2025

DRUMLIN

DRUMLIN

Magazine of the Glasgow University Geography Society and Earth Science Society

2025

Editorial Team

Editor-in-Chief: Duncan Shaw

Deputy/Geography Editor: Rebecca Young

Design Editor and Illustrator: Eleanor Horton

Earth Sciences Editor: Luke Malley

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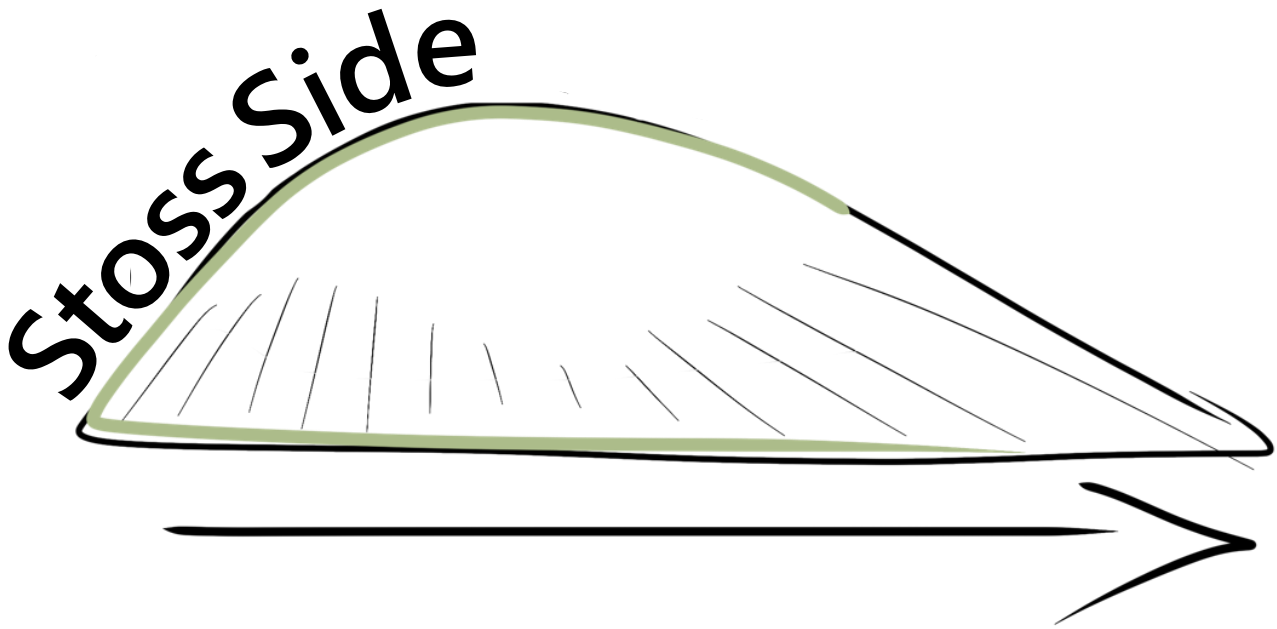
We would like to thank the School of Geographical and Earth Sciences and the Student Representative Council (SRC) for their generous financial support, allowing us to create and print these issues and bring the Drumlin magazine back to life!

(Cover Design by Eleanor Horton)



(Front Pages)

Editorial

Duncan Shaw (Editor)

