Changes in Examination Regulations to the University Gazette – Social Sciences Division

Social Sciences Board

Approved by TAC Chair’s Action 21/03/2013

Title of programme
Prelims Human Sciences

Brief note about nature of change:
To update the description of the Human Geography Section of Prelims Paper 3: Society, Culture and Environment so that it conforms to what is taught and examined on this paper.

Effective date
1 October 2013

Location of change
Examination Regulations 2012

Detail of change
1. P.120, ll.24-28, delete all lines and insert ‘Human Geography: Approaches to understanding contemporary international migration – from neo-classical to post-structuralist; forced migration, changing international, regional and national legislation and policy; diasporas and transnationalism, especially issues of identity, home and belonging; social divisions and the experience of migration and integration addressing gender, class and ethnicity; cosmopolitan or ‘superdiverse’ cities; and state policy and the influence of nationalism, xenophobia, economics and ethics.’.

Explanatory Notes
This change will update the description of the Human Geography Section of Prelims Paper 3: Society, Culture and Environment so that it better reflects what is taught and examined on this paper. The change in syllabus is a belated response to a change in the provision of lectures in Human Geography. In 2007 Professor Peach retired. For three decades or more
he had delivered a lecture course which formed the core of what was then taught in tutorials to human scientists. The area in which he lectured, urban social geography, is no longer part of the prelims Geography course. But part of this area is now covered by lectures given by Dr Patricia Daley for Prelims Geography. The revised rubric is a more accurate description of the content of her lectures, which only address “international migration and its consequences for ethnic diversity”. The various tutors in the School of Geography who continue to provide tutorials for Human Sciences agreed that it would be better for the students if tutorials matched lectures as closely as possible.