modern Memory*, Edinburgh: Edinburgh University Press, pp 136-173
- Craig, D. (1997) *On the Crofter's Trail: In Search of the Clearance Highlanders*, London: Pimlico Press
- Gray, N. and Mooney, G. (2011), 'Glasgow's new urban frontier: "Civilising" the population of "Glasgow East"', *City* 15 (1), 4-24
- Harvey, D. (2006), 'Neoliberalism as Creative Destruction', *Geografiska, Annaler, Series B: Human Geography* 88 (2), 145-158
- Hughes, G. (1999), 'Urban revitalisation: the use of festive time strategies', *Leisure Studies* 18 (2): 119-135
- MacLeod, L. (2008), 'Life among Leith plebs: of arseholes, wankers and tourists in Irvine Welsh's Trainspotting', *Studies in the Literary Imagination* 41 (1), 89-106
- Marx, K. (1990), 'So-called Primitive Accumulation' in *Capital: Volume 1*, London: Penguin, pp 873-895
- Massey, D. (1994), 'Uneven Development: Social Change and Spatial Divisions of Labour' in *Space, Place and Gender*, Cambridge: Polity Press, pp 86-114
- Mitchell, D. (2008), 'New Axioms for Reading the Landscape: Paying Attention to Political Economy and Social Justice' in Westcoast, J and Johnston, D (eds), *Political Economies of Landscape Change*, Dordrecht: Springer, pp 29-50
- Madgin, R. and Rodger, R. (2013), 'Inspiring Capital? Deconstructing Myths and Reconstructing Urban Environments, Edinburgh, 1860-2010', *Urban History* 40 (3): 507-529
- Mooney, G. and Poole, L. (2005), 'Marginalised voices: resisting the privatisation of council housing in Glasgow', *Local Economy* 20 (1): 27-39
- Penrose, J. and Cumming, C. (2011), 'Money Talks: Banknote iconography and symbolic constructions of Scotland', *Nations and Nationalism* 17 (4): 821-942
- Rolnik, R. (2013), 'Late Neoliberalism: the Financialisation of Homeownership and Housing Rights', *International Journal of urban and Regional Research* 37 (3): 1058-1066
- Smith, N. (2010), *Uneven Development: Nature, Capital and the Production of Space*, London: Verso
- Wightman, A. (2010), *The Poor Had No Lawyers: Who Owns Scotland and How They Got It*, Edinburgh: Birlinn Ltd.

http://www.ed.ac.uk/files/atoms/files/accessible_and_inclusive_learning_policy.pdf

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GEGR10115 Geographies of Food

Course Organiser:	MARISA WILSON	Other Key Staff:	N/A
Course Secretary:	Kirsty Allan	Course location:	Central
Credits available:	20	SCQF Level:	10

Course description

The study of food in all its dimensions offers insights into a wide range of pressing questions in human geography. Food occupies everyone to some extent, connecting people to plantation economies and histories, national and transnational resources, regulations and markets, commodity cultures and ethical consumption, and collective understandings of risk, scarcity and abundance. The course provides students with a political economic and social understanding of food production, marketing/distribution and consumption, power-laden processes revealed as connected in time and space. Students will gain a holistic understanding of food systems in the global North and South, including current trends that are restructuring the North/South divide, complementing other courses with an international development focus. Students will become proficient in the use of qualitative methods to understand, compare and evaluate food-related projects enacted at different scales.

Further Course Information

Course Link in PATH: https://path.is.ed.ac.uk/courses/GEGR10115_SV1_SEM1

Course Link in the Degree Regulations and Programme of Study: <http://www.drps.ed.ac.uk/17-18/dpt/cxgegr10115.htm>

Learning Outcomes

The course will enable students to provide a chronological account of food systems ('regimes') that have emerged over the past two centuries as a result of global capitalism and relate them to present political economic relations within and between the global North and South. Students will be able to explain the political economic and social workings of the dominant food system at various scales and demonstrate a knowledge of alternative trends. They will relate experiences and practices of food production and/or consumption to the food policies of Scotland, the United Kingdom, Europe and/or the World Trade Organisation. Students will provide considered and relevant responses to issues introduced in class and online, using theories and examples from the readings and lectures, and work collaboratively with other students in developing, systematising and presenting a small research project. The course will enhance specialist knowledge and understanding of geographies of agri-food systems, including a range of established techniques and research methodologies. By the end of the course, students will be able to interpret, use and evaluate a wide range of data about agri-food systems in the past and present.

Opportunities for feedback

Examples of feedback can be found here: <http://www.ed.ac.uk/schools-departments/geosciences/teaching-organisation/staff/feedback-and-marking>

Assessment details

Written Exam: 60%, Course Work: 40 %, Practical Exam: 0%.

60% exam; 40% essay (2,000-word).

In addition to the above components of assessment, students must complete three formative assignments:

1. 'Pub' quiz about food regimes
2. Essay abstract and outline (for peer-review)
3. Group research/fieldwork and poster presentation using 'follow-the-thing' approaches

<http://www.ed.ac.uk/student-administration/exams/regulations/common-marking-scheme>

Assessment deadlines

Formative assignments will be due in class in weeks 3, 5 and 11 while the degree assignment (2,000-word essay) will be due at midday on Thursday of week 8.

Assessment and Feedback information

<http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf>

All details related to extensions procedures and late penalties can be found in the School of GeoSciences General Information Handbook 2017-18

Pre-requisite courses

It is RECOMMENDED that students have passed [Human Geography (GEGR08007) AND Frontiers in Human Geography: Geographies of Development and Socionature (GEGR10112)] OR Development and Decolonization in Latin America (GEGR10114)

Criteria for assessment

Both degree assignments should be submitted online via the course Learn website. Feedback will be provided in a timely manner on individual and cohort performance in degree assessments. Criteria for assessment are provided in your BSc/BA course handbook. In particular, in this course we are looking for:

- Grasp of themes and concepts
- Use and understanding of a suitable range of sources
- Logical structure of your argument
- Quality of the argument presented
- Style, grace, originality or flair in presenting the argument

Formatting assessments

Please use 1.5 or double spacing and a standard font in size 12. This makes your essays much easier for me to mark. Subheadings for individual sections are useful in structuring essays. Harvard referencing (author, date, page number for direct citation, with reference list) should be used. The word limit excludes the reference list; appendices should not normally be required but are also excluded from the word limit.

Students with learning disabilities:

Advice, guidance and a range of support materials is available to students with certified learning difficulties such as dyslexia. These students should contact - in advance of coursework deadlines - the Disability Office for further information: <http://www.disability-office.ed.ac.uk/>

Plagiarism

Plagiarism is the act of copying or including in one's own work, without adequate acknowledgement, intentionally or unintentionally, the work of another, for one's own benefit. Plagiarism is the antithesis of the university experience and will be punished to the full extent of University of Edinburgh regulations. For further guidance on the regulations and how to avoid plagiarism, please visit:

<http://www.aaps.ed.ac.uk/regulations/plagiarism/intro.htm>

Extensions

See your degree handbook for notice of late penalties for degree assessment. Students must notify their Course Organiser and their Programme Director if any assessment submission is likely to be delayed. To request an extension, you should complete the extension form (in your BSc/BA programme handbook) and pass it to the Course Secretary who will forward it to the Course Organiser. Extensions can be granted for good reason (e.g., medical) but must be arranged before the deadline. If you have a more serious or on-going personal or medical problem you should contact your Personal Tutor.

Timetable

https://www.ted.is.ed.ac.uk/UOE1617_SWS/showtimetable.aspx

Syllabus (indicative)

1. Introduction: Why geographies of food? (lecture and activity: concept maps I)

Part 1: History

2. Plantation economies and historical continuities
3. Food regimes (formative assignment 1: pub quiz)

Part 2: Resistance

4. The Cuban 'exception'
5. Food justice (formative assignment 2: peer-assessment of essay abstracts/outlines)

Innovative Learning Week

Part 3: Inequality

6. Food banks (guest lecturer: Dr Hannah Lambie-Mumford, University of Sheffield)
7. Hunger and obesity (lecture and film)

Part 4: Power

8. Feeding the world? Degree assignment due in class
9. Food security and food sovereignty
10. Africa: the great land grab? (film and guest lecturer: Dr Janet Fisher)

Part 5: Review

11. Formative assignment 3: group presentations

Readings

All students are required to read the Essential readings (usually 3-4 papers or chapters) *before the lecture*. Students are responsible for locating the readings, either in the library (books) or online (journal articles) via search engines such as JSTOR. Given the nature of the course, many of the readings are chapters in books. Though the course organiser has endeavoured to order as many of these books as online sources available via the University of Edinburgh library, some books will need to be sourced in the library as hard copies.

Recommended reading

Bell, D. and Valentine, G. 1997. *Consuming geographies: we are where we eat*. London and New York: Routledge.

Counihan, Carole and Penny van Esterik. 2007. *Food and culture: a reader* (second edition). London and New York: Routledge.

Friedberg, Susan. 2004. *French beans and food scares*. Oxford: Oxford University Press.

Friedmann, Harriet. From colonialism to green capitalism: social movements and the emergence of food regimes. In Fredrick H. Buttel and Philip McMichael (eds) *New directions in the sociology of global development* (research in rural sociology and development, vol. 11), Emerald Group Publishing Limited, pp.227-264.

Fuller, Duncan, Andrew E. G. Jonas and Roger Lee. 2010. *Interrogating alterity: alternative economic and political spaces*. Surrey: Ashgate, chs. 6 and 10.

Millstone, Eric and Timothy Lang. 2009. *The atlas of food: Who eats what, where and why*. Berkeley: University of California Press.

Sen, Amartya. *Food and Freedom*. Available at:

<http://library.cgiar.org/bitstream/handle/10947/556/craw3.pdf?sequence.pdf>

Wilson, Marisa. 2014. *Everyday moral economies: food, politics and scale in Cuba*. Oxford: Wiley-Blackwell (chapter 6).

Accessible and inclusive learning policy

<http://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/inclusive/accessibility>

Contacts

Course Organiser

MARISA WILSON

Email: marisa.wilson@ed.ac.uk

Tel: tbc

Course Secretary

Kirsty Allan

Email: Kirsty.Allan@ed.ac.uk

Tel: tbc

Detailed course outline and reading lists (indicative)

A note on readings

All students are required to read the essential readings *before the lecture*. Students are responsible for locating the readings, either in the library (books and chapters) or online (journal articles) via search engines such as JSTOR. *Given the nature of the course, many of the readings are from books and chapters in books, so students will have to schedule in library time to find their sources.*

Week 1

Introductory lecture: Why Geographies of Food?

This lecture will cover key concepts and methodological approaches to issues introduced in the course. The lecturer will provide essential tools for analysing the complexities of food cultures, environments, politics and economies and provide advice and tips for tackling course assignments, including evaluation criteria. The lecturer will also explain **formative assignment 1**, which is due in class during week 3. The second half of the class will be interactive, with a group activity geared towards understanding students' perspectives and understandings of geographies of food.

Essential readings

Bell, D. and Valentine, G. 1997. *Consuming Geographies: We Are Where We Eat*. London and New York: Routledge (chapter 1).

Watts, Michael. (1999) Commodities. In *Introducing Human Geographies*, edited by Paul Cloke, Crang, Philip and Goodwin, Mark. Oxford and New York: Oxford University Press.

Additional readings

Counihan, Carole and Penny van Esterik. 2012. *Food and Culture: A Reader* (Third Edition). London and New York: Routledge (chapters 7 and 8).

Goodman and M. Watts (eds.). 1997. *Globalizing Food: Agrarian Questions and Global Restructuring*. New York: Routledge.

Guptill, Amy E, Denise A Copleton and Betsy Lucal. 2012. *Food and Society: Principles and Paradoxes*. Cambridge: Polity Press.

Magdoff, Fred and Brian Tokar. 2010. *Agriculture and Food in Crisis: Conflict, Resistance and Renewal*. New York: Monthly Review Press.

Part 1: History

Week 2

Plantation economies and historical continuities

In this lecture we begin to explore the origins of food's globalization in the establishment of global supply zones for foods such as sugar, coffee and tea, produced in the former colonial world, feeding working classes in the former imperial world. The lecture reveals the foundations of these foods in plantation economies in the former colonies and provides detailed accounts of political, economic, environmental and cultural consequences of these systems of food provisioning in the Caribbean. Plantation economies in the Caribbean and other colonies corresponded to an imperial need for cheap, basic foodstuffs to feed the rising working classes during Britain's Industrial Revolution. At the end of the lecture we will discuss the **degree assignment**, due in class on Thursday of week 8. This will include a brief explanation of **formative assignment 2** (essay abstract and outline), which is due in week 5.