Fourth Year, Geography

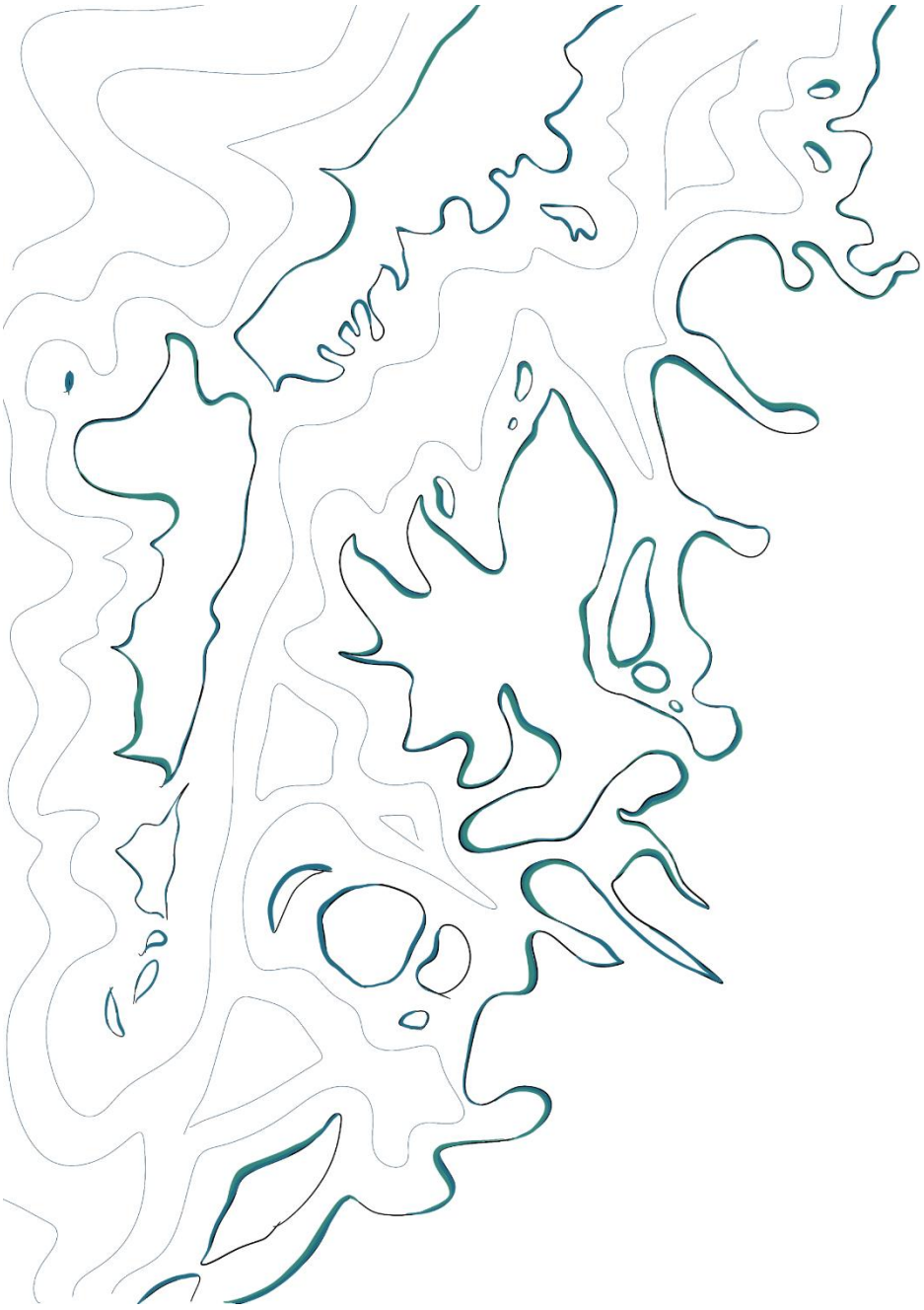
My first encounter with this magazine was, when browsing the Student Society section of the university Archive Services, I came across the "Geographical Society (JOGSOK)" section, with only two entries: "Society magazine, *The Drumlin* 1956-58" and "*The Drumlin* Tenth Anniversary Issue 1964". Thus began an obsession that has, in some ways, culminated in this editorial, and the publication of this here magazine. After seeing this entry, I went to the internet to find all I could about this funnily named magazine. I came across my first lead, and the bible for the subsequent restoration of *Drumlin*, Chris Philo's 1998 article "*Reading Drumlin: academic geography and a student geographical magazine*" published in *Progress in Human Geography*. This not only told me that *Drumlin*, as the magazine of the Glasgow University Geographical Society, ran near-annually from 1955 to 2005 (with a 2009 issue created for the centenary of the geography department), but that the person I needed to seek out on my quest to restore *Drumlin* was: a certain Professor Chris Philo. I swiftly got in touch with Chris and, after warning me over email of the various difficulties that I would have to face, and the fact there had been various aborted attempts at reviving Drumlin since 2009 (I was unfazed!), we finally got a chance to meet up to talk *Drumlin*. Since Chris is the keeper of the *Drumlin* archive, I also finally got to get my hands on the vast collection of past issues, and my goodness were there some interesting – and slightly dubious – ones. After this, I was determined to restart this historic departmental legacy, so I assembled an elite task force: the Editorial Team, and we got to work on bringing *Drumlin* back to life…

