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INTRODUCTION
Welcome to the School of Geographical and Earth Sciences (GES), University of Glasgow, and the MRes (Masters of Research) Programme in Human Geography. We hope that you enjoy the course and find the School and the Human Geography Research Group (HGRG) a supportive and intellectually stimulating environment in which to study.

We encourage MRes students to take an active role in other activities in the broader research culture of the department. As an MRes student, you will be a part of the Human Geography Research Group (HGRG), alongside the permanent lecturing staff, postdoctoral researchers, PhD students and other visitors to the School. The intention is that you should be treated very much as a postgraduate student and will take part in HGRG activities, most notably the bi-weekly Thursday lunchtime meetings, usually held during Semester-time, 1.00-2.00 pm in Room 311.

As well as HGRG meetings and events, there is a programme of School Research Seminars on Wednesday afternoons at 3.15 pm at different venues in GES or other accommodation, including several which will feature prominent human geography academics from other universities. There are occasional Coffee Mornings for all GES staff and postgraduate students (including both doctoral research students [PGR] and taught postgraduate students [PGT]), and MRes students (part of the GES PGT cohort) are welcome to use the Staff Common Room (Room 502) at any time.

AIMS OF THE PROGRAMME
The MRes in Human Geography: Spaces, Politics, Ecologies aims to equip students with the essential knowledge and skills in human geography appropriate to undertaking independent research at postgraduate level. The research skills fostered and developed through the course can also be used in a range of different contexts such as the public sector, NGOs, trade unions and research consultancies as well as in more directly academic research. The course seeks to engage at an advanced level with conceptual debates in human geography; to introduce students to a range of transferrable skills of communicating geographical ideas to audiences beyond the academy and to deliver a substantial engagement with methodological skills and approaches which are developed in depth through a students’ own individual research project in the form of a dissertation. The core aims of the programme are to:

• provide a critical knowledge and understanding of conceptual debates in human geography,
• develop a critical awareness of diverse forms of geographical engagements with non-academic audiences and the dynamics of such interactions,
• develop a critical awareness of a range of quantitative and qualitative research methods and their applicability in different research settings;
• enable students to undertake an independent research-based dissertation that provides a sound basis for doctoral research and an opportunity to develop concepts and deploy methods.

INTENDED LEARNING OUTCOMES
By the end of the programme you should be able to:

• analyse the different conceptual approaches favoured within contemporary scholarship in human geography;
• discuss how these conceptual approaches have been applied and developed within human geography, and be able to discuss substantive studies which employ them;
• provide a critical stance on the appropriate use of different research methods (e.g. quantitative, qualitative and archival) in the context of geographical inquiry;
• explain the use of relevant concepts and methods, in researching particular ‘real world’ situations of space, politics, ecologies (particularly in an independent dissertation);
• analyse the ethics surrounding ‘field’ research in many different worldly contexts, comparing and contrasting the ethical implications of research in different geographical contexts.;
• provide evidence, through essay and dissertation writing, and oral presentation of independent critical thought;
• analyse a particular ‘real world’ situation of space, politics and/or ecologies in an independent dissertation;
• Critically position different geographical engagements beyond the academy in relation to relevant critical literatures.
• Discuss the politics and power relations of different geographical engagements beyond the academy.

PROGRAMME STRUCTURE
The programme is divided into the six modules (formally ‘courses’ in standard University terminology) indicated below. Modules 1, 2, 3 and 6 of which are run ‘in-house’ by the Human Geography staff in GES, while Modules 4 and 5 are run by the Graduate School of Social Sciences (GSSS) as part of a generic PGT programme in social sciences.

1. Conceptualising Human Geography 1: Space, Politics, Ecologies (20 credits)
2. Conceptualising Human Geography 2: Geographical Engagements (20 credits):
3. Researching Human Geography: Design, Methods, Ethics (40 credits)
4. Qualitative Methods (20 credits)
5. Quantitative Data Analysis (20 credits)
6. Dissertation (60 credits)

Students can choose a pathway which might substitute either Modules 4 or 5 for another module, of equivalent credit rating and running at a compatible time, from taught Masters programmes run elsewhere in the University of Glasgow. Further advice will be given about such possible substitutions. If a student wishes to map out such an alternative curriculum, they must do so in close liaison with the MRes Convener.

For more information on Modules 4 and 5, students need to consult information on the webpages of the Graduate School for the College of Social Sciences, including details about how to self-enrol on to these modules, available on and linked from the following url:
http://www.gla.ac.uk/colleges/socialsciences/graduateschool/registrationfornewstudents/#/studentsonpostgraduatetaughtcourses

The MRes programme can be undertaken on a part-time basis spread across two years, with a typical model being that a student would take Modules 1, 2 and 4 or 5 in Year 1 and then Modules 3, 6 and 4 or 5 in Year 2. It has also been agreed that part-time
students can have longer to complete their dissertations, with a hand-in in December of their Year 2 (rather than, as for full-time students, September). If a student is interested in the part-time option, then they should consult with the MRes Convener.

**INDUCTION AND START OF TEACHING**

There will be an induction session for all PGT students in the College of Science and Engineering on Monday 10th September, details of which will be communicated separately.

We will also run a compulsory induction session in the School of Geographical and Earth Sciences (GES), for PGT (Taught Postgraduate Students) students generally, and MRes students specifically, on Wednesday 12th September at 10 am in room 416 in the East Quadrangle. There will be a session on Academic writing for PGT students’ on the afternoon of Thursday 13th September, 2-5pm in Room 204 in the East Quadrangle.

Please also note, just in case this seems confusing, that the School of Geographical and Earth Sciences (GES) is institutionally located, for formal planning and resourcing purposes, in the College of Science and Engineering (CoSE; not the College of Social Sciences [CoSS]). You have been formally offered places on the MRes through CoSE, but you will not be expected to attend additional training sessions offered by CoSE. An element of the induction on both the 10th and the 12th will nonetheless tell you about CoSE as a formal administrative ‘home’ for admitting MRes students, but in practice CoSE is unlikely to impact much about your time in Glasgow.

The specifically Human Geography modules (‘Conceptualising’ and ‘Researching’) begin on Monday 17th and Tuesday 18th September (Teaching Week 1, Semester 1).

**TIMETABLE**

The basic timetable for the MRes programme is set out below. A more detailed, but still provisional, schedule for the dedicated Human Geography modules is also provided at the end of this *Handbook*.

**Semester 1: September – December 2018**

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<thead>
<tr>
<th>Module</th>
<th>Mondays</th>
<th>Tuesdays</th>
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<tbody>
<tr>
<td>Conceptualising Human Geography 1</td>
<td>3.00-5.00 pm</td>
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<tr>
<td>Researching Human Geography</td>
<td></td>
<td>3.00-5.00 pm</td>
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<tr>
<td>Qualitative Methods (SPS5037) (GSSS)</td>
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<td>5:30-6:30 pm</td>
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<td></td>
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<td>6:45-7:45 pm</td>
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<tr>
<td>Quantitative Data Analysis (SPS5033) (GSSS)</td>
<td>1.00-8.00 pm</td>
<td>Also slots on</td>
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<td></td>
<td>(varied)</td>
<td>Thursdays,</td>
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<td></td>
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<td>10.00-11.00 am</td>
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**Semester 2: January – March 2019**

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<tr>
<th>Module</th>
<th>Mondays</th>
<th>Tuesdays</th>
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<tbody>
<tr>
<td>Conceptualising Human Geography 2</td>
<td>3.00-5.00 pm</td>
<td></td>
</tr>
<tr>
<td>Researching Human Geography</td>
<td></td>
<td>3.00-5.00 pm</td>
</tr>
<tr>
<td>Dissertation</td>
<td>(supervisory sessions at various times)</td>
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**Summer 2019:** Dissertation (supervising sessions to be arranged)
ASSESSMENTS
There are various coursework assessments associated with the different modules of the programme, details of which can be found further on, together with deadlines (see further on in this Handbook for details and also check MOODLE for further details, clarifications, etc). All assessments for the Human Geography modules (Conceptualising and Researching) should normally be handed in as hard copy to the main School Office, on or before the set deadline day (usually a Monday) no later than 4.00pm. In some cases, there may also be an additional necessity for electronic submission (but details will be provided). It is possible that, following negotiation, some of these deadlines might be varied: if so, always with full approval and cognisance of the MRes students (communicated through the MOODLE ‘pages’). For all assessments, the word length should appear on the first page of the submitted work, along with a signed declaration of originality (verifying that it not plagiarised).