Essential readings

Weis, Tony. 2007. *The Global Food Economy: The Battle for the Future of Farming*. Black Point: Fernwood (chapters 1, 2 and 3).

Additional readings

Berry, Wendell. 1977. *The Unsettling of America: Culture and Agriculture*. San Francisco: Sierra Club Books (IN NEW COLLEGE LIBRARY).

Bray, Francesca. 1994. *The Rice Economies: Technology and Development in Asian Societies*. Berkeley and New York: UC Press.

Cronon, William. 1991. *Nature's Metropolis: Chicago and the Great West*. NY: W.W.Norton.

Moore, Jason. The End of the Road? Agricultural Revolutions in the Capitalist World-Ecology, 1450-2010. *Journal of Agrarian Change* 10: 3 (2010), pp.389-413

Roseberry, William. 1996. The rise of yuppie coffees and the re-imagination of class in the United States. *American Anthropologist* (NS) 98(4): 762-775.

Week 3

Food regimes

This week's class will consist of 'pub' quiz (**formative assignment 1**) on food regimes and their chronologies as related to the course readings of weeks 2 (Weis) and 3 (McMichael, Friedmann).

Essential readings

Friedmann, Harriet. 2005. From colonialism to green capitalism: social movements and the emergence of food regimes. In Fredrick H. Buttel and Philip McMichael (eds) *New directions in the sociology of global development (research in rural sociology and development, vol. 11)*, Emerald Group Publishing Limited, pp.227-264.

McMichael, Philip. 2005. Global development and the corporate food regime. in Frederick H. Buttel, Philip McMichael (ed.) *New Directions in the Sociology of Global Development (Research in Rural Sociology and Development, Volume 11)* Emerald Group Publishing Limited, pp.265 – 299.

Additional readings

Friedmann, Harriet. 2000. What on Earth is the Modern World-System? Food getting and Territory in the Modern Era and Beyond. *Journal of World-Systems Research* (online). Vol. VI. Summer/Fall 2000. Special double issue edited by Giovanni Arrighi and Walter L. Goldfrank, in honour of Immanuel Wallerstein.

Friedmann, Harriet. 1993. International Political Economy of Food: A Global Crisis. *New Left Review* no. 197, Jan./Feb. 1993, pp. 29-57.

Friedmann, Harriet and Philip McMichael. 1989. Agriculture and the State System: The Rise and Decline of National Agriculture. in *Sociologia Ruralis* XIX (2), 1989: 93-117.

McMichael, Philip. 2009. A food regime analysis of the 'world food crisis'. *Agriculture and Human Values* 281-95.

McMichael, Philip. 2013. *Food Regimes and the Agrarian Question*. Halifax: Fernview.

Part 2: Resistance

Week 4

The Cuban 'exception'

In this class we discuss how Cuba became an exception to plantation economies and show how histories and geographies of food in Cuba differ from typical plantation economies, such as Trinidad and Tobago.

Essential readings

Fuller, Duncan, Andrew E. G. Jonas and Roger Lee. 2010. *Interrogating Alterity: Alternative Economic and Political Spaces*. Surrey: Ashgate (chapter 1).

Wilson, Marisa. 2014. Agroecology and the Cuban nation. In *Ethical Eating in the Socialist and Postsocialist World*, edited by Yuson Jung, Jakob Klein and Melissa Caldwell. Berkeley: UC Press, (ch 7).

Additional readings

Altieri, Miguel, Nelso Companioni, Kristina Cañizares, Catherine Murphy, Peter Rosset, Martin Bourque and Clara I. Nicholls. (1999) Greening of the 'barrios': urban agriculture for food security in Cuba, *Agriculture and Human Values* 16: 131-140.

Bayliss-Smith, Tim. 1982. *The Ecology of Agricultural Systems*. Cambridge University Press.

Wilson, Marisa. 2012. Moral economies of food in Cuba. *Food, Culture and Society* 15(2): 277-91.

Wilson, Marisa. 2014. *Everyday moral economies: food, politics and scale in Cuba*. Oxford: Wiley-Blackwell.

Wilson, Marisa. 2016. Cuban exceptionalism? Alternative food networks in the postcolonial Caribbean. In *Postcolonialism, Indigeneity and Struggles for Food Sovereignty*, edited by Marisa Wilson. London: Routledge (ch 7).

Week 5

Food justice

In this class we continue with the theme of resistance by exploring examples of 'alternative food networks' in the global North, the global South and various networks in-between. The lecture will highlight different motivations for alternative food systems and how these emerge in different places. It will ask questions such as: how do we define the parameters of 'alternatives' vis-à-vis mainstream food systems? Who decides? Are initiatives like Fair Trade really fair? Who is responsible for the 'fairness' of such initiatives? The lecture will be followed by a peer-review session of degree essay abstracts and outlines (**formative assignment 2**).

Essential readings

Born, Branden and Mark Purcell. 2006. Avoiding the local trap: scale and food systems in planning research. *Journal of Planning Education and Research* 26: 195-207.

Maye, Damian, Lewis Holloway and Moya Kneafsey. 2007. *Alternative Food Geographies: Representation and Practice*. Bingley: Emerald Group (chapter 1).

Wilson, Marisa and Peter Jackson. 2016. Fairtrade bananas in the Caribbean: towards a moral economy of recognition. *Geoforum* 70: 11-21.

Additional readings

Besky, Sarah. 2013. *The Darjeeling Distinction: Labour and Justice on Fair Trade Tea Plantations in India*. Berkeley and New York: University of California Press.

Counihan, Carole and Penny van Esterik. 2012. *Food and Culture: A Reader* (third edition). London and New York: Routledge (chapter 34).

Fuller, Duncan, Andrew E. G. Jonas and Roger Lee. 2010. *Interrogating Alterity: Alternative Economic and Political Spaces*. Surrey: Ashgate (chapter 10).

Jackson, Peter, Neil Ward and Polly Russell. (2008) Moral economies of food and geographies of responsibility. *Transactions of the Institute of British Geographers*, NS 34: 12-24.

Leyshon, Andrew, Roger Lee and Colin C. Williams. 2003. *Alternative Economic Spaces*. London: Sage (chapter 1).

Maye, Damian, Lewis Holloway and Moya Kneafsey. 2007. *Alternative Food Geographies: Representation and Practice*. Bingley: Emerald Group (chapters 5, 6 and 18).

Noxolo, Pat, Parvati Raghuram and Clare Madge. (2012) Unsettling responsibility: postcolonial interventions, *Transactions of the Institute of British Geographers* NS 37(3): 418-29.

Whatmore, S. and L. Thorne. 1997. Nourishing networks: alternative geographies of food, in D. Goodman and M. Watts (eds.) *Globalizing Food: Agrarian Questions and Global Restructuring*. New York: Routledge, 287-304.

Part 3: Inequality

Week 6

Food banks

This lecture will be delivered by Dr Hannah Lambie-Mumford, of the Sheffield Political Economy Research Institute (University of Sheffield). Abstract to follow.

Essential readings

Alkon, A., Block, D., Moore, K., Gillis, C., DiNuccio, N., Chavez, N., 2013, Foodways of the urban poor. *Geoforum* 48, 126-135.

Thow, A. M. (2009). Trade liberalisation and the nutrition transition: mapping the pathways for public health nutritionists. *Public health nutrition*, 12(11), 2150-2158.

Additional readings

Abrahams, C. 2010. Transforming the region: supermarkets and the local food economy. *African Affairs* 109: 434.

Battersby, J. 2012. Beyond the food desert: finding ways to speak about urban food security in South Africa. *Geografiska Annaler: Series B, Human Geography* 94 (2): 141 – 159.

Crush, J. and Frayne, B. 2011. Supermarket expansion and the informal food economy in Southern African cities: implications for urban food security. *Journal of Southern African Studies* 37 (4), 781-807

Friel, S., Hattersley, L., & Townsend, R. (2015). Trade Policy and Public Health. *Annual Review of Public Health*, 36, 325-344.

Gilbertson, A. 2015. Food security, conjugal conflict and uncertainty in 'Bangladesh', Mombasa, Kenya. In: Cooper, E. and Pratten, D. (eds). 2015. *Ethnographies of uncertainty in Africa*. London and New York: Palgrave (pp. 84-106).

Riley, L. and Legwegoh, A. 2014. Comparative urban food geographies in Blantyre and Gaborone. *African Geographical Review* 33 (1): 52-66.

Tawodzera, G. 2013. Rural-urban transfers and household food security in Harare's crisis context. *Journal of Food and Nutritional Disorders* 2(5): 1-10.

Week 7

Hunger and obesity

This week's lecture will begin with an outline of **formative assignment 3**. The lecture and discussion will delve into the reasons why obesity and hunger are intertwined. The lecture will be followed by a short film about obesity and hunger.

Essential readings

Counihan, Carole and Penny van Esterik. 2012. *Food and Culture: a Reader* (third edition). London and New York: Routledge (chapters 24 and 38).

Magdoff, Fred and Brian Tokar. 2010. *Agriculture and Food in Crisis: Conflict, Resistance and Renewal*. New York: Monthly Review Press (chapter 6).

Additional readings

Counihan, Carole and Penny van Esterik. 2012. *Food and Culture: a Reader* (third edition). London and New York: Routledge (chapter 37).

Hawkes, Corinna, et al. 2007. *Globalization, Food, and Nutrition Transition*. http://www.who.int/social_determinants/resources/gkn_hawkes.pdf

Marsden, Terry, Andrew Flynn and Michelle Harrison. 2000. *Consuming Interests: the Social Provision of Foods*. New York: Routledge.

McMichael, Philip. 2012. *Development and Social Change: A Global Analysis (5th ed.)*. Thousand Oaks: Sage.

Millstone, Eric and Timothy Lang. 2009. *The Atlas of Food: Who Eats What, Where and Why*. Berkeley: University of California Press.

Sridhar, Devi. 2008. *The Battle Against Hunger: Choice, Circumstance and the World Bank*. Oxford: OUP.

Watts, Michael. 1983. *Silent Violence: Food, Famine and Peasantry in Northern Nigeria*. Berkeley: University of California Press.

Weis, Tony. 2007. *The Global Food Economy: The Battle for the Future of Farming*. London: Zed.

Part 4: Power

Week 8

Feeding the world?

Degree essay due

This lecture will explore the power-laden drivers of food production and its trade within and between countries. The lecture will begin by questioning the concept of 'free trade', using an example from the sugar industry. Returning to issues introduced in the first few lectures, the discussion will address the unevenness of trade liberalisation (e.g. of the sugar industry) and its effects on populations in the global South. We will also use a critical approach to global food commodities to question moral justifications of large-scale, industrialised food production (e.g. the Green Revolutions) and food aid. Is there enough food to feed the world? Yes, but there are good reasons why powerful people ignore this fact.

Essential readings

Apffel-Marglin, Frédérique and Stephen Marglin. 1996. *Decolonising Knowledge*. Oxford: Oxford University Press (chapter 7).

Kloppenber, Jack. 2004. *First the Seed: The Political Economy of Plant Biotechnology*. University of Wisconsin Press (chapters 7 and 11).

Additional readings

Winders, Bill. 2009. *The Politics of Food Supply: U.S. Agricultural Policy in the World Economy*. New Haven CT: Yale University Press.

Wood, Robert. 1986. *From Marshall Plan to Debt Crisis: Foreign Aid and Development Choices in the World Economy*. Berkeley : University of California Press.

Worster, Donald. 2004 [1979]. *Dust Bowl: the Southern Plains in the 1930s*. New York : Oxford University Press.

Week 9

Food security and food sovereignty

In this week's lecture, we return to issues introduced in week 8, particularly assumptions about the need to produce *more* food to feed the world's hungry. Recent conceptions of food security are based on the discourse of 'free trade' and the value of food as a commodity, which contrasts with other ideas about food as a human right or as a means of ensuring a livelihood. We reflect on the contrast between these two notions of food and its production and distribution by interrogating one key institution dedicated to 'food security': the World Trade Organisation and its rules (e.g. TRIPS). We will discuss outcomes of this version of food security for the lives of farmers throughout the world and consider a few case studies of food sovereignty movements.