So that takes us to this issue, the first since 2009! The first difference is that, since the *Drumlin* were published, the Geology and Geography departments have merged into the School of Geographical and Earth Sciences that we all know and love. So, for the first time, *Drumlin* is a combined endeavour between the Geography Society and Earth Sciences society (though still primarily driven by Geography). On top of this, you may realise that we have various contributions from staff and students not strictly in GES. Instead of revealing the apathy of geographers and geoscientists, I think it instead highlights the interdisciplinary nature of the subject and our school! Each of these articles are all in some way geographical in nature, so will still be of interest to readers. Of these, special mention must be given to the articles by Dr Alasdair Whyte of the Celtic and Gaelic division on the place-names of Glasgow's elevated places (obvious geographical links there!) and by Dr Andrew Hoolachan on his town planning research in the division of Urban and Social Policy on "Living with Rain", something our readers will be more than familiar with…

Of course, we also have pieces by our own Professor Chris Philo and Dr Emma Laurie. We have articles to satisfy any geographical itch you may have, from GIS to Language Geographies, from nature photography to the best geological sites around Glasgow. We also have various pieces reflecting on the history of the department and geography in general, with an article from Colin Bryce, who graduated in 1978, an interview with Anne Dunlop, reflecting on her time in the department as one of the longest serving departmental staff, and one by myself, on the history of the Geography Society from 1955 to 2005. Now, for fear of sounding like a television advertisement, I will let the reader explore this year's issue for themselves.

Before this, though: some thanks! Firstly, I must thank Prof. Chris Philo for his advice and support in bringing *Drumlin* back, and for being a brilliant librarian for past *Drumlins*, swiftly sourcing the relevant issue for any article I wanted to read. Also to the Editorial Team this year, acting with the ruthlessness of a KGB officer to arm-twist fellow students into writing something, helping put the

thing together, and creating the beautiful designs in the issue. Of course, thanks must go to all those who contributed to the issue, without which you would be reading only my idle ramblings. Thanks too, to all those who bought a handcrafted artisanal baked good from the Drumlin Bake Sale. Finally, I'd like to repeat what is mentioned earlier and thank the School and the SRC for providing generous funds to help print this issue. All that is left for me to say is: enjoy the issue and consider editing and/or writing for *Drumlin* next year!



"West is Best"

GeogSoc Report

Rachel Wilson (President)

Fourth Year, Geography

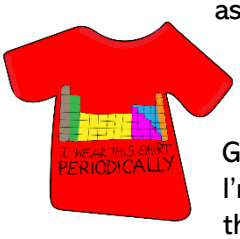
With only two committee members standing after the 2023/2024 session, it was imperative to seek out new talent. Fortunately for me, it wasn't too difficult to find that talent in the fourth year cohort. Most roles were uncontested which made for a very stress free and successful AGM. Thus, we began planning the many ways we were going to convince the (famously) studious geographers to get out of the library and to the pub!

The sign-up social was a huge success, and definitely the busiest in the past few years. Different year groups were mingling, and freshers got the chance to meet their fellow recruits, who they will be shoulder-to-shoulder in the trenches with for the next four years (though in the Molema, rather than the Somme). The first official social of the year was pub golf. This had a great turnout, and the group was split into 4 teams. Pub after pub the teams were battling it out to get their drinks down in the fewest sips. Scores ranges from 32 below par to 45 below par so, needless to say, some members finished by stumbled into the Buff club for the first (and, unfortunately, not last) time this year.

Next was the charity pub quiz in October where each year group had to bring donations of a different category. Quizzers had to answer on various genres such as pop culture, politics, general knowledge, and of course, geography. The winners (without cheating, I promise), was the committee team, who won themselves a round at the bar. The donations, after collecting dust in the Charity Sec's cupboard for some time, eventually made their way to relevant charities.

Presidents of GUESS (left) and GeogSoc (right) meet at the Pub Quiz in a historic moment for inter-society diplomacy

The Subcrawl (a rite of passage to any arriving in Glasgow, and one of the most anticipated socials of the year) was Halloween themed this year, where we saw various levels of effort and commitment towards costumes. Highs were the inflatable Pikachu, who found himself being stuffed into subway carriages all night and someone dressed as our very own Dr. Adrian Bass, with his iconic pun-based t-shirts (yes, we do enjoy every one!) Lows were perhaps the Geography teacher costume… I'm sure I saw you wear that to the lecture the week before!



The Scavenger Hunt once again had us split into groups where we had to complete challenges to win points. This included, building a human pyramid, taking shots in the colour of a rainbow, the entire team fitting into a telephone booth (harder than you imagine), and pouring your own pint. The freshers team showed they were up to the challenge and secured the win. Finally, before the Christmas break, we had a social to celebrate the fourth-year geographers submitting their dissertations. This was a great night and very much deserved.