Every effort will be made by staff to mark assessments within the University’s preferred 3-week turn-around period (excluding vacation periods and statutory holidays), but there may be occasions – due to other commitments or clashes with other large assessment duties at undergraduate level – where this turn-around is impossible. If that is the case, information will be communicated via MOODLE alerts about when marked assessments will become available. A marked assessment will sometimes include annotations on the hard copy, but it will always include a summary commentary (usually on a cover sheet) and an indication of the mark awarded (which should always be regarded as provisional until formally confirmed in a student’s MyCampus record: see material on Moodle relating to the Examining Process). If a student has any concerns or queries about how an assessment has been marked, they should initially approach the MRes Convener for advice. Please note that at present the Human Geography staff prefer to mark hard copy, rather than electronic copy, which may be different from what students have experienced in their undergraduate degrees.

Students can collect marked assessments from the main School Office: indeed, they are welcome to take these assessments away to consider them in detail or to photograph them (using a phone, etc.) in the Office. If a student does remove an assessment from the Office, it is imperative that they then return the assessment promptly, because we need all student work to be readily available for review during the Examining Process (see material on Moodle relating to the Examining Process). A student may disadvantage themselves by not returning an assessment.

Note that Nicola Mills-Wierda is currently the Administrative Assistant for all of the PGT programmes in GES: she is based in the main School Office on a part-time basis, and is someone with whom you can liaise with respect to handing in, picking up and returning assessments. Her email is: Nicola.Mills-Wierda@glasgow.ac.uk.

Late submission of assessments
The University expects students to submit assessments by the stated deadlines. If for any reason, a student cannot submit an assessment on time, they should still endeavour to submit it as soon as possible thereafter. The University operates a strict regime for penalising assessments (‘coursework’) submitted late (see University Code of Assessment 16.25: see Examination Process). Where an assessment is submitted no more than 5 working days after the deadline, it will be assessed in the normal way and then 2 grade points deducted for each day or part of a day the work submitted late. An assessment submitted more than 5 working days late will be awarded a grade H (zero) (see Grade-Related Criteria).
If a student is unable to submit an assessment on time, but can establish just cause for this lateness (such as illness or other appropriate circumstances), they must submit a **Good Cause** claim in their MyCampus record. If they do not submit a claim complying with the regulations (essentially, submitting evidence within 7 days of returning to study), then any penalties (and their consequences) are likely to stand. If there is a significant cause resulting in a major delay in submission of one or several pieces of assessment, a student should contact the MRes Convener as soon as possible. If the cause is confidential or sensitive, be assured that the MRes Convener (and any other staff who need to know about the case) will not pass on sensitive information unless absolutely essential and with the student’s permission.

The University’s regulations make provision for limited deferral of deadlines by the member of staff responsible for the submission (here the MRes Convener). Based on evidence, the member of staff may grant an extension of the deadline or exemption from penalties for up to 3 days if they are satisfied that circumstances beyond the student’s control have, or will, prevent on-time submission. Reasons for any extension or exemption from penalties must be recorded in MyCampus.

Good Cause cases are regularly considered by the GES Learning and Teaching Committee (SLTC). If the SLTC deem that a case has validity, the penalty for lateness will be removed or reduced appropriately. Please note that, as a general rule, ‘computer problems’ will rarely constitute Good Cause. It is the student’s responsibility to ensure that appropriate backups of assessments are maintained (eg. use of an external drive or cloud storage).

**Non-submission of assessments**

An assessment not submitted prior to return of feedback on that piece of coursework has been presented to the class (individually or as a group) will be recorded as not submitted, and will be awarded a Grade H (zero). The University Code of Assessment requires that 75% of the assessment of a course should normally be completed, but with some room for manoeuvre in the event of Good Cause preventing that 75% being met and it being deemed impossible or inappropriate for a substitute assessment to be set/submitted at a later date. Non-submission of larger pieces of assessment or several smaller ones may result in credit being refused for the course. This is likely to jeopardise completion of the programme.

**KEY LOCATIONS**

There are dedicated ‘Masters rooms’ (Rooms 101 and 102), with computer facilities and shared desk space for students. The specialist Human Geography modules, Conceptualising and Researching, will usually take place in Room 201 (also known as 234) and 311 in the East Quadrangle site of the School of GES. (There is another site, the Gregory Building, housing earth scientists and some physical geographers). See ‘site map’ on next page of the GES’s accommodation in the East Quadrangle.
Floor Plan: see Rooms 201 and 311 (location of teaching sessions) on Floors 2 and 3; Rooms 101 and 102 (location of dedicated space for MRes students) on Floor 1 (technically in the basement, but you do have windows!); Room 316 (the main School Office, for hand-ins, etc.) on Floor 3; and Room 505 (the office of the present MRes Convener) on Floor 5.
MOODLE
All MRes students will have access to – and should constantly be making use of – the programme’s dedicated MOODLE site. MOODLE is the virtual learning environment used by the University, and we have created three separate MOODLE ‘pages’ for the programme: one each for Modules 1, 2 and 3 (see above). Information relevant to the Dissertation (technically Module 6) will be communicated through the Researching Human Geography page (Module 3). On these ‘pages’, you will find copies of basic documentation, including this Handbook, further instructions about assessments (see below) and, crucially, learning materials for all (or most) of the specific sessions run in each of the modules (copies of powerpoint slides used in sessions, copies of readings that need to read in advance or subsequently, further reading lists, instructions about other activities, etc.). The MOODLE ‘pages’ are also the main vehicle through which staff members, including the MRes Convener, will communicate with students (eg. about timetable changes, deadline changes, upcoming seminars and other events, PhD and other career opportunities, etc.). Once a student is enrolled on the relevant MOODLE ‘pages’, they will receive e-mailed MOODLE alerts posted by staff members and the MRes Convener through their link to these pages.

MRES MOODLE (sample from last academic year’s Researching Human Geography ‘page’)

TEACHING STAFF (The MRes may also include other members of the Human Geography Research Group)

Programme Convener:
Dr David Featherstone (David.Featherstone@glasgow.ac.uk)

Staff involved in the course and their interests:

Dr Pablo Arboleda (PA): cultural geographies, contemporary archaeology, critical heritage, and artistic approaches to the geographies of ruins.
Pablo.Arboleda@glasgow.ac.uk
Dr Kye Askins (KA): geographies of identity, citizenship and emotions; everyday urban geographies of agency and resistance; participatory methodologies; public geographies (Kye.Askins@glasgow.ac.uk)

Dr Kate Botterill (KB): critical feminist social, political and population geographies with a particular interests in race, migration and security through feminist geographies.
Email tbc.