Essential readings

Magdoff, Fred and Brian Tokar. 2010. *Agriculture and Food in Crisis: Conflict, Resistance and Renewal*. New York: Monthly Review Press (chapters 10 and 11).

Schanbacher, William. 2010. *The Politics of Food: The Global Conflict Between Food Security and Food Sovereignty*. Praeger (chapters 1 and 3).

Additional readings

Philo, Chris. 2012. 'Security of geography/geography of security'. *Transactions of the Institute of British Geographers* NS 37: 1-7.

Sen, Amartya. Food and Freedom. Available at:

<http://library.cgiar.org/bitstream/handle/10947/556/craw3.pdf?sequence.pdf>

Week 10

Africa: the great land grab?

This class is divided into two parts. The first will be an overview of present-day land grabs in Africa, provided through a film (c. 1 hour) entitled: 'Food Crisis and the Global Land Grab'. Whilst viewing the film students will be expected to devise a list of historical continuities between past and present 'land grabs', drawing from their knowledge of plantation economies and food regimes. The second half of the lecture will be a guest lecture (c. 45 minutes) from Dr Janet Fisher, who will provide a case study of land grabs in Mozambique, a country identified as a 'land reserve' in African savannas suitable for cropping whilst being non-forested, non-protected and relatively sparsely populated. This and the relatively recent cessation of hostilities in Mozambique have led to an influx of capital and technology from the emerging economies of Brazil and China. New linkages to commodity chains increasingly expose Mozambique to the global demand for land and protein. The expansion of commercial agriculture and improving smallholder agricultural returns are seen as key routes to development, but the trade-offs in terms of altered ecosystem services and human wellbeing are not yet understood. This lecture will examine these broader issues, before reporting on a research project housed at Edinburgh University which seeks to gain a better understanding of commercially-driven land use change and social and environmental impacts in Mozambique.

Essential readings

Friedberg, Susan. 2004. *French Beans and Food Scares*. Oxford: Oxford University Press (chapters 1 and 2).

McMichael, P. D. 2012. The land grab and corporate food regime restructuring. *The Journal of Peasant Studies*. 39:681-701.

Additional readings

Araghi, F. 2009. 'Accumulation by displacement: Global enclosures, Food Crisis, and the ecological contradictions of capitalism'. *Review (Fernand Braudel Center)* 32(1): 113-146.

Borras Jr., S.M., Kay, C., Gómez, S. and Wilkinson, J. 2012. 'Land grabbing and global capitalist accumulation: key features in Latin America.' *Canadian Journal of Development Studies* 33(4): 402-416.

Gudynas, E. 2008. 'The New Bonfire of Vanities: Soybean cultivation and globalization in South America.' *Development* 51(4): 512-518.

Ioris, A.A.R. 2016. 'The politico-ecological economy of neoliberal agribusiness: Displacement, financialisation and mystification'. *Area* (forthcoming). doi: 10.1111/area.12240

Montgomery, David. 2007. *Dirt: The Erosion of Civilizations*. University of California Press (MURRAY LIBRARY, KB).

Ross, Alexander Reid. 2014. *Grabbing Back: Essays Against the Global Land Grab*. Oakland, Edinburgh, Baltimore: AK Press (Editor's Introduction and chapter by Alexander Reid Ross).

Week 11

Group presentations

This class will consist of group presentations (**formative assignment 3**), which will be based on the essential readings (weeks 11 and 12) and qualitative fieldwork and/or research conducted by student groups over the course of the semester.

Essential readings

Appadurai A (ed.) (1988) *The Social Life of Things: Commodities in Cultural Perspective*. Cambridge: Cambridge University Press (chapters 1, 2 and 7).

Cook, Ian *et al.* 2004. Follow the thing: papaya. *Antipode* 36(4): 642-664.

Additional readings

Dixon J (2002) *The changing chicken: chooks, cooks and culinary culture*. Sydney: University of New South Wales Press.

Errington F, Fujikura T, Gewertz D (2012) Instant noodles as antifriction device: making the BOP with PPP in PNG. *American Anthropologist* 114(1): 19-31.

Foster R (2005) Commodity futures: labour, love and value. *Anthropology Today* 21(4): 8-12.

Foster R (2008) *Coca-globalisation: following soft drinks from New York to New Guinea*. Palgrave Macmillan.

Foster R (2008) The work of the new economy: consumers, brands, and value creation. *Cultural Anthropology* 22(4): 707-731.

Gewertz D & Errington F (2010) *Cheap meat: flap food nations in the Pacific islands*. Berkeley and New York: University of California Press.

GEGR10075 Glacial Processes and Geomorphology

Course Organiser:	Robert Bingham	Other Key Staff:	
Course Secretary:	Kirsty Allan	Course location:	Central
Credits available:	20	SCQF Level:	10

Course description

This course is designed to introduce students to glacial processes operating in past and present glacial environments. This will involve the study of glacier mass balance, glacier physics, ice motion and hydrology, glacial erosional and depositional processes and the past, present and future of the Antarctic and Greenland Ice Sheets. It will draw on methodologies that use theoretical, field based and remote sensing techniques to infer glacial processes. A field project in the Highlands enhances understanding of the links between process and form in glacial environments.

Further Course Information:

https://path.is.ed.ac.uk/courses/GEGR10075_SV1_SEMI

<http://www.drps.ed.ac.uk/17-18/dpt/cxgegr10075.htm>

Learning Outcomes

This course aims to provide students with a fundamental knowledge of the physics and dynamics of glacier ice masses, enabling them to understand what controls glacier formation and the subsequent behaviour of ice masses. It also develops a critical understanding of the processes associated with glacial environments, in both ice-contact and proglacial situations. At the end of the course students should have acquired the following:

Subject specific learning objectives

- a sound knowledge of glacier morphology and distribution and the dynamics of various ice masses with reference to mass balance, thermal properties, basal conditions and bed materials.
- the ability to explain critically the processes controlling meltwater transport through the glacial system, with specific reference to supraglacial, englacial and subglacial hydrology.
- a sound knowledge of the processes which control the stability of the Greenland and Antarctic Ice Sheets with reference to past, present and likely future scenarios.

Transferable skill-learning objectives

- have developed their skills of critical analysis through inter-disciplinary study
- have further developed their ability to produce a written report based on library research
- have further developed their research skills with respect to project design, primary field data collection, group research work and data analysis and presentation skills

Opportunities for feedback

Students will receive formative feedback following field class presentations at the end of the Cairngorm Field class (3-5 November) and following 10 minute presentations that summarise and critique an academic paper. These paper presentations will be given in weeks 10 and 11 and presented in pairs. Feedback will be given on summative assessment in relation to the 2000 word course essay and the December exam (details below). All students will be invited to an examination feedback session following release of the course results.

Assessment details

Written Exam: 60%, Course Work: 40 %, Practical Exam: 0%.

Exam in December diet, will require answering two questions (from six) based on the lecture programme and background reading associated with the course. The course work will involve producing one 2000 word essay from a selection of six essay titles.

<http://www.ed.ac.uk/student-administration/exams/regulations/common-marking-scheme>

Assessment deadlines

Course essay to be submitted by 12.00 noon on Thursday of week 8.

Assessment and Feedback Information

<http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf>

All details related to extensions procedures and late penalties can be found in [School of GeoSciences General Information Handbook 2017-18](#).

Pre-requisite courses

It is RECOMMENDED that students have passed Environmental Sensitivity and Change (GEGR08001) AND Geomorphology (GEGR08002)

Timetable

Field class: Friday 3 – Sunday 5th November (to Cairngorms, depart Fri 14.30, Return Sun 19.00).

https://www.ted.is.ed.ac.uk/UOE1617_SWS/showtimetable.aspx

Syllabus

The course will be structured around the following series of lectures providing a grounding in fundamental glacial processes. The field class to the Cairngorm Mountains will be used to demonstrate both the complexity and importance of linking process to form in the glacial environment.

Week 1: Introduction to physical glaciology, ice mass morphology and distribution.

Week 2: Mass balance and ice formation.

Week 3: Glacier hydrology.

Week 4: Glacier hydrology.

Week 5: Glacier motion.

Week 6: Glacier motion.

Week 7: Ice sheets and the global climate system - Greenland and the Arctic.

Weekend between weeks 7&8: Cairngorms field class

Week 8: Ice sheets and the global climate system – Antarctica I.

Week 9: Ice sheets and the global climate system – Antarctica II.

Week 10: Student presentations and discussion.

Week 11: Student presentations and discussion and revision session

Recommended reading

Bamber J. and Payne, A. (2005) *Mass Balance of the Cryosphere*. Camb. Univ. Press.

Benn D and Evans D (2010) *Glaciers and Glaciation*. Arnold. 2nd edition.

Cuffey K and Paterson W S (2010) *The Physics of Glaciers*. Pergamon. 4th edition.

Gurnell A. M. and Clark M. J. (eds) (1987). *Glacio-fluvial Sediment Transfer - an Alpine perspective*. Wiley.

Hooke R LeB (1998) *Principles of glacier mechanics*, Prentice Hall.

Knight P (1999) *Glaciers*. STP.

Sharp M., Richards K. S., and Tranter, M. (eds), (1998) *Glacier Hydrology and Hydrochemistry*, J. Wiley.

Particularly useful Journals include the *Journal of Glaciology*, *Annals of Glaciology*, *Nature*, *Science*, *Nature Geoscience*, *Journal of Geophysical Research*, *Geophysical Research Letters* and *Geology*.

<http://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/inclusive/accessibility>

Contacts

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GEGR10119 Ice and Climate

Course Organiser:	NOEL GOURMELEN	Other Key Staff:	Dan Goldberg
Course Secretary:	Kirsty Allan	Course location:	Central
Credits available:	20	SCQF Level:	10

Course description

Ice plays a fundamental role in the climate system, with impacts ranging from watershed control in mountain regions and regulation of ocean circulation and temperatures, to global sea level and the onset and termination of glacial cycles. This course will examine the major components of the cryosphere: glaciers and ice caps, ice sheets, and sea ice. All of these components have undergone recent change, and it is important to understand this change in the context of the larger climate system. The students will learn about the methods of measure and the observations of recent changes affecting the Cryosphere and how they relate to changes in other parts of the climate system, such as air and ocean temperatures. Building on this information, the causes and underlying physical mechanisms behind these changes and interactions will be investigated through governing principles and simplified models, and the implications for ice in the climate system under future global warming scenarios will be discussed.

Further Course Information

https://path.is.ed.ac.uk/courses/GEGR10119_SV1_SEM2

<http://www.drps.ed.ac.uk/17-18/dpt/cxgegr10119.htm>

Learning Outcomes

Understand the distinguishing characteristics of glaciers, ice sheets, and sea ice; and why, although they are all composed of the same material, they differ greatly in behaviour and response to climate change

Understand basic principles behind Earth Observation of the cryosphere, and be familiar with the basic physical mechanisms by which ice evolves

Have experience working with, manipulating, and interpreting Earth Observation data and with running computer simulations of ice dynamics and ice-climate interactions, and interpreting the results

Enhance specialist knowledge and understanding, including a range of established techniques and research methodologies.

Interpret, use and evaluate a wide range of specialist data.

Opportunities for feedback

1. Questions and answers in lectures. **Questions are encouraged during lectures**, and give you an opportunity to check your understanding, and obtained more information in areas of interest to you.
2. Assessed problem sheet. The problem sheet covers questions on Earth Observation and on modelling of the Cryosphere. It will be distributed in weeks 5 and 6. **Collective feedback on the most common points for improvement across the class will be given via Learn by week 10.** Any further questions may be directed to NG and DG (e.g., after lectures or during practical sessions).
3. **From individual written comments on assessed practicals and examinations scripts.**

Assessment details

Written Exam: 60%, Course Work: 40 %, Practical Exam: 0%.

The degree assessments are weighted 40% on coursework assignment (CA) and 60% on an unseen examination.

The examination can cover any of the topics of the course.

Note that marking is in accordance with marking schemes as follows:

<http://www.ed.ac.uk/student-administration/exams/regulations/common-marking-scheme>

A high degree of professionalism is expected in coursework reports (high quality presentation and content).