On the academic side, we ran a weekly study session in the Union Bridie Library throughout semester 1, though people must have got lost in Beer Bar before making it up, as attendance was slim (we don't blame you!). We also had a couple representatives dutifully attend several of the fascinating talks put on by the RSGS at the Glasgow Academy. While academic events were somewhat lacking last semester, semester 2 has been far more of a brain teaser. We hosted a very successful panel event planned with Engineers

Without Borders in February, where our own Prof. Richard Williams and Dr. Rhian Thomas were joined by an Associate from Arup to discuss “Restoring our Waterways”. We also had the annual Geography careers fair in February which hopefully helped settle the nerves of any geographers who are worried their only option upon graduating will be a Geography teacher (though this is a noble trade). And, of course, I’m sure the *Drumlin* Editors will assure you that the production of this very magazine has been a very academic undertaking indeed.

As for the social side of semester 2, we have already had several exciting events including the very well attended annual Valentine’s Ceilidh, which concluded with reports of a “kilted horde” descending on HIVE, and charity bingo which raised over £150. To wrap the year off, the GES Graduation Ball will be held in May and will be a fantastic occasion for all graduates to get together and celebrate (or mourn?) the last 4 years.

Lastly, I want to give a massive thank you to the committee this year. Eleanor has been amazing at coming up with social ideas, planning them, and getting everyone excited for the night ahead. Duncan and Rebecca have been excellent at hosting the weekly study session and have been so passionate about bringing the Drumlin back to life! Caitlyn and Ailsa are always there to give a helping hand and thrive in their roles. Finally, I want to thank Claire, Holly, and Evie for agreeing to join the committee after my many attempts to convince you, you have all been amazing!

(Witten with help from Academic Secretary, Duncan Shaw)

G.U.E.S.S Report

Ben Hardman (President)

Fourth Year, Geology

2023/2024

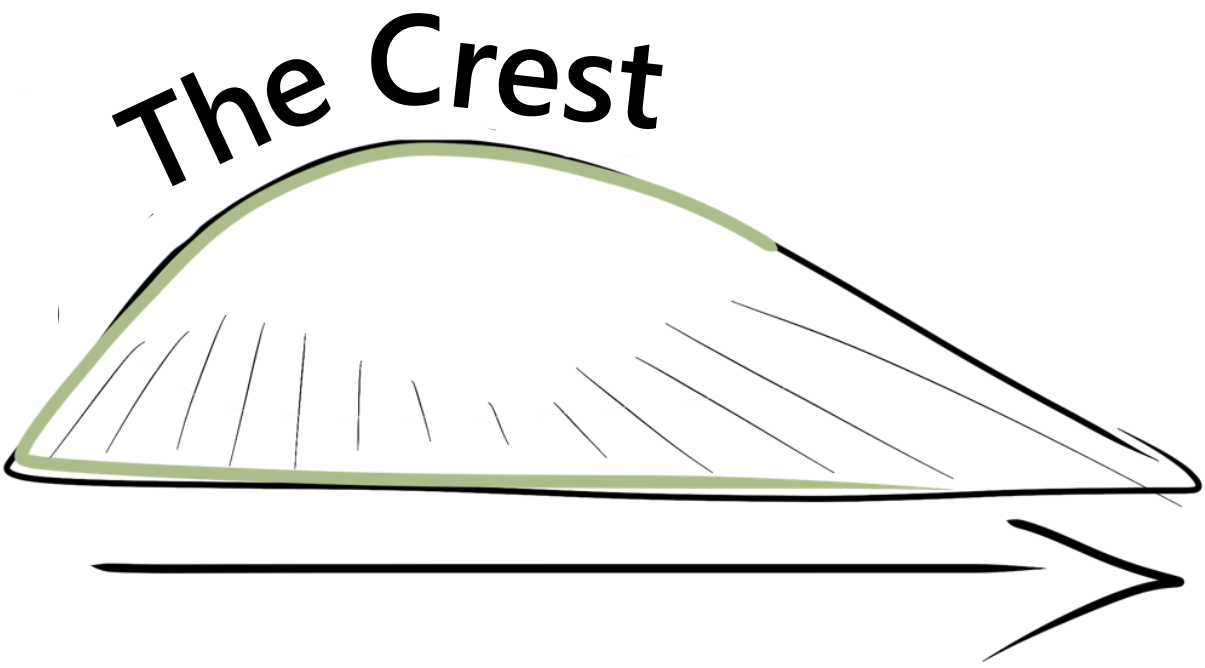
Glasgow University Earth Sciences Society (GUESS) was started in September 2023, and what an incredible last two years it has been! Starting out in the autumn term with great socials including HIVE-VIS, Frat Social and Sh*t Shirt Social x GeogSoc, to name a few.