Dr Emma Cardwell (EC): environmental geographies of sustainability of food production practice; science and technology studies; feminist science studies; material-semiotic politics.
Emma.Cardwell@glasgow.ac.uk

Professor Deborah Dixon (DD): feminist geopolitics; post-structuralism; ‘monstrous geographies’; media geographies; marginal geographies.
(Deborah.Dixon@glasgow.ac.uk)

Dr David Featherstone (DJF): geographies of solidarities; transnational politics; space, place and political identities, histories and geographies of the left and radicalism
(David.Featherstone@glasgow.ac.uk)

Dr Lazaros Karaliotas (LK): spatial politics, especially the use and contestation of public squares; urban political economy, austerity and oppositional movements (with special reference to Greece).
(Lazaros.Karaliotas@glasgow.ac.uk)

Dr Diarmaid Kelliher (DK): historical and contemporary geographies of political activism and solidarities; strikes and strike-breaking; social movements and historical change.
(Diarmid.Kelliher@glasgow.ac.uk)

Dr Emma Laurie (EL): critically reappraising ‘development’; postcolonial geographies; critical geographies of violence; political economies of health.
(Emma.Laurie@glasgow.ac.uk)

Professor Hayden Lorimer (HL): cultural and historical geographies; more-than-human geography; life-writing, site-writing and creative geographical writing; environmental arts; experimental methodologies; ruinous and affective landscapes.
(Hayden.Lorimer@glasgow.ac.uk)

Dr Cheryl McGeachan (CMcG): historical and cultural geographies of mental ill-health and asylum spaces; history of psychiatry and psychoanalysis; histories of science, life-writing and biography; psychotherapeutic practices such as art therapy.
(Cheryl.McGeachan@glasgow.ac.uk)

Dr Simon Naylor (SN): historical geography; historical and imperial geographies of science; meteorology and climate histories; fieldwork and exploration.
(Simon.Naylor@glasgow.ac.uk)

Professor Hester Parr (HP): social and cultural geographies of emotional and mental health; urban social life and vulnerability; geographies of nature and the arts; creative and experimental methodologies.
(Hester.Parr@glasgow.ac.uk)

Professor Chris Philo (CPP): historical geographies of mental health; social geography of ‘outsiders’ (of all kinds) and ‘alternative’ practices; new animal geography; history and theory of human geography.
(Christopher.Philo@glasgow.ac.uk)
Professor Jo Sharp (JPS): construction of popular geographies by the print media; subaltern geopolitics and post-colonialism; relationships between geography and literature; geography of art; convergence of gendered and national identities; zoonoses and political-ecological change (Jo.Sharp@glasgow.ac.uk)

Dr Ian Shaw (IS): geopolitics; more-than-human geographies; drone warfare and global securities; geographies of violence; political philosophy; video games. (Ian.Shaw.2@glasgow.ac.uk)

Admin Support:
Nicola Mills-Wierda is the secretary based in the School Office who supports the MRes and works Monday to Wednesday lunchtime. Her email address is: Nicola.Mills-Wierda@glasgow.ac.uk.

SWAN@GES
SWAN@GES is the local name for a programme of activity linked to the UK ECU’s Athena SWAN Charter (http://www.ecu.ac.uk/equality-charters/athena-swan/). This Charter was established in 2005 to encourage the advance of the careers of women in higher education and research. The Charter covers all STEM (broadly science) subjects, arts, humanities, social sciences and professional and support roles. In recent times, the Charter has encouraged work undertaken to address gender equality more broadly, and not just barriers to progression that specifically affect women.

Locally, SWAN@GES operates via a committee of 18 people (from undergraduate to professor to administrators), spanning all areas of GES. We currently hold a ‘bronze award’ (2013-17) for our gender equality action plan and have recently submitted a new plan for 2017-2021. The organisation of the local committee is currently undergoing some changes and MRes students will be updated of these changes.

The action plan puts in place a variety of interventions that maintain or improve gender equality in the school, including reviewing work-related policies, providing workshops on career development opportunities and encouraging formal and informal mentoring, while also reflecting annually on data telling us about the gender balance of our degrees and career progression via promotion. We hold regular events, such as SWAN@GES ‘career stories’ coffee meetings associated with the GES School Research Seminars, where postgraduates get opportunities to talk to visiting academics about career development. We encourage members of GES to have a healthy working life that prioritises their wellbeing, which includes providing yoga classes and school coffee mornings and ‘pizza socials’.

We encourage all new PGT and PGR students to attend events and become involved. For more information, please see our website: www.swanges.org.uk. If you wish to chat individually to a representative of SWAN@GES with particular interest in postgraduate issues, then contact Grant Anderson g.anderson.2@research.gla.ac.uk a human geography PhD student.
THE DEDICATED HUMAN GEOGRAPHY MODULES

Most sessions will entail some combination of formal presentation, seminar-type discussion, a reading exercise or various other kinds of practical workshop engagement. Readings will be set in advance of many of the sessions and occasionally other kinds of exercises must be undertaken in advance, and it is essential that students complete these readings/exercises ready for the sessions concerned. All instructions about such work to be completed before sessions should be posted, at least a week prior to the session involved, on the MOODLE sites.

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MODULES 1 and 2

Conceptualising Human Geography 1 – GEOG5004: Space, Politics, Ecologies
(Semester 1)

THEMES

• Introduction: conceptualising human geography (2 sessions)
• Longer-term ‘conversations’ in/on the history of geographical inquiry
• ‘1968 and all that’: humanism, Marxism and the break with the past
• ‘It’s in the post’: post-structuralism, post-modernism and the problem of order
• ‘The future of human geography may not be human’: post-humanism
• Feminist geographies and the politics of gender
• Anti-racist geographies and the politics of race
• Postcolonial geographies and the new politics of ‘development’
• Spatial politics

SESSION OUTLINES

Introduction: conceptualising human geography (2 sessions)
Considers what it means to develop and to deploy concepts in human geography. Critiques the myth of ‘theory-free geography’, and argues that we must be sensitised to the differing conceptual bases from which different human geographers proceed in their work. Demonstrates the very different kinds of studies that result from working with different conceptual approaches, and begins to posit ways of critically assessing the ‘advances’ and the ‘limits’ associated with these differing approaches. Asks students to consider their own ‘mental maps’ of the discipline (and related disciplines) and the more personal dimensions of their lives leading them to embark on the MRes.

Longer-term ‘conversations’ in/on the history of geographical inquiry
Reviews the longer-term history of geography in sketch-map outline, reflecting upon the varying ways in which disciplinary history can be written, stressing the value of a ‘contextual’ history of (human) geography, which necessarily raises questions about the relations between power and knowledge. Proposes that disciplinary history should not be seen as a straitjacket dictating how we should do our human geography today, but rather is a vital resource in allowing us to think ‘where we have come from’ and to inform possibilities for ‘where we are going to’.

‘1968 and all that’: Marxism and the emergence of Radical Geographies
This session explores the emergence of radical geography in the wake of the 1968 uprisings the year when in Ruth Wilson Gilmore’s terms ‘revolutionaries around the world made as much trouble as possible in as many places as possible’. The session situates 1968 as a political conjuncture defined by anti-capitalism and anti-colonialism,
challenging interpretations which position 1968 as an individualised, youth revolt in western cities. The session explores the emergence of the Radical Geography journal Antipode out of these political currents- and explores the ways in which Marxist geography drew on and engaged with political trajectories in the wake of the 1968 revolts.