Assessment deadlines

Item	Date set	Hand in date	Weight
Problem sheet: Observation and modeling of the Cryosphere	CA1: Week 5 CA 2: Week 7	Wednesday, 12 noon: CA1: Week 7 CA 2: Week 9	40%
Examination			60%

Assessment and Feedback information

<http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf>

All details related to extensions procedures and late penalties can be found in the School of GeoSciences General Information Handbook 2017-18.

Pre-requisite courses

None

Timetable

https://www.ted.is.ed.ac.uk/UOE1617_SWS/showtimetable.aspx

Syllabus

Week	Topics / <i>Additional comments</i>	Staff	Location
1	Overview of ice in the climate system, historic and recent observations of glaciers and icecaps	NG	DS
2	Principles of ice formation, melting, and movement; physics of glaciers	DG	DS
3	Ice sheets - observations	NG	DS
4	Ice sheets - theory	DG	DS
5	Subglacial environment - observations	NG	DS
5	Practical – Modeling	DG	DS-lab
6	Subglacial environment - theory	DG	DS

6	Practical – Earth Observations	NG	DS-lab
7	Ice shelves and tidewater glaciers - observations	NG	DS
8	Ice shelves and tidewater glaciers - theory	DG	DS
9	Sea ice observations and trends	NG	DS
10	Sea ice - role in climate	DG	DS
11	Revision session	NG & DG	DS

DS = Ogilvie, wks 1-5, 6-11

DS-lab = 1.26 in the Geography Building, Drummond St.

Recommended reading

Cuffey, K., and Paterson, W. The Physics of Glaciers, 4th ed. Elsevier, 2010

Van der Veen, C.J. Fundamentals of Glacier Dynamics, 2nd ed. CRC Press, 2013.

Thomas, D., and Dieckmann, G. Sea Ice, 2nd ed. Wiley-Blackwell, 2010

Campbell, J.B. (2002). Introduction to remote sensing. (3rd edition). Taylor and Francis (or Guildford), London. 622pp.

Rees, W. G., (2001) Physical principles of remote sensing 2nd ed, CUP.

Rees, W. Gareth (2006), Remote Sensing of Snow and Ice, CRC Press, Boca Raton, Florida, pp. 1-22.

http://www.climatechange2013.org/images/uploads/WGIAR5_WGI-12Doc2b_FinalDraft_Chapter04.pdf

<http://www.ipcc.ch/report/ar5/index.shtml>

<http://www.ipcc.ch/report/ar5/wg1/>

Particularly useful Journals include the Journal of Glaciology, Annals of Glaciology, Nature, Science, Nature Geoscience, Journal of Geophysical Research, Geophysical Research Letters, The Cryosphere, and Geology.

<http://www.ed.ac.uk/institute-academic-development/learning-teaching/inclusive/accessibility>

Contacts

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GEGR10108 Landscape Dynamics - techniques and applications

Course Organiser:	LINDA KIRSTEIN	Other Key Staff:	Andy Hein
Course Secretary:	Kirsty Allan	Course location:	Central
Credits available:	20	SCQF Level:	10

Course description

The form of terrestrial landscapes results primarily from the competition between tectonic and erosion forces. These forces operate over a variety of spatial and temporal scales. For example, plate tectonics dictate where mountain belts are created but their overall form is controlled by interactions with processes at the Earth's surface e.g. erosion processes. Exploring how and at what scale these interactions occur is at the centre of understanding key characteristics of Earth's landscape. The course describes specific techniques (e.g. fission-track dating; cosmogenic nuclide dating) widely used to determine rates of change in the landscape and examines specific case studies where they have been applied.

The focus is primarily on active mountain belts where the interactions of tectonic activity and climate are well documented.

Further Course Information

https://path.is.ed.ac.uk/courses/GEGR10108_SV1_SEM2

<http://www.drps.ed.ac.uk/17-18/dpt/cxgegr10108.htm>

Learning Outcomes

1. To develop a detailed, integrated understanding of the interactions between tectonic and erosion forces at a variety of scales.
2. To assess, critically analyse and understand the temporal and spatial variation of key processes that sculpt the landscape.
3. To obtain a detailed, critical understanding of key techniques (some of which are relatively specialised) used to obtain rate information and be able to analyse and interpret results.
4. To explore feedbacks in the Earth system.

Opportunities for feedback

On a weekly basis a published paper is read and discussed. Students are asked to highlight the merits of the approach taken and to examine the impact. In week 5 students do an in class presentation on the topic of the essay. There is time for questions at the end so students can demonstrate their understanding and also clarify any uncertainty. Written feedback is provided on the presentation content and style which provides a formative basis for writing the class essay.

Class essays are all marked and commented on with a formal cover feedback sheet highlighting the positives and negatives of the piece of work.

The lecturers all respond to email rapidly and encourage students to discuss the course content with them.

Assessment details

Written Exam: 60%, Course Work: 40 %, Practical Exam: 0%

Class assessment: Student presentations (week 5)

Degree assessment: One 2000 word essay (40%); One 2 hour examination (60%)

<http://www.ed.ac.uk/student-administration/exams/regulations/common-marking-scheme>

Assessment deadlines

Noon, Wednesday, week 8 of Semester 2

Assessment and Feedback information

<http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf>

All details related to extensions procedures and late penalties can be found in the School of GeoSciences General Information Handbook 2017-18.

Pre-requisite courses

It is RECOMMENDED that students have passed Earth Dynamics (EASC08001)

Recommended reading

Every lecture has a list of reference papers in addition, the following text books available from the library are of use:

Geomorphology (R.S. Anderson & S.P. Anderson) Cambridge University Press.

Low temperature thermochronology: Techniques, Interpretations and Applications (P.W.Reiners & T.A. Ehlers (eds) Reviews in Mineralogy and Geochemistry volume 58.

Tectonic geomorphology (D.W.Burbank & R.S. Anderson) Wiley Blackwell.

Cosmogenic Nuclides: Principles, Concepts and Applications in the Earth Surface Sciences (Dunai T.J.) Cambridge University Press.

<http://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/inclusive/accessibility>

Contacts**Course Organiser**

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GEGR10107 People, Landscape Change and Settlement: the Last 15,000 Years

Course Organiser:	EVA PANAGIOTAKOPULU	Other Key Staff:	N/A
Course Secretary:	Kirsty Allan	Course location:	Central
Credits available:	20	SCQF Level:	10

Course description

This course is intended to provide an integrated palaeoecological approach to the origin and evolution of temperate and arctic environments during the Lateglacial and Holocene, with particular reference to the interplay between human and natural landscapes. The intention of the course is to ensure that all participants are familiar with the general principles of reconstruction of past environments and the broad outlines and limitations of the wide range of techniques available, in particular the evidence gained from studies of invertebrate faunas. The objective is to understand how the data used to reconstruct the dynamic Lateglacial and Holocene environment are acquired, how they may be used for the interpretation of past environments and how the data may be used to inform decisions on conservation.

Further Course Information

https://path.is.ed.ac.uk/courses/GEGR10107_SV1_SEM2

<http://www.drps.ed.ac.uk/17-18/dpt/cxgegr10107.htm>

Learning Outcomes

This course will provide students with:

1. A comprehensive and integrated knowledge and understanding of the broad pattern of environmental change (both natural and anthropogenic in origin) over the last 15,000 years.
2. An understanding of some of the sources of palaeoenvironmental data, and the various palaeoecological techniques, including vertebrate and invertebrate remains which can be applied to the investigation of environmental change and past human activity in the landscape.
3. An understanding of taphonomy and preservation.
4. An understanding of the interaction of human communities with different facets of the environment and the role of humans as agents of landscape change and development.
5. Knowledge of the biogeography of disease.
6. An understanding of conservation issues.

Opportunities for feedback

Assessment details

Written Exam: 60%, Course Work: 40 %, Practical Exam: 0%.

One 2,000 word project (40%) and one two-hour examination (2 questions) (60%).

<http://www.ed.ac.uk/student-administration/exams/regulations/common-marking-scheme>

Assessment deadlines

Noon, Thursday, Week 8 of Semester 2

Assessment and Feedback information

<http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf>

All details related to extensions procedures and late penalties can be found in the School of GeoSciences General Information Handbook 2017-18.

Pre-requisite courses

Timetable

Practical classes and additional teaching slots are scheduled in discussion with the students, provisionally on Wednesdays 12.00-14.00

https://www.ted.is.ed.ac.uk/UOE1617_SWS/showtimetable.aspx

Syllabus

Recommended reading

Bell, M. and Walker, M.J.C. (2004). Late Quaternary Environments. Physical & Human Perspectives (2nd ed.). Pearson Prentice Hall, Harlow.

Butzer K. W. (2005). Environmental history in the Mediterranean world: cross-disciplinary investigation of cause-and-effect for degradation and soil erosion. *Journal of Archaeological Science* 32: 1773-1800.

Fitzhugh W. W. and Ward E. I. (2000). Vikings. The North Atlantic Saga. Smithsonian Institution, Washington.

Greenblatt C. and Spigelman M. (Eds) (2003). Emerging pathogens. Archaeology, ecology & evolution of infectious disease. Oxford University Press, Oxford.

Hanski I. (2016). Messages from islands. A global biodiversity tour. University of Chicago Press.

Hodder K. H., Bullock J. M., Buckland P. C. and Kirby K. J. (2005). Large herbivores in the wildwood and modern naturalistic grazing systems. English Nature Research Report, 648. English Nature, Peterborough.

Lowe J. J. and Walker M.J.C. (2014). Reconstructing Quaternary Environments (3rd ed). Routledge, Oxford.

Roberts N. (2014). The Holocene. An Environmental History (3rd edition). Wiley Blackwell, Oxford.

Particularly useful Journals: *Antiquity*, *Archaeometry*, *The Holocene*, *Journal of Archaeological Science*, *Journal of Biogeography*, *Journal of Quaternary Science*, *Quaternary Research*, *Quaternary Science Reviews*.

Keywords: palaeocology, Lateglacial, Holocene, climate change, extinctions, biogeography, disease, human impact, conservation

<http://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/inclusive/accessibility>

Contacts

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GEGR10039 Principles of Geographical Information Science

Course Organiser:	WILLIAM MACKANESS	Other Key Staff:	N/A
Course Secretary:	Kirsty Allan	Course location:	LG.09 David Hume Tower
Credits available:	20	SCQF Level:	10

Course description

This course provides an essential background for students with limited knowledge of Geographic Information Science and as a foundation for other courses. The module begins by tracing the origins and recent rapid development of GIS and outlines linkages with other related technologies. Principles covered include co-ordinate reference systems, map projections and the different models that GIS employ to represent real-world entities. Also considered are the effects that these models and the analytical functionality of systems have on the information that can be derived. Vector and raster data models are explained and there is an introduction to representing and analysing 3D, terrain data. Various case studies are used to highlight various types of analysis typically performed using GIS. Basic elements of graphic design and communication are reviewed to ensure that output from GIS is comprehensible and effective. The module concludes by addressing the wider social and economic factors that influence the success or failure of GIS in an institution.

Further Course Information

https://path.is.ed.ac.uk/courses/GEGR10039_SV1_SEM1

<http://www.drps.ed.ac.uk/17-18/dpt/cxgegr10039.htm>

Learning Outcomes

By the end of this module, students should have an integrated knowledge of the principal areas of Geographical Information Science, including terminologies used. They should also be able to achieve and demonstrate the ability to:

- Understand the components and a range of methods which make up geographical information systems and the field of geographical information science;
- Display knowledge of the multifarious data sources commonly used in GIS, and critically understand the importance of data modelling in the storage of such data;
- Appreciate the functionality of the ArcGIS software, including basic expertise in analysis, classification, query and integration of vector and raster data and its visualisation;
- Apply appropriate cartographic principles in the construction of maps (including an appreciation of map projections)
- Develop an integrated practical project, drawing on appropriate source data, providing meaningful analysis, effective visualisation of output and drawing appropriate conclusions which demonstrate professional level insight.

More broadly, the course seeks to develop student's transferable skills, to develop practical techniques in geographical information science, and to provide training in critical analysis and in written presentation combining results from quantitative analysis.