In the Spring, we put on three intriguing careers talks with Luisa Hendry (@scottishgeologist), Laura Holliday and Dr. Ross Ferguson. March saw us run and walk the length of The Clyde River (177km) and raise £300 for Women's Aid Glasgow! Following our events, member support and committee work over the previous 6 months, GUESS was awarded 'New Society of the Year' by the SRC! Our win at the awards, increased our publicity and we hosted an AGM to elect some new committee members. In March we also placed an order for our first society merchandise- shiny blue and white fleeces! However, soon enough, exams were upon us, so we had a BBQ in Kelvingrove Park to reduce stress and meet new members.

2024/2025

Once more, the autumn term featured excellent socials. Halloween night played host to our first-ever inter-university social with Edinburgh and St. Andrews and our winter ceilidh in November was a 'Ragin' success - membership more than doubled on the previous year! As winter set in, GUESS hosted The National Mining Institute of Scotland with three guest speakers. A week later we had Ann Scarr, an exploration geologist, present on the mining industry in Canada. As exams began to loom, Oliver and Edana hosted drop-in sessions to help those with university work - namely RATU2E (Earth Science Level 2 project). The term finished with a Christmas film, Klaus, which everyone enjoyed. Now, with 2025 underway, we have lots to look forward to. Coming up we have our FRAT party social (January); the first geoscience careers fair (April); and graduation ball with GeogSoc (May).

The events of the last two years are owed to the committee's continued dedication and our members' unwavering support. Thank you!



(Features)

The pen is mightier than the map: exploring the world of Language Geography in conversation with Dr. Eleanor Chapman.

Finlay Whiteford

Fourth Year, Geography

Geography, at its core, is a discipline concerned with spaces, places, and scales. As geographers we climb hills, dig holes, travel through and around human environments, and talk to people along our journeys. It's easy to forget, though, that these conversations we have – and the ways in which we have them - can tell us as much about the world as those things we observe. Language geographies aim to understand the influences of languages and communication on spaces and people, and the politics and cultural dynamics which surround them.

For my geography dissertation last year, I took on that mission. I studied how the different languages used in a hotel workplace change how migrant workers consider their place-based identities. Through interviews, I got to understand how languages maintain and change connections to a home country, and can expand people's sense of opportunity and self. It was a joy to write, though a lack of representation in the department made it feel at times like a solo mission in a new subfield.

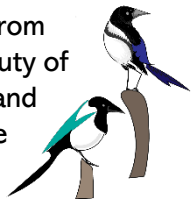
Enter the soon-to-graduate Dr. Eleanor Chapman, who recently completed her PhD viva at Glasgow on the language geographies and rural cultural politics of the Outer Hebrides. In addition, she's a published Italian and French translator (her books are in Waterstones!) and has written in the journals *Progress in Human Geography* and *Civil Wars*.

Finding common ground in the need for more language geographers at Glasgow, we caught up over a lovely lunch at Mono to chat about our hidden-away corner of geography.

[Some aspects have been abridged for clarity and brevity].

To start off – what led you to geography in the first place?

My undergrad was actually in languages! I was drawn to geography because of the politics, and it seemed like a discipline that was most usefully applying important intellectual work politically, into the academy. I had worked in migrant activism, and geography was a subject that was able to bring in my politics, as well as my interest in cultural identity and belonging from my languages background. The beauty of geography is that it is so broad, and can be quite eclectic - I'm quite magpie-y!



How about your interest in languages? Where did that start?

I think my initial motivation for studying languages was wanting wider horizons – it was a way for my world to be bigger. In my interviews I used to ask about motivations to learn languages, too – I find it interesting when people choose to do it for leisure and forging connections.

Now that you're officially a doctor of Geography, what type of geographer would you say you are? Do these labels even help?

What bit of geography I put myself in depends on who I'm speaking to. My interests and reading are really really broad. For my thesis, I would say maybe feminist geography? Cultural politics and ruralness are also important parts of my PhD – I wouldn't want to pinpoint myself.

I do tend to magpie a lot. The material context of knowledge is important, but at the same time ideas can speak beyond that. Ideas exist because a person was thinking about them and wrote them. They were formed by that person's material environment and conversations, but that's not to say that you can't take their idea somewhere else and see what happens. I'm more interested in that than the history or trajectory of any subdiscipline.