‘It’s in the post’: post-structuralism, post-modernism and the problem of order
Covers the arguments that raged in the late-1980s/early-1990s about the end of modernism and the heralding of post-structuralist perspectives. Links these arguments to those that have endured over post-structuralism and the shift in certain intellectual quarters to a stance before the world sceptical of ‘meta-narratives’, ‘grand theories’ and all notions of (being able to represent) underlying order. Assesses the consequent turn to talking only of difference, multiplicity, fluidity, hybridity, proliferation, leakages, osmosis, instability and ‘chaosmos’. Sets up the debate about what is gained and what is lost by such manoeuvres.

‘The future of human geography may not be human’: posthumanism
Considers the state of geographical worlds after the end of the human condition, and examines the conceptual challenges being asked of the Enlightenment legacy of sovereign identities. Considers how ordinary situations are populated by monsters, hybrids, mutants, cyborgs, spectres and other botched, or compromised, forms of life. Asks questions of what these beings (or ‘becomings’) do to destabilise the foundational onto-politics of science and subjectivity.

Feminist geographies and the politics of gender
Investigates the rise of new approaches to human geography predicated on taking seriously the ‘other voices’ of women, and other human groupings previously mute in the hallways of academic (human) geography. Lays out the intellectual and political coordinates of feminist geographies, connecting up to the complex terrains of identity politics which have energised writers within this field, and exploring the depth of the challenge to masculinism and gendered ‘positionalities’ inherent in the coupling of power and knowledge throughout the history of geographical inquiry until recently.

Anti-racist geographies and the politics of race
Investigates the rise of new approaches to human geography predicated on taking seriously the ‘other voices’ of people of colour, embracing experiences and interpretations previously obscured by the ‘whitened’ theories and methods characteristic of the discipline’s European origins. Lays out the intellectual and political coordinates of anti-racist geographies, connecting up to the complex terrains of identity politics which have energised writers within this field, and exploring the depth of the challenge entailed by ‘de-whitening’ the discipline and exposing the structures of racial prejudice and injustice about which human geographers have, until relatively recently, been notably silent.

Postcolonial geographies and the new politics of ‘development’
Investigates the rise of new approaches to human geography predicated on taking seriously the ‘other voices’ of peoples occupying and speaking for places once colonised by the empires of the Global North. Lays out the intellectual and political coordinates of postcolonial geographies, connecting up to the complex terrains of identity politics which have energised writers within this field, and exploring the depth of the challenge here to ‘Western’ knowledge production, governmental strategies and technological practices (those once deemed essential for decolonised states to emulate in the name of ‘development’).
Spatial politics
Interrogates differing theories about how space is politicised, and proposes alternative formations of politicised space: notably, the trans-local scale(s) at which this social relation has operated, both historically and in the current conjuncture, popularly framed as one of global austerity. Surveys conventional theories of political and spatial resistance, and their differing manifestation in a range of global settings; urban and rural; as climate-justice or social justice; as international labour protest and local University politics.

Conceptualising Human Geography 2 – GEOG5080: Geographical Engagements
(Semester 2)

THEMES
- Geographical engagements: key concepts and debates
- Materialisms
- Resistance/subalternity
- Technology/surveillance
- Scales/networks
- Geographical engagements: mattering in the world/worlds (5 sessions)

SESSION OUTLINE
Geographical engagements: key concepts and debates
The second semester of the Conceptualising module develops arguments about ‘engagements’ in two different but related directions: between, on the one hand, the kinds of broader conceptual approaches introduced in the first semester and what we term meta-level concepts; and, on the other hand, conceptual approaches and the contribution that a conceptually-informed human geography can make to the study of ‘real world’ phenomena, processes and problems. Specific attention is lent here to what is mean by meta-level concepts, ones that have some purchase across the sub-disciplines (economic, social, cultural, political, historical, etc.) comprising human geography, with particular reference back to power (as discussed in the first semester).

Materialisms
This session explores different approaches to materialisms in human geography with a particular slant towards concerns relating to environments. The session engages with work related to the Marxist tradition which positions materialisms as bearing on the human construction of environments, but also draws on approaches relating to science and technology studies to de-centre the human in these debates. This foregrounds the need to avoid an anthropocentric perspective when considering the non-human ‘life’ of the world, organic and inorganic, and about developing challenging new sense of the vital, embodied but often fragile ‘ecologies’ within which humans are inextricably enrolled alongside all of the other things of the world.

Resistance/subalternity
Explores meta-level concepts of resistance and subalternity, asking about: (i) the complex relationship between resistance and transgression (does the latter have to be intentionally done to count as resistance), as well as claims about the ‘tactics’ of the weak deployed within the ‘strategic’ (institutionalised) demands of the strong; and (ii) the complex status of the ‘subaltern’ as a figure of the marginalised and vulnerable, who is nonetheless often seen as possessing a measure of agency, perhaps a capacity to resist, while always, inevitably being seen as complicit with the languages and practices of those who oppress them.
Technology/surveillance
Explores concepts of technology and surveillance, operating at a global scale, particularly in the light of what might be termed ‘drone geopolitics’, and a personal scale, where the seeming ubiquity of social media increasingly shapes the fabric of more-than-human relations at home, work and play. Asks questions about the future value of identity, life, truth, privacy and secrecy in a world where – according to an apocalyptic vision - you can no longer ever be alone.

Scales/networks
Considers the worth of scale (in conceptual terms, a ‘geographical primitive’) and its possible intellectual relations with another classic analytical category, networks. Conventionally for geographers, scale has been understood in hierarchical or nested terms: from the personal to the global. Alternatively, a different “flatter” ontology of social processes has been proposed, enabled by differing conceptualisation of the human (and more-than-human) agencies exhibited in complexly warped networks of relation. A slew of political implications arise from these contrasting socio-spatial formations.

Geographical engagements: mattering in the world/worlds (5 sessions)
This part of the course develops a range of arguments about why, to paraphrase Massey and Allen, ‘geography matters’. It explores how the forms of conceptually-informed critical human geography that are the core of this module may indeed matter beyond the academy in different ways and to different constituencies. The first four sessions draw on and showcase some of the 'geographical engagements' of members of the course-team and draws on their different experiences of working with different groups beyond the academy. These include engagement with labour geographies, mental health geographies, questions of migration and health geographies in a global south context. The module concludes with a site visit to one of the many community gardens in Glasgow.