Opportunities for feedback

An essay is set early in the course as a means of providing formative feedback on the comprehension of ideas. This non assessed essay encourages students to learn about GIS through discussion of case studies. 'TopHat' interactive question answering will be used to gauge student comprehension during the lecture <https://tophat.com/>. The course organiser is available via email william.mackaness@ed.ac.uk, phone 01316508163 and Thursday morning office hours 8am-10am (except week 6).

Tutorials

Tutorials are used to explore levels of understanding, and in supporting comprehension of the requirements for the class assignment. Summative feedback is given on the Biofuels project, and on exam answers in the semester following.

Assessment details

Class assessment:

Non Assessed Essay 1500 words, Set week 1.

Non Assessed Design Document, Set in Week 2, discussed in tutorials in Wk3.

Degree assessment:

One computer-based GIS project (2000 words) 40% set week 2

One two-hour examination (2 questions) 60%

<http://www.ed.ac.uk/student-administration/exams/regulations/common-marking-scheme>

Assessment deadlines

The non-assessed Essay is due 2.00pm Thurs Wk 3 (6th Oct)

The biofuels project is due midday Thurs of Wk 8 (10 November).

Assessment and Feedback information

<http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf>

All details related to extensions procedures and late penalties can be found in the School of GeoSciences General Information Handbook 2017-18.

Pre-requisite courses

It is RECOMMENDED that students have passed Environmental Sensitivity and Change (GEGR08001) AND Economic and Political Geography (GEGR08003)

Timetable

https://www.ted.is.ed.ac.uk/UOE1617_SWS/showtimetable.aspx

Semester: Semester 1

Lectures: Thursday, 2-4 LG.09 David Hume Tower (Wk 1-11, not Wk6)

Practicals: Thursday 4-6, 1.26 Drummond St (Wk 1-5) + Help session Wed 11-1, Wk 6

Tutorial: Attend ONE tutorial in each of Wks 3,7,9: Ogilvie Room, Mon 4-5, or Tues 5-6 or Wed 10-11.

Syllabus

Week 1 GIS and Geography -systems and science, computer based problem solving, the development of GI science, its impact on the geographic discipline.

Week 2: Representing geographical data via Data Models

Week 3: Spatial Analysis and Geographic Decision Making

Week 4: A primer on Map Design

Week 5: Data Capture Technologies and Data Quality

Week 6: No lecture (Kindrogan fieldcourse)

Week 7: Surface Modelling and analysis of Digital Elevation Models

Week 8: Exploring the role of Remote Sensing in monitoring at the global scale

Week 9: Participatory GIS

Week 10: Exploration of socio technical issues through cases studies

Week 11 Revision Future Developments & Course review

Class Text

Heywood, I., Cornelius, S. and Carver, S. (2011) An Introduction to Geographical Information Systems. Prentice Hall, Fourth Edition.

A supplementary start point for the course

Schmandt, M. GIS Commons: An introductory textbook on Geographic Information Systems
free web enabled resource: <http://giscommons.org/>

Textbooks complimentary to class text

de Smith, M Goodchild M F Longley P A 2015 Geospatial Analysis A Comprehensive Guide to Principles Techniques and Software tools. Third edition
free web enabled resource: <http://www.spatialanalysisonline.com/index.html>

Burrough P A, McDonnell R A & Lloyd C.D. (2015) Principles of Geographical Information Systems for Land Resources Assessment. Oxford: Clarendon. Third Edition.

Longley P A, Goodchild M F, Maguire D J and Rhind D W (eds) (2010) *Geographical Information Systems and Science*. Chichester: Wiley. 3rd Edition.

Stillwell, J., Clarke, G. 2003 *Applied GIS and Spatial Analysis* (edited volume) John Wiley

Longley, P.A., Batty, M. 2003 Advanced Spatial Analysis: The CASA Book of GIS
<http://discovery.ucl.ac.uk/16752/>

Periodicals:

JOSIS, <http://www.josis.org/>

International Journal of Geographical Information Science, <http://www.tandfonline.com/>

Computers, Environment and Urban Systems (CEUS),
www.journals.elsevier.com/computers-environment-and-urban-systems

Transactions in GIS, <http://onlinelibrary.wiley.com/>

Cartography and GIS <http://www.cartogis.org/>

<http://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/inclusive/accessibility>

Contacts

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GEGR10055 Remote Sensing and Global Climate Change

Course Organiser:	IAIN WOODHOUSE	Other Key Staff:	N/A
Course Secretary:	Kirsty Allan	Course location:	Central
Credits available:	20	SCQF Level:	10

Course description

Remote sensing from satellite platforms has become increasingly important as the only way to obtain environmental data at the spatial and temporal coverage needed to understand the processes governing global climate change. The aim of this course is to explore the role of remote sensing in monitoring planetary scale phenomena, with particular focus on the use of techniques and instruments designed to monitor the global environmental properties of the Earth. The course will also consider the significance of these measurements for evaluating influence of human activity on the Earth system, such as ozone depletion, the carbon cycle, the hydrological cycle, global climate change and other aspects of the Earth's environment.

Further Course Information :

https://path.is.ed.ac.uk/courses/GEGR10055_SV1_SEM2

<http://www.drps.ed.ac.uk/17-18/dpt/cxgegr10055.htm>

Learning Outcomes

To provide a detailed overview of remote sensing techniques used for measuring planetary scale processes, to convey the importance of such measurements and to explore how understanding in this subject has been developed

To explore issues of data quality, accuracy, validation and reliability, when critically assessing the value of remotely sensed data

To ensure students know the key remote sensing terminology

To encourage students to think about remote sensing within a wider subject and to emphasise the role of remote sensing as a compliment rather than an alternative to other monitoring methods

To encourage students to critically identify and analyse complex problems in the field of remote sensing and global climate change

To give students practise interpreting and evaluating a wide range of graphical data and making judgements where data is limited or comes from a range of sources.

Opportunities for feedback

A short class essay received feedback that the students are asked to incorporate into a reworking of the same essay.

As part of the formative assessment, students are asked to make a short video on their course work topic.

Formative feedback is given so that his can be incorporated into the degree assessment.

Assessment details

Written Exam: 60%, Course Work: 40 %, Practical Exam: 0%.

Class assessment: As outlined in course handbook

Degree assessment: One two-hour examination (60%) AND One 2,000 word essay (40%)

<http://www.ed.ac.uk/student-administration/exams/regulations/common-marking-scheme>

Assessment deadlines

Noon, Thursday of Week 8

Assessment and Feedback Information

<http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf>

All details related to extensions procedures and late penalties can be found in [School of GeoSciences General Information Handbook 2017-18.](#)

Pre-requisite courses

It is RECOMMENDED that students have passed Environmental Sensitivity and Change (GEGR08001) AND Geomorphology (GEGR08002)

Timetable

https://www.ted.is.ed.ac.uk/UOE1617_SWS/showtimetable.asp

[x](#)

Syllabus

- Week 1. INTRODUCTION (aims, course structure, context, history & importance)
- Week 2. PRINCIPLES OF REMOTE SENSING (the underlying physical principles of remote sensing techniques, and some of the instruments currently in use).
- Week 3. ATMOSPHERES (Dynamics, pressure, temperature, surface winds, water vapour, ozone, aerosols, cloud cover, precipitation)
- Week 4. OCEANS (Sea surface temperature, ocean currents, ocean colour, bathymetry, ocean biomass, El Niño)
- Week 5. THE CRYOSPHERE (Snow and ice extent, ice sheet mapping & monitoring)
- Week 6. GLOBAL WARMING (Earth radiation budget, global mean temperatures, cloud cover and feedback loops, EO and the Gaia hypothesis)
- Week 7. CATCH UP AND VIDEOS
- Week 8. LAND COVER AND THE BIOSPHERE (global biomass, terrestrial carbon dynamics, desertification, soil moisture, land-atmosphere interaction)
- Week 9. NATURAL HAZARDS AND DISASTERS (global monitoring input to hazard warning and disaster management, radar interferometry, SST, extreme weather)
- Week 10. CAPACITY BUILDING AND SUSTAINABLE DEVELOPMENT (global monitoring input to sustainable use of natural resources, international development and environmental security)
- Week 11. REVISION SESSION (discussions and poster work)

Recommended reading

- R.J. Gurney, J.L. Foster and C.L. Parkinson, *Atlas of satellite observations related to global change* (Cambridge University Press, 1993).
- J.E. Harries, *Earthwatch: The climate from space* (Ellis Horwood, 1990).
- Lillesand and Kiefer, *Remote Sensing and Image Interpretation* (third edition) (Wiley: 1994)
- Elachi, *Introduction to the physics and techniques of remote sensing*, (John Wiley and Sons) 1987.
- Houghton, *Global Warming: The Complete Briefing* (Cambridge University Press, 1997)
- Graedel and Crutzen, *Atmospheric Change, an Earth System Approach* (Freeman, 1993).
- I.H. Woodhouse, *Introduction to Microwave Remote Sensing*. (Taylor and Francis, CRC Press, 2005)
- I.H. Woodhouse, *Thirteen Short Chapters on Remote Sensing*. (Currently only available as an eBook from Amazon, 2013)

<http://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/inclusive/accessibility>

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GEGR10116 Space, place and sensory perception

Course Organiser:	Nina Morris	Other Key Staff:	N/A
Course Secretary:	Kirsty Allan	Course location:	Central
Credits available:	20	SCQF Level:	10

Course description

It has long been recognised that human experience and knowledge are mediated through the senses. The senses - sight, touch, taste, hearing and smell - play a vital role in shaping the way we interact with, and attune ourselves to, the world around us. This course will focus on understanding these everyday sensory worlds and their variation across various historical and geographical contexts. In so doing, it acknowledges that sensory perception is as much a social, cultural and political practice as it is a physical or biological function. The course will begin by examining the philosophical groundings of the scholarly study of the senses within geography and related disciplines, before moving on to look at the work of contemporary theorists on a range of topics such as silence and noise, darkness and light, pleasure and disgust, immersion and distance, atmosphere and affect. Whilst the structure of the course will be largely dictated by the traditional Western classification of the five senses, ample consideration will be given to other sensory modalities such as kinesthesia (the sensation of movement) and synaesthesia (subjective sensation).

Further Course Information

https://path.is.ed.ac.uk/courses/GEGR10116_SV1_SEM2

<http://www.drps.ed.ac.uk/17-18/dpt/cxgegr10116.htm>

Learning Outcomes

Students will have developed:

- A critical understanding of sensory perception and relevant theory.
- A greater awareness of the multidimensionality of the human sensorium and an ability to analyse sensory hierarchies.
- A critical understanding of the methodological implications of geographers' theorization of the senses and the challenge that new and emerging approaches present to older paradigms.
- Their capacity to reflect upon their own sensory engagements and make connections between the academic literature and the wider world.
- Their ability to undertake independent and self-directed learning, and manage their time effectively.
- Their capacity to work effectively in a group.
- Their ability to identify and acquire data from a range of academic and non-academic sources.
- Their written communication and critical analysis skills, including the ability to synthesize academic and non-academic material, write for a non-specialist audience (namely their peers), and write academically rigorous essays.
- Their techniques of oral presentation and conversation through discussion leading and class participation.
- Their ability to form independent opinions and to respond thoughtfully to the opinions of others.

Opportunities for feedback

Feedback will be provided orally throughout the course during lectures, tutorials, and one-to-one meetings with students, and in written form via the formative learning exercises and degree assessments. Students are welcome to ask the CO for verbal feedback at any point during the semester.

Students are expected to use the feedback provided to enhance their learning and improve their written submissions.

Assessment details

Written Exam: 0%, Course Work: 100 %, Practical Exam: 0%.

2000 word essay (40%); 3000 word blog (6 posts) (60%)

<http://www.ed.ac.uk/student-administration/exams/regulations/common-marking-scheme>

Assessment deadlines

Final deadline for the blog: Noon, Thursday, Week 9 of Semester 2

NB: Students are expected to submit their posts on a weekly basis to coincide with the tutorials, however, these posts can be edited right up until the final deadline. All students are offered an opportunity to submit a 'practice' blog post (max. 500 words) in Week 2 of semester.

Deadline for the assessed essay: Noon, Thursday, Week 12 of Semester 2

NB: In Week 10 of semester all students are expected to submit an essay plan (max. 500 words) in preparation for their assessed essay.

Assessment and Feedback information

<http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf>

All details related to extensions procedures and late penalties can be found in the School of GeoSciences General Information Handbook 2017-18.