In my research I found language and migration to be quite sensitive topics. What were people's reactions during your fieldwork as a language geographer?

For some people, the politics of language and the implications of it are very immediate for them. There are people for whom it's very much matter-of-fact, just the language they speak. I don't want to say "just a tool for communication" – communication is never just that. Language geography is important because it's not just communication; there is labour and complexities of communication too.

For other people there's politicization, or deep-seeded emotions around their language. That was really important to them, and a source of grief or loss or pride. For others, languages were "just words".

Gaelic language politics is a very sensitive issue, and was maybe especially so when I was doing my PhD fieldwork. The politics around migrant languages and Gaelic are contentious in many different ways. But, by bringing them together, my PhD tried to tell us something about how race and nation shape language, and language geographies more broadly.

That focus on real-world benefit is a theme in your writing. You offer a reparative approach to solve problems rather than just expose them. What made you take this route?

This goes back to the use of ideas and critique. There's no use in just critiquing, so trying to draw light to how things both could be happening differently, and also already are happening differently. I see it as more of an orientation – looking towards how people are (and always have been) pushing against oppressive power structures. It's not the polar opposite to critique, it's not a blind optimism, but understanding that different ways of relating do exist. I credit Eve Kosofsky-Sedgwick for this – the idea that there are other things that we can make visible through reparative readings.

Work in linguistics also tends to focus on children – they are the ones who learn languages most often, yet yours looks at settled adults' experiences. Why was that?

It wasn't an explicit focus on adults, more a case that children's voices were excluded. The only reason I didn't include children was actually just ethics.

There's so much more I'd love to read about children's geographies, and how school shapes these. The figure of the child pulls a lot of weight in languages. It ties into ideas of futurity and what the child might symbolize, especially when it comes to minoritized languages like Gaelic and languages in family contexts.

It was then interesting to work with settled adults, because you have access to different spaces. It ties in with how sometimes, speaking a language you're not fluent in, you can feel like a child. I would love to think more about what that means to feel childlike in a certain language.

Language Geography is still a young field – what should it study more of?

There's a lot more work to be done around geography in translation – people who already have so many languages who are using English in an academic setting. There's a lot being written that isn't in English – it would be great to have more translations happening, or more multilingual writing in general.

Also, reflections on the geographies of translation, and the actual work of translating – particularly when it happens in more explicitly political contexts, or when used as a tool. We could also look at internationalist movements, and how they are collaborations which the work of translation enables.

There's a lot more work to be done in feminist geographies around language and embodiment, and materiality. The embodied experience of *feeling* like a child in a language, for example. Also, talking about what it's like to *hear* people using language in creative ways – the two-way work of communication. That ties into a lot of feminist work on embodiment, and technology. Language is a form of technology and a naming tool – one we use with our bodies.

There's a lot more space drawing technology into connection with language, especially when language is a structuring medium. Think about

machine translation, or dictionaries, and also the ways people rely upon language technologies.

It's such an interdisciplinary field but it's nice that people from geography are taking notice.

Before we go, any advice for your younger student self?

The best advice I got when applying to uni, was just to *enjoy it.* I feel a bit self-conscious saying that, but that is probably the best advice. I have always enjoyed it but also been stressed due to the pressure. Ruth Wilson Gilmore also has a lot of work on the importance of the classroom as a political space – connecting what is happening in the classroom to everything else that's happening around you too.

It's actually such a privilege to spend time thinking and learning and reading. If it's not bringing you joy, then what are you doing it for?

Dr Eleanor Chapman's thesis, 'Towards a reparative geography of the mother tongue: Multiculturalism, migration and minoritised languages in the Outer Hebrides', is available from the University Library. Her translated works have been published by Penguin and Strangers Press, and can be found alongside academic works at www.eleanorchapman.weebly.com