Conceptualising Assessments
Conceptualising Human Geography 1: Space, Politics, Ecologies
- **Assessment 1 [CHG1]** (35% of module mark): ‘Personal Mental Map’
  An essay (2,000 words max.) describing a ‘mental map’ of your own personal encounter with concepts in (human) geography (and/or related academic disciplines), considering:
  - How have you developed your own conceptual resources for thinking about human geography, from both more formal educational settings and other aspects of your life experience (over shorter and longer terms)?
  - How have you selected and represented these resources, and how you have acquired them, as displayed on your “map”?
  - What are the ‘metrics’ of your map (in particular how are time passing and spaces occupied represented, if indeed they are?)?
  - How do you link up concepts (in the formal realm of geography and academia) with the specifics of your own personal experiences, including your own time-space trajectory to this point?
  You should also reflect more generally on the issues associated with mapping your own encounter with a discipline’s conceptual heritage. Feel free to contrast your ‘mental map’ with those of your colleagues in the class.
  **Submission date: Monday 22nd October, 2018.**
• **Assessment 2 [CHG2]** (65% of module mark): ‘Comparing Critical Concepts’
  Essay (3,000 words max., excluding direct quotations) providing a critical comparative review of two different bodies of concepts (theoretical approaches) of your choice. It will be important to cover the following bases:
  • Outline each conceptual position in turn, encapsulating its ontological and epistemological commitments, and identifying how it has been adopted by particular human geographers (identifying individual scholars and referencing relevant books/papers);
  • Critically compare the two conceptual positions, assessing the merits and/or demerits of both in terms of, for instance: how they characterise human agency or social structure; how they treat space; how they treat politics; how well they can be translated into substantive research projects; how ‘accessible’ are their vocabularies;
  • Arrive at a view on the relative strengths and weaknesses of each conceptual position. It will be legitimate for you to favour one position over another, for reasons that must be clearly stated, or to balance the two, showing how they maybe complement one another.

*Submission date: Monday 3rd December, 2018.*

**Conceptualising Human Geography 2: Geographical Engagements**

• **Assessment 3 [CHG3]** (100% of module mark): ‘Writing Beyond the Academy’
  Written assignment (4,000 words max., excluding direct quotations in part 2) intended to get students thinking about bridge-building between academic expertise and research praxis ‘beyond the academy’. It requires you to imagine a likely research scenario in which you, as the human geography researcher, have been commissioned/enlisted/volunteered to undertake a piece of work *outwith* the academy but using your grasp of conceptually-informed human geography. For instance, you could be: commissioned by the Scottish Government to report on Glasgow’s current patterns of gentrification around ‘The Merchant City’; enlisted by an NGO to provide a critical account of ‘charity advertising’; or volunteer to assist a local environmental activist grouping in preparing documentation opposing a proposed landfill site. Numerous other scenarios are of course possible.

The submitted assessment must be organised into two distinct but related parts:

1. A **creative section** reflecting the chosen research scenario [approx. 2,500-3,000 words], which could take the form of, for example:
   (i) a policy report;
   (ii) a position or summary paper;
   (iii) an organisational manifesto;
   (iv) an information poster for public display/presentation;
   (v) a testimonial advocating a specific case for rights;
   (vi) a site-specific vision for redesigning or restoring a habitat/landscape;
   (vii) an on-line blog;
   (viii) a video/documentary script, etc.

The chosen research scenario must be readily apparent from this creative section. Depending on the imagined source of your commission/enlisting/volunteering, etc., you have to think about the chosen target readership/audience – those to whom you are speaking and likely trying to influence – which could be any of the following, for example:
- a government institution (e.g. Department of the Environment);
- a private organisation (e.g. a corporation);
- a civil society organisation (e.g. charity; aid organisation; environmental/public arts organisation);
- an international body (e.g. the U.N.; the World Social Forum);
- a local community interest group.

2. A more conventional academic commentary section explaining the concepts informing the creative section, detailing the decisions taken about how these concepts can be most effectively embedded into the creative section to communicate persuasively to the specified non-academic audience, and reflecting on the difficulties of/limits to what conceptual work can indeed be brought to bear in your piece of ‘writing beyond the academy’. [approx. 1,000-1,500 words]

The second section will be assessed using the standard academic grade-related criteria (see below), but the first will be assessed rather differently (staff markers will judge the effectiveness and appropriateness of a student’s attempt to craft their ‘creative’ targeting of a chosen target readership). Each section will be worth 50% of the overall mark for this assessment, but a single overall mark will be reported to students.

Submission date: Monday 11th March, 2019.

MODULE 3

Researching Human Geography – GEOG5022: Design, Methods, Ethics
(Semesters 1 and 2)

THEMES

Semester 1
- Introduction: researching human geography
- Beyond Methodological Nationalism: Researching Connections and Trajectories
- Fields and sites: putting research practice in place
- Quantitative Geographies
- Methods from concepts to method and back again
- Research design: the ideal, the reality and why it gets a bit messed up
- Fields and sites: placing research practices
- Positionalities: emotions, passions and the problematic of the ‘I’
- Researching in the Global South: Ethics and Practicalities
- Practices: from science-based rigour to arts-based creativity, and back again
- Investigative Methods

Semester 2
- Ethics: ‘real’ ethics and ‘bureaucratic’ ethics
- Data-handling workshops (6 workshops)
- Representational strategies: how to tell/show/move/persuade an audience …
SESSION OUTLINES

Introduction: researching human geography
Considers what it actually means to undertake research in human geography (and, indeed, in any academic discipline): asks what kind of practice is ‘research’, and to what extent it has now come to be regarded as ‘professional’ academics undertaking ‘original inquiry’ based upon the rigorous use of methods framed by logical frameworks for generating and processing ‘evidence’. Considers the history of what has passed for human-geographical inquiry over the last century, particularly contrasting older genres of simply ‘being there’ (and ‘intuiting’ the truth of places) with more recent demands to follow the protocols of (critical) social science.

Beyond Methodological Nationalism: Researching Connections and Trajectories
The last two decades or so have seen a strong challenge to the centrality of the nation as a container of political and social activity. Alongside this has been a challenge to forms of ‘methodological nationalism’ which assume the nation as a fixed backdrop to social relations. This session explores alternative ways of thinking about methods—through exploring the ways in which connections and trajectories between places can be researched.

Quantitative Geographies
This session introduces key aspects of quantitative geographies and explores the ways in which they have been used by critical human geographers. It explores key critiques of quantitative approaches, but also explores ways in which quantitative and qualitative approaches can be combined through mixed methods approaches.

Methods from concepts to method and back again
This session explores the importance of engaging with the relations between conceptual approaches and the choice of methods. It will explore the importance of ensuring a fit between conceptual approaches and methods and tactics for developing an effective conversation between concepts and methods. It will also explore how methods can enable empirical work to ‘speak back to’ conceptual approaches.

Research design: the ideal, the reality and why it gets a bit messed up
Explores the ideal of the ‘scientific method’, with its preference for explanatory rather than descriptive methods; critiques the traditional linear model of research design; addresses the practical problems of implementation, with particular reference to the complicated realities of working with real peoples and places as faced by most practising human geographers.

Field and sites: placing research practices
Developing themes from the previous session, explores the distinction between the general/abstract and the particular/concrete, as linked to assumed differences between explanation and description; and traces the closely related distinction often upheld in the ‘doing’ of social sciences between survey-based empirical research and in-depth case studies. Illustrates and debates the uses of each in human geography, and notes ways in which extensive and intensive methodological strategies may be combined within the same research project.

Positionalities: emotions, passions and the problematic of the ‘I’
Explores the vexed status of the ‘I’ as disbarred from conventional scientific representations, meaning the individual person(ality) of the practising
researcher/human geographer, and drawing upon arguments in feminist/emotional/psychotherapeutic geographies about needing to foreground the ‘positionality’ of the researcher. Asks about what are the gains of such self-awareness, the limits of self-disclosure and the extent to which researchers can ever be fully ‘transparent’ to themselves.

**Researching in the Global South: Ethics and Practicalities**

This session seeks to introduce both the ethics and practicalities of doing research in global South contexts. The session explores some of the particular ethical questions raised by engaging in contexts which have often had histories of colonialism and where questions around knowledge and coloniality can be particular acute. The session also offers key practical insights drawing on experience from researching health in Tanzania.