Pre-requisite courses

It is recommended that students have passed Social and Cultural Geography.

Recommended reading

Texts will include:

Back, L. (2007) *The Art of Listening*. Berg.

Bull, M. and Back, L. (2003) *The Auditory Culture Reader*. Oxford: Berg.

Bull, M. (2013) *Sound Studies*. Routledge.

Constance, C., Howes, D. and Synott, A. (1994) *Aroma: The Cultural History of Smell*. Routledge.

Corbin, A. (1986) *The Foul and the Fragrant: Odor and the French Social Imagination*. Cambridge: Harvard University.

Drobnick, J. (2006) *The Smell Culture Reader*. Berg Publishers.

Erlmann, V. (ed.) (2004) *Hearing Cultures: Essays on Sound, Listening and Modernity*. Oxford: Berg

Howes, D. (ed.) (2005) *Empire of the Senses: The Sensual Culture Reader*. Oxford: Berg

Howes, D. (2009) *The Sixth Sense Reader*. Berg.

Howes, D. and Classen, C. (2014) *Ways of Sensing: Understanding the Senses in Society*. Routledge.

Jones, C. (2006) *Sensorium: Embodied Experience, Technology, and Contemporary Art*. MIT Press.

Merleau-Ponty, M. (2002) *Phenomenology of Perception*. New York: Routledge.

Paterson, M. (2007) *The Senses of Touch: Haptics, Affects, and Technologies*. Oxford: Berg

Paterson, M. and Dodge, M. (2012) *Touching Space, Placing Touch*. Ashgate.

Pink, S. (2009) *Doing Sensory Ethnography*. Sage.

<http://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/inclusive/accessibility>

Contacts

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GEGR10103 Volcanoes, Environment and People

Course Organisers:	ANDREW DUGMORE ANTHONY NEWTON	Other Key Staff:	N/A
Course Secretary:	Kirsty Allan	Course location:	Central
Credits available:	20	SCQF Level:	10

Course description

The course addresses the origins, dispersal and environmental/cultural impacts of volcanic ash (tephra) and how tephrochronology, the identification, dating and mapping of these ash layers, can help us to understand both environmental change and human interactions with the environment. Global assessments of volcanic activity and the production of tephra provide the underpinning to a discussion of the principles of tephrochronology and its application in the 3-D environmental reconstruction. We discuss the local and global impacts of volcanic eruptions and how the tephra layers they generate can be geochemically analysed, correlated and dated within environmental records and archaeological sequences. Iceland provides the focus for the course as the island contains both examples of virtually every type of volcanic activity known on Earth and world-class tephrochronologies. Case studies of both the use of tephrochronology to understand environmental change and the impact of volcanic activity on both the environment and people are considered in lectures and discussed in tutorials; theoretical understanding is married with a practical “hands-on” experience with tephra in the classroom and a field excursion to assess geological exposures of tephra in East Lothian.

Further Course Information

https://path.is.ed.ac.uk/courses/GEGR10103_SV1_SEM2

<http://www.drps.ed.ac.uk/17-18/dpt/cxgegr10103.htm>

Learning Outcomes

1. Develop a detailed understanding of the principles and practice of tephrochronology
2. Evaluate the use of tephra to reconstruct environmental change and to assess the role of tephra as agents of environmental change
3. Assess the significance of different types of change and recognise the causes of threshold-crossing events
4. Develop detailed knowledge of how to use tephrochronology to assess volcano-environment interactions, environmental and cultural change, human-environmental interactions and impacts of volcanism on people
5. Seek out and comprehend the essential relevant findings from literature in unfamiliar fields which will also mean you gain an understanding of the ways in which the subject is developed

Opportunities for feedback

In order to attain the learning outcomes you have to complete online quizzes and these provide one indication of knowledge acquisition.

You will take part in practical sessions in week 3 and week 4 and verbal feedback given on your understanding of the physical nature of tephra and tephra stratigraphy.

You MUST read the papers selected for tutorials and participate fully in the related discussions as these six meetings (weeks 2-9) are key parts of the feedback process and provide important opportunities for you to assess the progress of your learning.

In week 4 you are required to produce a 1 page (between 400-600 words) summary of your Degree Research Paper; written comments are provided on each submission and there is a related tutorial discussion.

The fieldtrip (week 7) also provides additional opportunities to discuss stratigraphy and the principles of tephrochronology with staff in a practical setting.

Verbal feedback will also be given following your oral presentation of your fieldwork exercise (week 9).

The final revision session also provides an opportunity to gain feedback on your examination preparations.

Assessment details

Written Exam: 60%, Course Work: 40 %, Practical Exam: 0%.

Class assessment: As outlined in course handbook

Degree assessment: One two-hour examination (2 questions) (60%) AND one essay (2000 words) (40%)

Overall mark for the course (ie degree coursework and examinations) of at least 40 to pass.

<http://www.ed.ac.uk/student-administration/exams/regulations/common-marking-scheme>

Assessment deadlines

Class Work: Degree essay summary to be handed in at the end of the lecture in week 4

Degree assessment: 2,000 word essay to be handed in by Thursday 12 noon in week 8

Assessment and Feedback information

<http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf>

All details related to extensions procedures and late penalties can be found in the School of GeoSciences General Information Handbook 2017-18.

Pre-requisite courses

Timetable

https://www.ted.is.ed.ac.uk/UOE1617_SWS/showtimetable.aspx

Syllabus

Volcanoes, Environment and People (VEP) begins with an introduction to different types of volcanic activity and the implications for tephra production. This leads on to a discussion on the environmental and cultural impacts of eruptions. As the recent Icelandic examples demonstrated, today even relatively small eruptions can have serious consequences for distant societies. Tephra layers themselves will be discussed next and the principles and practice of tephrochronology, mainly through examples from the North Atlantic region and elsewhere. This will include the important concepts of tephra isochrones, intervals of time and environmental tracers. The teleconnections between tephra layers, ice cores, tree rings and ocean cores are also assessed. It will be shown how tephrochronology can be used to record not only volcanic histories, but also establish, date and evaluate rates of environmental change. It is possible to recreate 3D palaeolandscapes using tephra layers and using these, assess human interactions with the environment. It is also crucial to be able to accurately identify tephra layers, correlate them to other deposits from the same eruption and link them back to their sources; so we will also discuss how to geochemically characterise tephra deposits. Tephrochronology is not possible without dating and we will discuss the various methods of obtaining ages of tephra layers, including historical and ice core records and radiometric dating. We will have a hands-on session where we will demonstrate different types of tephra and allow you to see samples prepared for analysis. There will also be an exercise in the chronological interpretation of a complex tephra stratigraphy at an Icelandic archaeological site. A fieldtrip to East Lothian will provide an opportunity to study exposures of Carboniferous age tephra layers and apply knowledge gained in the course. There will be a short group presentation on your findings from the fieldtrip.

The rest of the course builds on the introductory knowledge gained during the first four weeks to discuss in more detail the application of tephrochronology to volcanology, glaciology, archaeology, environmental studies and human ecodynamics. We will explore the consequences of the interaction of volcanic activity and glaciers in Iceland and the dispersion of tephra. We also discuss how tephrochronology can be used as a tool to date glacial geomorphological features and aid our understanding of past climatic fluctuations. Tephrochronology can be applied to studying cultural and environmental change through chronology and landscape reconstruction. Iceland provides a superb natural laboratory to study these interactions between the environment and people. Precisely dated tephra layers also enable the rates of change to be calculated, which elsewhere is very difficult to measure. We are able to explore notions of changing resilience, threshold crossing events and catastrophe cusps. In many different areas of research important distinctions have to be made as to the significance of extreme events (low frequency-high magnitude), gradual change (high frequency-low magnitude) and conjunctions (when a combination of circumstances leads to a step-wise change). The extraordinary chronological framework that tephrochronology provides allows us to study these concepts.

Recommended reading

- Arnalds, O. (2015) The Soils of Iceland. World Soils Book Series. Springer, Dordrecht. pp 183.
<http://link.springer.com.ezproxy.is.ed.ac.uk/book/10.1007%2F978-94-017-9621-7>
- Heiken, G. (2013) Dangerous Neighbours: Volcanoes and Cities. Cambridge University Press.
<http://link.springer.com/content/pdf/10.1023%2FB%3AJOPL.0000013284.21726.3d.pdf>
- Marti, J. and Ernst G.G.J. (2008) Volcanoes and Environment. Cambridge University Press.
<http://dx.doi.org.ezproxy.is.ed.ac.uk/10.1017/CBO9780511614767>
- Scarath, A. (2009) Vesuvius: a biography. Terra Publishing, Harpenden.
- Scarath, A. (2002) La catastrophe: Mount Pelée and the destruction of Saint-Pierre, Martinique. Terra Publishing, Harpenden.
- Scarath, A. (1999) Vulcan's Fury. Yale University Press, London.
- Scmidt, A. et al (2015) Volcanism and Global Environmental Change. Cambridge : Cambridge University Press, pp 339. <http://ebooks.cambridge.org.ezproxy.is.ed.ac.uk/ebook.jsf?bid=CBO9781107415683>
- Sigurdsson, H., Houghton, B., McNutt S.R., Rymer H. and Stix, J. (2000) Encyclopedia of Volcanoes. Academic Press, San Diego.

<http://www.ed.ac.uk/institute-academic-development/learning-teaching/inclusive/accessibility>

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Degree Programme Tables

Students can view the relevant Degree Programme Table (DPT) for their degree online, on the University DRPS page. Links to each Geography-related DPT are below

Geography (BSc Hons)

<http://www.drps.ed.ac.uk/17-18/dpt/utggphy.htm>

Geography (MA Hons)

<http://www.drps.ed.ac.uk/17-18/dpt/utggphymah.htm>

Geography and Archaeology (MA Hons)

<http://www.drps.ed.ac.uk/17-18/dpt/utggpar.htm>

Geography and Economics (MA Hons)

<http://www.drps.ed.ac.uk/17-18/dpt/utggpec.htm>

Geography and Politics (MA Hons)

<http://www.drps.ed.ac.uk/17-18/dpt/utggppo.htm>

Geography and Social Anthropology (MA Hons)

<http://www.drps.ed.ac.uk/17-18/dpt/utggpsa.htm>

Geography and Social Policy (MA Hons)

<http://www.drps.ed.ac.uk/17-18/dpt/utggpsp.htm>

Geography and Sociology (MA Hons)

<http://www.drps.ed.ac.uk/17-18/dpt/utggpso.htm>

Geography with Environmental Studies (MA Hons)

<http://www.drps.ed.ac.uk/17-18/dpt/utggpev.htm>

Additional Information

Grade-Related Marking Criteria

The following criteria have been adopted by the Institute of Geography to guide the award of marks for assessed work (www.geos.ed.ac.uk/geography/local/). The criteria are specified under two headings: GRC for exam answers and GRC for coursework, and dissertations. Grade-related marking criteria are guidelines, not prescriptions. The final decision rests with the Board of Examiners. It is very important that you utilise the full range of marks. In particular it is recommended that greater consideration should be given to high marks (over 70%) and to low marks (below 25%). Staff are encouraged to write on scripts to indicate specific strengths and weaknesses – all comments provide invaluable input to moderation, and are critical to the decision making of the externals.

Grade-related marking criteria for coursework essays

Fail

Essays in this class may demonstrate some combination of being completely irrelevant to the question asked or include too little knowledge of relevant material. They may also be too short, poorly written, and factually inaccurate or demonstrate a lack of engagement with the academic literature and concepts.

Bad Fail (0-9)

An answer lacking in academic merit, demonstrating no knowledge of the subject area or essay writing skills.

Bad Fail (10-19)

There is little basic awareness of and the subject, virtually no evidence that the literature has been consulted or properly understood and relevant details are lacking. There is no recognition of the demands of the task.

Clear Fail (20-29)

An essay which shows inadequate awareness of the subject and fails to identify relevant issues in the literature and contains major omissions and/or inaccuracies, along with poor use of inadequate sources.

Marginal Fail (30-39)

There is some coherence and structure, but the treatment of the topic is too superficial.

An essay that demonstrates a partial understanding of main issues posed by the question, but weaknesses of discussion and argument (e.g. confused or contradictory arguments) mean that it does not merit a pass.

Largely relevant and coherent essays which are either too short, poorly written or which contain serious gaps in knowledge, misunderstandings or inaccuracies may also fail to merit a pass.