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Visibility Analysis in GIS

Robert Ferro

Third Year, Archaeology

If you are ever playing around with a DEM/DTM on a GIS software and are looking for something new to try, why not give visibility analysis a go. Available on ArcGIS and downloadable as a plugin on QGIS it is rather intuitive and easy to use. By simply locating your observers, setting a sight radius and a height above ground level that you want to test the visibility of, you can create very interesting and distinct maps. Writing as an archaeologist, my primary use of this type of raster analysis is to test the interconnectedness (whether settlements could visibly communicate) and projection of power (how far a castle could see the surrounding terrain) of archaeological sites. The QGIS plugin was made by an archaeologist for this purpose. None the less it has a huge number of potential uses for a geographer. Firstly, and I would argue the widest use of the analysis, is to allow the 'desktop analyst' a greater appreciation of a landscape without ever visiting it. Being able to map the visibility of a treeline you are investigating may not be inherently valuable to a project, but could shed light upon other things; like the visibility/concealment of a nearby village. Both revelations are interesting, and different analyses can be drawn from them. This analysis can be used more practically for planning; especially when looking at the availability of green spaces, or measuring urban encroachment on nature through mapping visibility. It is very useful when planning fire observation stations as within the function you can position several observers and measure overlap between them. They are also standard practice when performing a visibility impact assessment, but this is perhaps the most boring and straightforward function. Hopefully, despite this being a short article, I have managed to inspire some interest in visibility analysis and how it can be used in creative ways (or even just for the fun of it). It can never be a bad thing to understand a landscape more and visibility analysis is just another tool in a geographer's toolbox that can help.

On the names of Glasgow's elevated places

Dr. Alasdair Whyte

Lecturer in Celtic Onomastics, Celtic and Gaelic, University of Glasgow

When Duncan invited me to write a piece for *Drumlin*, I thought immediately of the word *drumlin* itself and what I might say from a place-names perspective about elevated places. In my place-name research, I had come across references to the drumlins of Glasgow and, with that in mind, I thought I would use this piece to, more generally, explore direct references – and allusions to – elevated ground in Glasgow's place-names. My focus here will be on place-names of Celtic origin in and around the city: that is to say names of Scottish Gaelic origin, as well as names which were originally coined by speakers of Northern Brittonic. Northern Brittonic is a language best described as a cousin of Gaelic within the Celtic family of languages and it was spoken in the Glasgow area up until around the 12th century. At some point between the tenth and the twelfth centuries, our sources – including place-names – tell us that Gaelic replaced Northern Brittonic as the main community language of the Glasgow area. Glasgow's namescape, then, is predominantly a product of speakers of these two Celtic languages, as well as Scots, Scottish Standard English and even some Old Norse. I have written about this namescape and the story of Glasgow, as told by its place-names – the ebb and flow of these languages through the centuries; contact between speakers of these languages; and what place-names reveal about perception of place – in *Glasgow's Gaelic Place-Names*, published by Birlinn Origin in 2023. Much of what I will share in this piece comes directly from that publication.

The language of place-names is extremely nuanced. There are well over 100 Gaelic words relating to elevated ground (Maclean, 2021, p.20), for example, and they are found in the place-names of almost every part of Scotland. The nuances and subtleties in the naming of places is not limited to Gaelic. In a recent University of Glasgow doctoral thesis, Dàibhidh Grannd conducted statistical analysis of over 2,000 landforms in Berwickshire referenced by hill-terms of Old English origin. He characterised their physical attributes using adaptation of GRASS GIS software and, on this basis, describes the naming of hills in the area as 'systematic' (Grannd, 2022).

So what are the nuances of Glasgow's place-names relating to elevated ground? Before I share some of my research, John Menzies (1996, p.188), in his analysis of Glasgow's drumlin field, draws attention to the fact that Glasgow's hilly landscape is well reflected in the city's street-names. Menzies draws attention to the sixteen 'Hill Streets' in the Glasgow urban area, as well as names familiar to University of Glasgow staff and students such as Hillhead and Dowanhill in the vicinity of the University's Gilmorehill campus.

My research of Glasgow's Gaelic and Northern Brittonic place-names reveals an undoubtedly diverse and nuanced vocabulary in relation to elevated ground. At my count, there are ten terms – or elements, as we refer to them in place-name studies – in Glasgow's Celtic place-names which we might categorise as referring directly to elevated places: the Gaelic nouns *àrd* ('a height'); *bàrr* ('a hill-top'); *claon* ('a squinty brae'); *cnocan* ('a wee hill'); *creag* ('a crag'); *druim* ('a ridge'); *leathan* ('a broad slope'); the Gaelic adjectives *meallach* ('lumpy') and *tomach* ('hummocky'); and the Northern Brittonic element *ban* ('a peak'). This last element gives us the 'van' of Govan which means 'wee hill' and refers to Doomster Hill, a feature known historically as The Hillock and once the ceremonial site of the kings of Strathclyde. It was levelled in the late 19th century and is now a car-park (Whyte 2023, p.36).

As well as words that refer directly to eminences, words referring to hillsides and their characteristics are particularly interesting. Clincart is from Gaelic Claon Chairt and means 'squinty brae of the river Cart'; and the Scots name Lethamhill contains an

underlying Gaelic name derived from *leathan* meaning 'a broad slope'.