**Practices: from science-based rigour to arts-based creativity, and back again**

Explores the actual practices of academic researchers, which often depart from what is claimed about, say, the dispassionate, disembodied rigour of what they do. Continues to draw upon the social studies of science literature to complicate the picture of ‘practising’ science/social science/human geography, introducing questions about emotion, empathy, intuition, aesthetics and the ethics/politics of artwork, as well as asking about what can be learned from the apparently more creative experimentation of the arts and humanities.

**Investigative Methods**

This session introduces key approaches to investigative methods- that is approaches to finding out what are often ‘hidden’ knowledges about the activities of companies and organisations. The session will introduce key techniques such as how to make a freedom of information request and how to find out information about companies, eg how to use records for companies registered at Companies House.

**Semester 2**

**Ethics: ‘real’ ethics and ‘bureaucratic’ ethics**

Explores what is arguably involved in the situated, ongoing ethics of conduct and engagement in ‘real world’ human-geographical studies: how do researchers negotiate access to ‘the field’ and, more particularly, to research subjects? what kinds of relationships, potentially power-laden, maybe conflictual, possibly emotionally-charged for all concerned, may emerge in the field? How can these relationships be negotiated, to ensure that nobody is ‘harmed’ but also that the research is successful? And are there any occasions when one can justify being covert, even in some respects ‘unethical’, in one’s research practices? Also explores the bureaucratic demands of securing ethical consent to undertake research, especially with so-called ‘vulnerable’ human subjects, which then links to the formal University administrative ethics permission process that students will almost certainly need to go through in connection with their dissertation research.

**Data-handling workshops (6 workshops)**

A set of workshop-based sessions in which students will be introduced to very specific methods of researching human geography, with staff members experienced in such methods demonstrating the stages/issues inherent in how such methods generate, process and draw conclusions from – in short, how they ‘handle’ – the very different varieties of data upon which they fasten. In a workshop format, students will be able to work themselves with data (from an archive, a video, an interview transcript, a
media course, an exhibition, etc.), and to recognise the pros and cons, the possibilities and limits, of using different methods/data sets. Space will be given to explore more creative and experimental methods/data sets, as well as to more familiar ones. The specific foci of the workshops are provisionally set as follows: archival and documentary methods; media-critical and on-line methods; interview and ethnographic methods; participatory and activist methods; visual and ethnomethodological methods; sensory and performative methods.

**Representational strategies: how to tell/show/move/persuade an audience …**

A final session in this module, connecting to claims about the ethics, politics and power relations of research, will directly consider how human geographers may go about actually representing their research to different kinds of audience (and hence with differing kinds of purpose in mind). This session is hence concerned with the possible strategies for representing one’s research – which brings in a host of questions to do with ‘rhetorics’ of telling, showing, moving and persuading an audience. At one level, there is the distinction between deliberately dry, factual, perhaps statistically-full reporting and deliberately dramatic, evocative story-telling; but much else demands attention such as the status of, say, technical-‘professional’ competence (the clever PPT, the report stuffed full of graphs and maps) as opposed to critical-‘engaged’ performance (the note-less conversational style, the artfully ‘amateur’ pamphlet), etc.

**Assessments**

- **Assessment 1 [RHG1] (25% of module mark): ‘Critical Methodological Review’**

  Essay (2,000 words max., excluding direct quotations) providing detailed summary and critique of the methods deployed in a paper/chapter reporting on a chosen human-geographical research project, with reference to selected arguments about research methods provided in Semester 1 lectures. It will be important to cover the following bases:
  - Describe the methods of both data collection and data processing undertaken in the research project on which the paper/chapter reports – pay attention to both the details of the methods used and also the overall research design;
  - Provide a critical assessment of how well or badly you think that the methods ‘work’ in relation to the research questions being asked by the project, and evaluate how plausible/trustworthy you judge the project’s findings and conclusions to be (in terms of methodological rigour);
  - Comment on the appropriateness or not of the methods, what maybe remains unclear about how they were used (in the given ‘field’, with the proposed ‘participants’, etc.), and, if relevant, discuss ethical issues;
  - Comment on how else the project might have been undertaken, methodologically, if your view is that the project could indeed have been better done in another way.

  Please give full bibliographical details of the paper/chapter under critical review, and also of any other works consulted (eg. books, etc., on methods in human geography)

  **Submission date: Monday 7th January, 2019.**

- **Assessment 2 [RHG2] (25% of module mark): ‘Dissertation Research Proposal Presentation’**

  This assessment, which will take place on Tuesday 15th January 2019, involves an oral presentation. The requirement is the production of a detailed dissertation research proposal as per the guidelines below. Some of the material from this presentation may appear in revised form in your dissertation, and it is vital that you discuss it in advance with your dissertation advisor.
Presentation Guidelines
The presentation will be for 10 minutes with 5 minutes for questions from all available members of the HGRG. PowerPoint presentations are preferred, but other formats would be acceptable (discuss this with your dissertation supervisor). As a guide, your presentation should cover the following:

1. Title of project
2. Brief description of research focus (why it matters/is worth undertaking)
3. Underlying research questions (up to 5)
4. Research proposal outline
   - literature background (explain how research relates to, and extends, past research)
   - concepts to be deployed (conceptual approaches and meta-concepts)
   - empirical setting of research (e.g. elaborate on case study context)
   - research design and methods (should make plain why certain methods have been selected to address questions posed and relating to concepts deployed)
   - ethical issues (particularly if dealing with ‘vulnerable’ subjects)
   - detailed timetable (details of how and when research will take place from background reading through to final production of thesis)

• Assessment 3 [RHG3] (50% of module mark): ‘Mini-Research Project’
  Written assignment (4,000 words max., excluding direct quotation), reporting on a modestly scaled piece of original inquiry orientated in some way towards advancing your dissertation research. It could entail a sustained critical review of a given field of literature (e.g. social geographies of chronic illness, economic geographies of old-industrial regions, historical geographies of crofting, etc.) or of a given body of sources (e.g. government select committee reports, local authority policy statements, newspaper articles, on-line blogs, etc.). Or it could involve an account of a pilot study in which you gathered and processed data in preparation for your dissertation (e.g. using questionnaires, interviews, focus groups, archives, etc), perhaps including critique of the pilot. Or it could involve a sustained discussion of the ethics and politics of your proposed dissertation project. Submission date: Monday 22nd April, 2019.

  N.B. Some of the material from this mini-project may appear in revised form in your dissertation, and it is vital that you discuss this possibility in advance with your dissertation advisor.

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REFERENCES FOR THE HUMAN GEOGRAPHY MODULES
(Many more will be flagged in sessions)

*Conceptualising Human Geography*

Researching Human Geography

MODULE 6 – GEOG5039P

Dissertation project
The dissertation is a piece of original research leading to a written document (‘the dissertation itself’) of up to 15,000 words. It is usually expected that this will involve empirical research, although in special cases it may be possible to undertake a more theoretical and/or literature-based piece of work.