Third (40-49)

Essays at this level show an understanding of the question and demonstrate some knowledge of relevant key literature. However, whilst largely factually accurate, relevant sources may well be limited and the essay could include irrelevancies and weak arguments. Poorly developed writing skills, inadequate referencing and poor presentation may contribute to a third class mark. Answers containing elements of a Second class standard, but which are either too short, poorly expressed or structured.

A clear third (40-44)

Some relevant material is presented, but in a manner that lacks coherence in structure/organisation/argument.

The essay displays some knowledge about the subject, but it fails to elaborate on key themes sufficiently. It, may stray from the point or fail to explain material in a suitable academic manner, make unsubstantiated or over-generalised assertions and/or contain too many inaccuracies.

There is an attempt at synthesising the relevant literature, but sources are limited and the argument/explanation may be confused or contain too many omissions or inaccuracies.

A strong third (45-49)

Failings do not merit a clear third and some attempt has been made to structure the essay appropriately and present largely correct arguments or explanations based on at least some relevant literature. Arguments may be weakly developed or reflect evidence of poor judgment, over-simplification or limited understanding.

Text may stray from the point and/or show limited comprehension of key themes.

Lower Second (50-59)

Essays which are broadly competent and relevant and should also have an acceptable quality of writing, referencing and presentation, but are lacking in content, focus, organisation, breadth of reference, clarity of explanation or depth of discussion.

Essays which have upper second class qualities may also fall into this category if they are too short, unfinished or poorly structured.

A clear lower second (50-54)

Essays which exhibit some of the above limitations, may lack balance and depth and are limited to a restricted range of literature.

A strong lower second (55-59)

Whilst still reflecting some of the 2.2 categories described above, the essay reflects a greater use of relevant literature and is reasonably well argued and shows an understanding of the issues involved.

An essay containing some 2.1 characteristics, but has limited depth of discussion or contains minor errors of fact or interpretation or has some confusion of argument, may be marked as a strong lower second.

Upper Second

Upper Second (60-69)

Essays that...

1. are comprehensive and answer the question, with only a limited amount of irrelevant material.
2. show a broad engagement with, and an understanding of, the relevant literature, and draw on a wide ranging literature.
3. demonstrate clear, critical thinking, together with an ability to write well and sustain an argument.
4. contain few errors of fact or interpretation.
5. generally show good writing skills throughout and are well-structured and appropriately referenced and illustrated.

A clear upper second (60-64)

Meets the above criteria, but...

1. although the essay both competently and accurately reflects the main ideas encountered in the relevant literature, it does not develop this enough to gain a strong upper second.
2. although generally well written, there may be some unevenness in communication skills.

A strong upper second (65-69)

Meets the above criteria, and additionally includes one or more of the following qualities:

1. displays a strong depth of knowledge and originality of thought.
2. makes particularly good use of the literature to synthesise and express ideas.

First (70 or more)

Essays that...

1. are well written and are focussed on the question set, as well as being accurate in terms of fact and interpretation.
2. demonstrate an excellent awareness and understanding of the research literature
3. reveal a capacity for original thought and address the question (not necessarily in the most obvious ways).
4. critically engage with the literature and develop independent conclusions.
5. demonstrate writing skills that are well developed, are well structured and in which information is synthesised in a clear and efficient manner.
6. exhibit a high standard of presentation, including appropriate use of figures, tables and maps (original versions where appropriate), along with flawless citing and referencing.

A low first class (70-79)

Meets the majority of the above criteria, but do not have the qualities described below.

A mid-first class (80-89)

Meets the criteria outlined above, and

1. is a particularly authoritative essay, which is well balanced, carefully argued and maintains a high quality of discussion throughout.
2. demonstrates an ability to synthesise complex ideas, avoids repetition and skilfully integrates the literature

A high first class (90-100):

Meets the criteria outlined above and additionally demonstrates sustained excellence in more than one of the following:

1. An essay with few, if any, flaws, which is of a potentially publishable quality in terms of scholarship and originality
2. Exceptional insight into the issues raised by the question
3. Creative synthesis of wide ranging literature/ability to work with complex theoretical ideas
4. Range of coverage, theoretical sophistication and/or or depth and imagination of discussion
5. Development/introduction of new ideas that are thought-provoking or which challenge received views

Grade-related marking criteria for exam answers

These apply to both seen and unseen exams. However, answers to seen exam questions will be expected to engage more fully with published work/ key literature at every level.

Fail (less than 40)

Essays in this class show inadequate knowledge of relevant material. They contain information that is irrelevant or superficial. Essays which completely miss the point of the question also fall into this class.

Bad Fail (0 - 19)

No material of relevance to the question asked.

No recognition of the demands of the question and/or no serious attempt to answer it. Virtually no evidence that any course material has been properly understood.

Clear Fail (20 - 39)

Makes reference to themes anticipated by the question but is seriously deficient for one or more of the following reasons:

Ran out of time before including sufficient relevant material;

Limited understanding of the question leading to superficial and irrelevant comments;

Lists key themes in note or diagrammatic form, without comment or explanation.

Marginal fail (30-39)

Deficient in the knowledge of relevant material, understanding of the question set, or the presentation of clear and rational arguments.

Evidence of irrelevance, ignorance, brevity and superficiality.

Elements of an adequate answer, however limited, may be used to grade scripts in this category, rather than assigning a clear fail.

Third (40-49)

Work at this level shows some knowledge of core material. However, this may be used ineffectively, inaccurately or in an unreflective way. Essays in this class will omit some key points, or may fail to answer the question in other ways.

Poorly developed writing skills will contribute to a third class mark.

A clear third (40-44)

Answers fit the above criteria.

Relevant material is presented, but answers lack order/organisation/argument.

Essays make unsubstantiated assertions and/or contain too many inaccuracies.

A strong third (45-49)

While answers fit the third class criteria, some attempt is made to organise the material and present an argument.

However, arguments may be weakly developed, or contain evidence of poor judgement.

In places, essays may stray from the point and/or show limited comprehension of key themes.

Lower Second (50-59)

Answers which, though competent and broadly relevant, are lacking in focus, organisation, breadth of reference or depth of discussion.

Essays in this class do address the question but may range little beyond key lecture material and make limited reference to additional reading.

Some sections may be poorly written (making the essay difficult to follow, obscuring key points, or leading to over-generalisation).

Good answers which stray too far from the question will not be marked higher than a lower second (while answers which completely miss the point of the question may fail – see below)

Answers which have upper second class qualities may also fall into this category if they are too short, unfinished or badly organised.

A clear lower second (50-54)

Answers exhibit some of the above problems, lack balance and depth, and are largely limited to material presented in lectures.

A strong lower second (55-59)

Answers which, while exhibiting one or more of the 2.2 criteria, are reasonably well-argued and show a satisfactory understanding of the issues involved.

These essays refer (in a relevant way) to the content of at least some key readings.

Upper Second (60-69)

Answers show evidence of broad-based engagement with, and understanding of, the relevant material, drawing on the full range of set readings and referring to some other literature and examples.

Answers also demonstrate good comprehension, together with an ability to organise evidence and ideas, and present a logical argument.

Essays are comprehensive and address the question. They are capably written and well-informed.

Writing skills are competent throughout.

A clear upper second (60-64)

Meets the above criteria.

Is competent and accurate in the reproduction of ideas introduced during lectures and encountered in the core literature

A strong upper second (65-69)

Meets the above criteria, and additionally includes one or more of the following qualities:

Depth of understanding and originality of thought; Range of ideas and examples;

Knowledge of key themes and of the work of key authors

First (70 or more)

Answers show an awareness and understanding of key literature, drawing both on set readings and on a wider range of materials (either supplied as 'further reading' or discovered during independent library work).

Answers also show a capacity for original thought, together with an ability to write clearly and sustain an argument.

Essays are well-organised and based on in-depth knowledge of the subject. They address the question (though not necessarily in the most obvious ways) and are relevant to that question throughout.

Writing skills are well-developed and used to good effect.

A low first class (70-79)

Meets the majority of the above criteria.

For the most part, however, first class answers fall into one of two categories:

A mid-first class (80-89)

Meets the criteria outlined above.

Essay is well balanced, complete, maintains a good quality of discussion throughout, shows an ability to synthesise complex ideas, avoids repetition, and includes well-reasoned conclusions.

A high first class (90-100):

Meets the criteria outlined above and additionally demonstrates particular excellence in more than one of the following:

Range of coverage or depth of discussion

Creative use of existing ideas

Development/introduction of new ideas that are thought-provoking or which challenge received views

Use of illustrative examples which extend the range of the answer

Ability to work with complex theoretical ideas

Grade-related marking criteria for dissertations and project work

Fail

Dissertations in this class demonstrate little knowledge of relevant material. They contain little or no original research. Treatment of the topic is superficial. Knowledge of the key literature is minimal.

Bad Fail (0-19)

Demonstrates some basic awareness of course material, but shows virtually no evidence that material has been properly understood. No recognition of the demands of the task.

Clear Fail (20-29)

The work attempts to identify a clear research problem or answer a research question, but is too brief, superficial or poorly executed.

Marginal Fail (30-39)

There is some coherence and structure, but the treatment of the topic is superficial.

The piece of work includes some literature review, and makes references to research findings, but is deficient in knowledge/understanding of literature and fails to incorporate relevant findings. There may be some evidence of original material.

Third (40-49)

Dissertations/projects at this level show some knowledge of key literature and/or techniques and contain some original material. However, this knowledge may be used ineffectively, inaccurately or in an unreflective way.

Dissertations/projects in this class will have a poor grasp of methodological issues, omit some key points, or fail to identify and address a research problem/questions. Poorly developed writing skills and poor presentation may contribute to a third class mark.

A clear third (40-44)

Relevant material is presented, but in a manner that lacks order/organisation/argument.

The work contains some original material, but these are only partially described rather than fully explained, and discussion does not elaborate sufficiently on key themes and/or central research questions.

There is an attempt at a literature review but it contains too many omissions or inaccuracies.

Conclusions/findings are presented but include unsubstantiated assertions.

A strong third (45-49)

Some attempt has been made to organise the material and present an argument, although the arguments are weakly developed, or contain evidence of poor judgement.

Text may stray from the point and/or show limited comprehension of key themes.

Lower Second

Lower Second (50-59)

Dissertations/projects which though competent are lacking in content, focus, organisation, breadth of reference and/or depth of discussion.

Dissertations/projects which do work with a specified research problem which, however, may not be grounded in a wide ranging-literature review.

Dissertations/ projects which have upper second class qualities may also fall into this category if they are too short, unfinished or badly organised.

A clear lower second (50-54)

The work is appropriately structured but is poorly designed and/or contains little original material and/or fails to give a reasonable account of methodology.

A strong lower second (55-59)

The work contains some original material, is reasonably well-argued and shows a satisfactory understanding of the issues involved.

Upper Second

Upper Second (60-69)

Dissertations/projects...

1. whose design is inspired by the relevant research literature and which tackle a clearly defined research question (or questions).
2. which draw effectively on key readings supplied during the course of study, and refer at times to other literature and examples.
3. whose design and execution show clear thinking, together with an ability to write well and sustain an argument.
4. which are methodologically sound and include original materials.
5. which are well-presented (they are complete, comprehensive and are appropriately referenced and illustrated)

A clear upper second (60-64)

Meets the above criteria, but...

1. may have less new data/original material than would merit a strong upper second. analysis may be limited by less-than-ideal choice of methods.
2. there may be some unevenness in written communications skills, so that the best use of a otherwise good original materials is not made.

A strong upper second (65-69)

Meets the above criteria, and additionally includes one or more of the following qualities:

Careful research design

Methodologically commendable

Technically sound

Effectively combines own materials with a range of existing literature and ideas

Development of new ideas

First (70 or more)

Dissertations/projects...

1. whose design shows awareness and understanding of the research literature, and which succeeds in addressing a particular gap in that literature;
2. which build both on set readings and on a wider range of materials (either supplied as 'further reading' or discovered during independent library work);
3. which address a clearly defined and demonstrably significant research question;
4. whose design and/or execution shows a capacity for original thought, together with an ability to write clearly and to sustain an argument;
5. whose execution reflects an ability to adopt an appropriate qualitative or quantitative methodology, and to use that methodology effectively and imaginatively;
6. which combines competence with originality in data collection (where appropriate), analysis and interpretation.
7. which attain high standards of presentation (imaginatively but effectively organised into chapters/sections, appropriately illustrated with maps and diagrams, effective and appropriate writing style, thorough referencing, and complete bibliography in a recognised format)

A low first class (70-79)

Meets the majority of the above criteria.