Process
The dissertation research takes place in Semester 3 and through the summer vacation, although preparation work will be undertaken in Semesters 1 and 2 as follows (week numbers here clarified in timetable at back of this Handbook):

• Initial tutorial with CPP = some time in week 5
• Outline dissertation proposal (c. 200 words) to CPP = end of week 10
• Supervisorial session with allocated dissertation advisor and preliminary preparation work prior to presentation = after week 10 through to Christmas
• Possible further supervisorial session with dissertation advisor, prior to presentation = circa week 11
• Dissertation research proposal presentation = week 12
• Supervisorial sessions with dissertation advisor, attending to ethics issues and prior
to ‘releasing’ students to commence their dissertation proper = weeks 13 to 20

Following the selection of a basic research focus, as indicated in a student’s outline dissertation proposal, each student will be allocated to a specialist dissertation advisor who will meet periodically with their students to advise on the dissertation proposal presentation, and then on ethics and further preparation to commence ‘fieldwork’ (or other forms of empirical inquiry). Dissertation advisors will then be available for further consultation during Semester 3 and during the summer.

Prior to final submission of the dissertation, a student may supply their supervisor with the following:
- proposed chapter structure, to receive summary feedback from supervisor in verbal/written form.
- and a full draft of the whole dissertation or as much of this draft as a student has completed by the relevant date (see below) or that they wish their supervisor to consider, to receive summary feedback from supervisor in verbal/written form (where comments will be on coherence of argumentation, use of empirical evidence, overall style and formatting, etc., but will not entail detailed line-by-line editing).

For the 2018-2019 cohort, draft material/chapters should normally be supplied for a Supervisor’s consideration no later than Friday 16th August, 2019, with adjustment for part-time status (see earlier under Programme Structure).

Assessment (the dissertation itself)
Students are required to submit a dissertation as part of the MRes in Human Geography. The following document provides information relating to the submission of the dissertation.

1. Format of dissertation
The dissertation should be word-processed and may include relevant maps, photographs, diagrams, tables and appendices. The word limit is 15,000 words, including quotations from academic sources but excluding quotations from archival/documentary sources or from interview/focus group transcripts.

2. Text
The text must be word processed on one side only of A4 paper. The text should be printed using a legible typeface (we recommend 12 point Times New Roman); line spacing should be set to 1.25 or 1.5 lines; paragraph breaks should be indicated by double-line spacing (ie. two carriage returns); main and sub-headings should be emboldened; the margins should be 30 mm left and right, and 20 mm top and bottom. In addition to these requirements, you should ensure that your pages are numbered consecutively throughout, including tables, figures and photographs. The page number should be located centrally within the bottom margin of the page. Any footnotes/endnotes should normally be limited and brief, with the possible exception of where detailed discussion is needed of archival or equivalent sources.

3. Figures and tables
Maps, diagrams and graphs should be produced to acceptable standards using stencil and/or Letraset and/or typeset and/or computer-generated graphics packages at, or reduced to, A4 size. Images (eg. photographs, whether original or sources from elsewhere) should be produced at sufficiently high quality (colour or black-and-white) to be easily interpretable. All such illustrative material should be referred to as figures, given a caption and a number, and either fully annotated or discussed in detail in the nearby text. Figure captions/numbers should be placed below the figures. The only
exception is tables, which should be referred to as tables, but still given a caption and a number, and similarly explained by annotations or in the nearby text. Table captions/numbers should be placed below the tables. Sources should be provided for all figures/tables — if self-produced, indicate this fact — and sources should be referenced in the bibliography.

4. References
Within the text all references should be indicated using Harvard system citations, ie. with the author’s surname and the date of publication in brackets: for instance, (Naylor 2000) or “as Naylor (2000) has so convincingly shown …”. You must give page numbers for all quotations, which should be book-ended by double-quotations marks; and lengthy quotations (from literature or primary sources) of, say, over 4 lines in length should be indented, single-spaced and set apart from the main text by a line above and below. For web pages, use a one word abbreviation of the author/title of the web page followed by the letters WWW: eg. (Friends of the Earth, WWW) or “as Friends of the Earth (WWW) have argued …”. The references to all sources used, including web pages, should appear as an alphabetical list in the bibliography, which should contain all literature and archival/documentary sources referred to in the text.

For books
Surname, Initials, Date, Book, Title, Publisher: Place of Publication.

For chapters in edited collections
Surname, Initials, Date, Title of Chapter, in Editors’ Names, eds, Book Title, Publisher, Place of Publication, Page Numbers.

For papers in journals
Surname, Initials, Date, Title of Article, Journal Title, Volume Number, Issue number (where appropriate), Page Numbers.

For web pages
Abbreviation used in Text, Title/Author of Web Page, URL, Date Last Accessed.
Example: Greenpeace (WWW), Greenpeace homepage http://www.greenpeace.org/, last accessed 05/02/01.

In the case of ‘primary’ material – perhaps archival or other documentary material – that does not fit these categories, you should supply sufficient information for the reader to be able to find the source, possibly in a section kept separate from the listing of academic sources. In order to meet these referencing requirements, you must keep careful note of what you have read and the sources of specific information. This is also intended to ensure that other people’s ideas and information are properly acknowledged, mindful of the snares of plagiarism.

5. Acknowledgements
All sources of information and assistance should be acknowledged, particularly any authorities who have aided the project, eg. water companies, planning authorities, industries, archivists, activists, etc.
6. Order of Presentation
The dissertation should include most if not all of the following elements:

i. Title page, containing project title, author, date, and official declaration that this dissertation is submitted in part fulfilment of the regulations for the MRes in Human Geography in the School of Geographical and Earth Sciences, University of Glasgow.

ii. Declaration of originality

iii. Ethics statement, acknowledging clearance provided at School/College level (no need to copy/bind in the clearance document itself)

iv. Acknowledgements.

v. Abstract: a synopsis of the dissertation stating the nature and scope of the work undertaken, of 500 words maximum.

vi. Contents page: page references to chapters, sections, appendices, etc.

vii. List of figures and tables (optional): separate lists of each giving number and page reference.

viii. Main body of dissertation, subdivided logically into chapters. Dissertations will vary in their structure reflecting different subject-matters and presentation styles, but in normal circumstances should include an introduction (briefly setting the scene for the research focus), literature review (identifying a ‘gap’ in the literature that your research addresses and probably indicting), methodology/study area, ‘data’/empirical analysis/interpretation chapter(s), conclusion.

ix. Bibliography (possibly separating out academic and ‘primary’ documents)

x. Appendices: detailed lengthy tables and other information obtained which is referred to in the text of the dissertation.

7. Word limit
The word limit for dissertations is 15,000 words. The word length should be typed on the title page of the completed dissertation. Above this, a mark penalty might be imposed. The word limit applies only to the main body of the dissertation. Thus, table of contents, list of figures and tables, acknowledgements, captions/text on figures and tables, bibliography and appendices, as well as quotations from primary sources, need not be included in the word count.

8. Binding
The dissertation should be submitted as ring-bound hard copy, and an electronic version should also be submitted to CPP. Extensions will not be given because of printing or binding problems.

9. Deadline
The completed dissertation is to be submitted on Monday 9th September, 2019. In exceptional circumstances, including part-time status, the deadline may be extended following consultation with supervisor(s), the programme Convener and the GES Teaching, Learning and Assessment Committee. If the dissertation is submitted late without such prior agreement, a mark penalty will almost certainly be imposed.
10. Plagiarism
Any suggestion of plagiarism will be investigated and will be severely penalised if confirmed. See the University rules on plagiarism at:
http://www.gla.ac.uk/media/media_165329_en.pdf#page=49&view=fitH,350

11. Ethics
Where research has involved contact or the co-operation with human subjects, the appropriate university ethical procedures must be followed, as will be fully explained in sessions given during the Researching module of the MRes programme.

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GRADE RELATED CRITERIA (GRC)

The following criteria are used by staff when marking assessments/dissertations (with additional attention, when marking the latter, to evidence of the excellence or otherwise of the overall quality, effectiveness, plausibility and coherence of the research undertaken). These grades also indicate the possible final level of a student’s overall MRes degree award (i.e. Distinction, Merit, Pass, Diploma, Fail/Unsatisfactory).

Grade | Criteria
--- | ---
18-22 (A) | - extensive knowledge and understanding of key themes and concepts
| Distinction | - capacity for original thought and ability to position own work within broader debates where appropriate
| | - evidence of skilled research and wider reading which entails ability to critical assess rather than merely report work and arguments of others
| | - displays extensive knowledge about and demonstrates innovation in use of research methods where appropriate
| | - highly effective use of evidence and supporting materials to support arguments
| | - highly articulate and displaying flair in expressing both oral and written arguments

15-17 (B) | - sound knowledge of themes and concepts from relevant literature
| Merit | - clear evidence of wider reading
| | - attempt to locate own work within broader discourses
| | - shows awareness of relevance of different methodological approaches and makes effective use of research methods where appropriate
| | - ability to draw upon relevant material and evidence to support argument
| | - ability to develop and construct sound argument both in oral and written work

12-14 (C) | - displays basic knowledge of key themes and concepts
| Pass | - limited evidence of wider reading
| | - only partially successful in locating own work within broader discourse
| | - limited awareness of and ability to draw upon research methods where appropriate
| | - limited and uneven ability to draw upon evidence and supporting materials
| | - ability to construct argument though lacking in focus and less skill in prioritising compared to ‘Merit’ students

9-11 (D) | - tendency to resort to wide, general arguments with little sense of relevant concepts
| Diploma |
standard - reliance upon one or two prescribed texts for reading material
- poor awareness and use of research methods where appropriate
- poor organisation and use of wider material (if any)
- argument poorly organised and weak in structure

Below 8 (E) - Highly generalised argument with little depth and no knowledge of broader concepts
- Absence of wider reading
- Inability to use or complete lack of awareness of research methods
- Lack of organisation and no evidence of wider material
- Inability to construct an argument or basic answer to question

Outline ‘map’ of concepts/approaches in human geography, c.1800 to c.2010s (to be discussed early in the Conceptualising Human Geography module)
**DETAILED TIMETABLE FOR MRES 2018-2019 (STILL PROVISIONAL AS TO EXACT ORDERING/STAFFING)**

(some changes may be necessary during the year, in full consultation with the group, and it is important that students do not take these dates/times/staffing as set in stone – because so many staff are involved, we will need to keep flexibility)

### Semester One

<table>
<thead>
<tr>
<th>Week Date</th>
<th>Mondays 3.00-5.00</th>
<th>Tuesdays 3.00-5.00</th>
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<tbody>
<tr>
<td></td>
<td>Conceptualising Human Geography 1</td>
<td>Researching Human Geography</td>
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<td>Staff allocated</td>
<td>Staff allocated</td>
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<tr>
<td>2 24/9</td>
<td>Introduction: a ‘mental maps’ exercise</td>
<td>Beyond Methodological Nationalism: Researching Connections and Trajectories</td>
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<tr>
<td>3 1/10</td>
<td>Longer-term ‘conversations’ in/on the history of geographical inquiry</td>
<td>Quantitative Geographies</td>
</tr>
<tr>
<td>4 8/10</td>
<td>‘1968 and all that’: humanism, Marxism and the break with the past</td>
<td>Methods from concepts to method and back again</td>
</tr>
<tr>
<td>5 15/10</td>
<td>‘It’s in the post’: post-structuralism, post-modernism and the problem of order</td>
<td>Research design: the ideal, the reality and why it gets a bit messed up</td>
</tr>
<tr>
<td>6 22/10</td>
<td>The future of human geography may not be human’: post-humanism</td>
<td>Fields and sites: placing research practices</td>
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<tr>
<td>7 29/10</td>
<td>Feminist geographies and the politics of gender</td>
<td>Positionalities: emotions, passions and the problematic of the ‘I’</td>
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<tr>
<td>8 5/11</td>
<td>Postcolonial geographies and new politics of ‘development’</td>
<td>Researching in the Global South: Ethics and Practicalities</td>
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<tr>
<td>9 12/11</td>
<td>Anti-racist geographies and the politics of race</td>
<td>Practices: from science-based rigour to arts-based creativity, and back again</td>
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<tr>
<td>10 19/11</td>
<td>Spatial politics</td>
<td>Investigative Methods</td>
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Nb. Students should spend the end of November and December on completing assessment CHG2 and commencing assessment RHG1; and also, crucially, starting
to formulate clear ideas for their MRes dissertation research project, as well as preparing for their dissertation presentation (RHG2) early in Semester 2.

**Semester Two**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Mondays 3.00-5.00</th>
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<tbody>
<tr>
<td>11</td>
<td>7/1</td>
<td>Geographical engagements: key concepts and debates</td>
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<td></td>
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<td>DJF</td>
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<tr>
<td>12</td>
<td>14/1</td>
<td>Scales/Networks</td>
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<tr>
<td>13</td>
<td>21/1</td>
<td>Materialisms</td>
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<td>EC</td>
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<tr>
<td>14</td>
<td>28/1</td>
<td>Resistance/subalternity</td>
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<td>LK</td>
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<tr>
<td>15</td>
<td>4/2</td>
<td>Technology/surveillance</td>
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<tr>
<td>16</td>
<td>11/2</td>
<td>Geographical Engagements I: Labour Geography and the Miners’ Strike</td>
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<tr>
<td>17</td>
<td>18/2</td>
<td>Geographical Engagements II: Mental Health Geographies and Art Extraordinary</td>
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<td>18</td>
<td>25/2</td>
<td>Geographical Engagements III: Health Geographies in Global South- Zoonoses</td>
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<td>19</td>
<td>4/3</td>
<td>Geographical Engagements IV: Brexit/ Migration</td>
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<td>KB tbc</td>
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<td>20</td>
<td>11/3</td>
<td>Geography matters: local engagements field visit to Community Garden in Glasgow</td>
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<td>DJF</td>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Tuesdays 3.00-5.00</th>
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<tbody>
<tr>
<td>11</td>
<td>8/1</td>
<td>Free: students preparing for their dissertation project plan presentations</td>
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<tr>
<td></td>
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<td>Meetings with individual dissertation tutors</td>
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<tr>
<td>12</td>
<td>15/1</td>
<td>Student dissertation project plan presentations</td>
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<td>All HGRG staff and postgraduates</td>
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<tr>
<td>13</td>
<td>22/1</td>
<td>Ethics: ‘real’ ethics and ‘bureaucratic’ ethics</td>
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<td>14</td>
<td>29/1</td>
<td>Data creation and handling workshops 1: archival and documentary methods</td>
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<td>15</td>
<td>5/2</td>
<td>Data creation and handling workshops 2: media-critical and on-line methods</td>
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<td>16</td>
<td>12/2</td>
<td>Data creation and handling workshops 3: interview and ethnographic methods</td>
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<td>17</td>
<td>19/2</td>
<td>Data creation and handling workshops 4: participatory and activist methods</td>
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<td>26/2</td>
<td>Data creation and handling workshops 5: visual and ethnomethodological methods</td>
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<td>19</td>
<td>5/3</td>
<td>Data creation and handling workshops 6: sensory and performative methods</td>
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<td>20</td>
<td>12/3</td>
<td>Representational strategies: how to tell/show/move/persuade an audience</td>
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