A mid-first class (80-89)

Meets the criteria outlined above.

Dissertation/project is well balanced, carefully argued, maintains a high quality of discussion throughout, shows an ability to synthesise and build on complex ideas, avoids repetition, and employs an appropriate methodology to produce well-reasoned conclusions from original materials (either from new data or from other kinds of original work)

A high first class (90-100):

Meets the criteria outlined above and additionally demonstrates sustained excellence in more than one of the following:

1. Originality in, and careful thorough application of, research design

2. Methodological innovation; Application of appropriate techniques
3. Creative synthesis of wide ranging literature/ability to work with complex theoretical ideas
4. Range of coverage, theoretical sophistication and/or or depth and imagination of discussion
5. Development/ introduction of new ideas that are thought-provoking or which challenge received views
6. Wide range and high quality of original materials.

Essay Writing Guidelines

This appendix is designed to help students prepare their essays for Geography courses, but the skills described here will be relevant to most other academic subjects. In some disciplines, alternative techniques may be required and you are advised to consult lecturers and tutors before applying these guidelines to work in other courses. Please note that the following guidelines are general; if clarification is necessary, do not hesitate to contact a member of academic staff.

Before you start writing

The first tasks of essay writing are to *read the essay title carefully* and to decide what information you will need to answer the question. You should try to identify the fundamental aims of the essay and think about an appropriate argument. If you start to do this before you start reading, and continue to do it during your reading, then you will spend less time pursuing dead ends and gathering irrelevant material. As the research process proceeds, it will probably be necessary to clarify your objectives and revise your argument.

While doing your research

During your reading *you should keep a complete record of the sources that you use*. In order to provide a complete list of references you will need to provide accurate and precise information on your sources.

It is important that you *try to take notes in your own words* and that you keep track of the page numbers where noted ideas and information come from, so that you can credit the authors where credit is due. Clearly, it is much easier to keep track of this kind of information as you undertake the research than it is to go back later to look for references. A range of works should normally be referred to in the preparation of any essay. Except for specialised topics in which detailed analysis of a single source is required, you should avoid excessive reliance on just one or two sources.

Writing your essay

There is no single correct way to write an essay as different people prefer different techniques. It is therefore important to *learn from your reading*. While you are reading you should think about the form and style of writing which you find effective and interesting. You can then start to produce the writing style which you find most effective. You will probably need to revise the material you write as few people are able to write a final and polished text at the first attempt.

Many people find it helpful to work from an essay outline which is developed during research. Working from an outline can help to prevent the unfortunate tendency for many essays to begin with a "warm-up" section where the author tries to find an argument. It can also be useful to summarise your overall response to the question in about 100 words with key readings, or in a few logically related points, before you begin to write the essay.

A clear *introduction* is a useful way of communicating your ideas to the reader. The introduction usually includes a clear statement of the main objectives of the essay set within a precise context. In other words, you should explain *why* you are answering this particular question and *what* you intend to argue. This is typically followed by a statement on how the essay is structured to achieve its goals; that is, *how* the argument is to be made. Many introductions also identify any qualifications that affect the essay. This can include the limitations of the source material and the spatial and temporal focus of the argument. Keep your introduction short and consistent.

It is **absolutely essential** to make sure that your essay is organised according to a *clear line of argument*.

Elements of the structure can be used to strengthen and highlight this argument in the following ways:

1. You can divide the essay into *sections*, identified by relevant headings to show the importance of specific information, sets of ideas or time periods. The use of sections is a question of style which varies between academic disciplines. If you decide not to use headings then try to ensure that each step in your argument is indicated by the first sentence of the relevant paragraph.
2. Each *paragraph* represents a step in the overall argument. It should introduce an idea or a body of information, develop this idea or information and demonstrate its relevance and significance to the argument. Avoid single-sentence or very short paragraphs as, usually, they fail to communicate ideas and ought not to appear.
3. *Sentences* should be structured to present a single idea or a clear connection of two ideas. To do this, sentences should be kept relatively short and vocabulary should be chosen to communicate ideas.

Think of writing in terms of a "fog index". Your aim is to clear the fog as much as possible. Writing fog is produced by a lack of overall organisation; by long, unstructured paragraphs (or too many short paragraphs); and by long, rambling and verbose sentences. The best way to keep the "fog index" low is to organise your material so that it covers the main aims and supports the central argument. With every sentence, you should consciously try to "say what you mean" in the simplest, most direct way. The fundamental aim is to express your ideas in ways that allow others to understand them.

Every essay should include a *conclusion*. The purpose of the conclusion is to remind the reader of the essay's main argument, to reiterate how this argument has been constructed, present a final statement on the topic at hand and, where appropriate, to refer to the context with which you began to see how your work 'fits'. The conclusion is your opportunity to pull the essay together. This is important because it is often what the reader remembers best. It is worth noting, however, that it is not enough to assert that the essay has done certain things when it is obvious that this is not true. A strong conclusion only works if it has a strong essay to build on.

The success of your essay also depends on the following *technical and routine practices*:

1. The essay must be legible. You must make sure that the reader does not have to struggle to read as this is very frustrating. If possible, essays should be completed on a word-processor, double-spaced; if this is not possible, they should be neatly hand-written. You should leave margins that are wide enough for written comments.
2. Make sure that your sentences are grammatically correct.
3. Gender-specific language should be avoided where it is not appropriate. For example, countries do not have a gender or sex. Also, because the experiences of men and women are often very different, the use of male pronouns as universal or neutral is frequently inappropriate, if not simply wrong, for example, 'mankind' when you mean 'humankind'.
4. The use of abbreviations and contractions are not generally appropriate in formal written work, although they are acceptable in some areas of the subject such as in physical geography and in technical areas.
5. Any figures or tables should be integrated into the text and should be referred to in the text, accompanied by a complete reference to the source from which you obtained the information.
6. Finally, it is **essential** that you *proof read your essay*. It is your responsibility to find and correct typing, spelling and grammatical errors as each one detracts from the quality of the essay. Proof reading enables you to do this and to evaluate your essay as a whole. If you cannot understand what you have written, the chances are that the reader will not understand it either. It is a really good idea to evaluate and criticise your own essay. If you have a sense of the strengths and weaknesses of your own writing, you will be in a much better position to write more effectively when you come to your next essay.

Non-sexist Language

'Man' is often used to refer to all people. This implies that 'man' can represent both men and women, but this is clearly not the case; it is an example of sexist language. Many geographical journals, such as *Progress in Human Geography* and *Professional Geographer*, refuse to accept papers written in language which is sexist, racist or otherwise discriminatory. So please do not use 'man' to mean humanity in general; there are plenty of alternatives, such as people, humankind, men and women. Other terms may also be rephrased: layperson for layman, staffing for manning, founders for founding fathers, supervisor for foreman, and so on. The use of the generic 'he' should also be avoided; use 'he or she' or 'they' instead. If you mean to refer to men specifically, make this clear, for example by referring to 'male sales executives' rather than 'businessmen'.

Referencing your essay

The full acknowledgement of sources is an integral and important part of academic writing. It allows anyone reading your essay to understand how you are drawing on other sources and it also allows readers to check and follow up on these sources.

It is perfectly acceptable (indeed it is encouraged) to use direct quotations from sources you have read to help illustrate and support your argument, although you should avoid the temptation to string together lists of quotations at the expense of original discussion. Quotations should be commented on and form an integral part of your argument. Direct quotations must be written in quotation marks in normal text (not italics) and the source must *always* be referenced. Short quotations can be included within the paragraph. Long quotations (of more than four lines) should form a separate indented block of text, but their use should be very limited in short pieces of work such as 2000 word essays.

There are *two main methods* used to reference sources, namely the Harvard system and footnotes. You should decide which one you are going to use in your essay and stick to it throughout. Unless a particular method is presented as a requirement, you are free to choose between these methods.

A The Harvard System

This widely-used system involves placing minimum details of the sources cited in the text, with full details in a list of references at the end of the essay. These minimum details consist of the author(s) surname and the date of publication. The following extracts from Johnston (1983, 79) exemplify this method.

There are strong links between such work, with its clear base in the humanistic approaches, and writing on landscape design and 'mental maps' in the behaviourist/positivist mould discussed in the previous chapter. This drew its inspiration from works such as that of the landscape architect Kevin Lynch (1960) in *The Image of the City* and on the creation of images (see Downs and Stea, 1977).

'As already illustrated here, the landscape itself has been used by some as the repository of human meaning (see also Hugill, 1975). Literature, too, has been used as "a perspective for how people experience their world" (Tuan, 1978, 194). It can provide three forms of aid to the humanist geographer, according to Tuan: it is a thought experiment revealing modes of human experience: it is an artefact, illustrating the cultural perceptions of an environment; and it is a model of geographical synthesis and writing. According to Pocock (1981a, 346) "it is of the essence of literature to reveal the universal while apparently concerned with the particular": literature is the work (as are all works of art) of artists with particular "perceptive insight" (Pocock, 1981b, 15) regarding contemporary situations.'

Note that the author's name sometimes forms part of the sentence, in which case the date is placed in brackets next to it. Elsewhere both the name and the date are placed in brackets at the end of the sentence. Titles are not usually placed in the text; if they are differentiated with a lower case letter (a, b, etc) immediately after the date. If you quote directly or cite a specific point, it is **essential** that the page number is given.

At the end of the essay, you should provide a list of all the references cited in the text. These should not include any sources that are not cited.

If you use the Harvard system you will not need footnotes to acknowledge your sources. Footnotes can still be used to make points tangential to the main argument, although this is unlikely to be necessary in a short essay.

The list of references should include the following details:

For **books**: author's name, initials, date of publication, title, place of publication, publisher, edition (if not the first).

For **journal articles**: author's name, initials, date of publication, title of article, journal name, volume, pages

Example: Johnston, R J (1978) 'Paradigms and revolution or evolution? Observations on human geography since the second world war'. *Progress in Human Geography*, 2, 189-206.

For **chapters from edited collections**: author's name, initials, date of publication, title of chapter, editor's name, title of book, publisher, place of publication.

Example: Marshall, J U (1985) Geography as a scientific enterprise, in R J Johnston (ed) *The Future of Geography* Methuen, London, Chapter 5, p113.

Official Sources should be referenced in the following manner:

Audit Commission (1989) *Urban Regeneration and Economic Development: The Local Government Dimension*, HMSO, London.

World Bank (1991) *World Development Report* Oxford University Press, New York.

B Footnotes

This widely-used system is sometimes preferred because it avoids cluttering the text with brackets. It entails placing a superscript numeral at the end of a sentence or quotation. This directs the reader to a footnote, either at the foot of the page or at the end of the essay. Footnotes should run in sequential order from the beginning to the end of the essay.

The footnote contains details of the source. Here there are two possibilities:

1. The footnote contains the same minimum details of the source as are placed in the text in the Harvard system. In this case, you should provide a full list of references at the end of the essay.
2. Alternatively, the footnotes include full details of the source on their first occurrence. You should then use *ibid* and *op cit* in later footnotes to refer back to details cited in earlier footnotes. You should use *ibid*. (*ibidem* - in the same place) where consecutive footnotes refer to the same source. Use *op cit* (*opera citato* - in the work cited), after the author's name and date of publication, if the source is fully described in another footnote earlier than the one immediately preceding it. In this case a list of references is not needed because full details of the sources cited are provided in the footnotes.

If you are still uncertain about these methods of referencing, then consult the style manuals which are held in the Main Library.

Useful links

The below links are for pages which give details of policies and guidance within and outside of the School of GeoSciences, including Special Circumstances, Assessments and Examination diets.

School of GeoSciences Teaching Organisation:

<http://www.ed.ac.uk/schools-departments/geosciences/teaching-organisation>

School of GeoSciences policies and forms:

<http://www.ed.ac.uk/schools-departments/geosciences/teaching-organisation/to-form-policy>

College of Science and Engineering:

<http://www.ed.ac.uk/schools-departments/science-engineering>

Academic Services:

<http://www.ed.ac.uk/schools-departments/academic-services>