There is further corpus of names which allude to neighbouring elevated ground. For example, another Scots name containing an underlying Gaelic name is Glenduffhill, which comes from Gaelic Gleann Dubh meaning 'black glen'. There are names like Boclair, from Gaelic Both Clàir, meaning 'church or settlement at a flat place'. Nearby is Millichen, from the Gaelic word *meallach* meaning 'lumpy place'. Blairtummock is from Gaelic Blàr Tomach meaning 'hummocky plain'. The name Glasgow itself, from a Northern Brittonic name meaning 'green hollow', originally referred to the pronounced hollow between Glasgow Cathedral and the Necropolis. The Gaelic noun *ceann* is worth mentioning within the context of elevated ground too. The names Kenmuir and Kenmore are derived from Gaelic Ceann Mòr. The Gaelic word *ceann* means 'a head' or 'an end' and it often refers to the head or end of an eminence. And the exertions of weary travellers traversing Glasgow's elevated ground in the past – including the tear-drop shaped elevations of its drumlin field – may lie behind place-names such as Ruchazie which contains the Gaelic word *fasadh* and means 'farm of the stopping-place'; and Possil which may come from a Northern Brittonic name meaning 'place of rest'.

There are some false friends though, if we are trying to identify place-names referring to elevated ground from their appearance on modern maps. For example, on the face of it, you would be forgiven for thinking that Barlanark contains the Gaelic word *bàrr* meaning 'a hill-top'. However, historical written forms tells us that its Bar- comes from another origin. Another example is Drumchapel. On the face of it, this name contains the Gaelic noun *druim* 'a ridge'. This is a very common element in Scottish toponymy, including Glasgow. It is found in the Glasgow place-names Drumbottie, from Gaelic Druim Bodaich ('ridge of a serf or peasant or Otherworld figure'); Drumoyne, from Gaelic Druim Mòna ('ridge at a peatbog'); and Drumry, from Gaelic Druim Rìgh ('king's ridge'). Incidentally, the word *drumlin* was formed within English but only after the word *druim* was borrowed into English from Irish and Scottish Gaelic (OED). Returning to Drumchapel though, this name does not seem to be of any great age and it may actually be a portmanteau: an amalgamation of the two neighbouring place-names Chapelton and Drumry (Ainmean-Àite na h-Alba). While place-names like Barlanark might not refer directly to elevated ground, they are, I would suggest, still of interest in relation to perception of place and landforms. The Bar- of Barlanark, for example, may well owe its current form to Gaelic-speakers reinterpreting an earlier name using the word *bàrr* ('a hill-top') which was familiar to them and, appropriate, from a toponymic perspective.

Our understanding – and lack of understanding – of the languages of Scotland's place-names affects our perception of landscape; and, in turn, landforms have had – and continue to have – a profound influence on our language: both the way in which we describe landforms and the way in which words relating to landforms have come to be used figuratively in everyday language. As Roddy Maclean (2001, p.5) writes: 'While the application of language to the Scottish landscape has modified how we perceive that landscape, so has the landscape itself modified the language.' For example, the Gaelic word *tòrr*, which originally applied to a particular landform and is best translated in that context as 'a (conical) knoll', has come to be one of the most common ways in Gaelic to express 'a lot, much'. It is comparable in this way to our use of 'a heap' both literally and metaphorically in English. The Gaelic word *tòrr* – a plural form of it – lies behind the name Torrance to the north of Glasgow (Drummond, 2014, p.214–215). The English word *tor* meaning 'a high rock; a pile of rocks; a rocky peak; a hill' and found in many place-names in England – for example, Glastonbury Tor in Somerset – is of uncertain origin but, like the *drum* in *drumlin*, may be a borrowing from a Celtic language (OED).

There is much to be gained from closer collaboration between geography and place-name studies. Within the context of Glasgow's place-names and its drumlins and elevated places, this collaborative work might include research into whether or not there is systematic application of specific terms in place-names across the relevant languages to different landforms: for example, drumlins in general; drumlins of different heights, lengths and overall volumes; drumlins formed via different processes; and landforms in Glasgow which are the result of processes other than

glaciation. We might also compare and contrast names relating to Glasgow's drumlins with names relating to drumlins and drumlin fields elsewhere. There is certainly much to be gained from learning the language of place-names. As Roddy Maclean (2011, p.10) puts it, 'to comprehensively understand a land, you have to understand the language of that land'.

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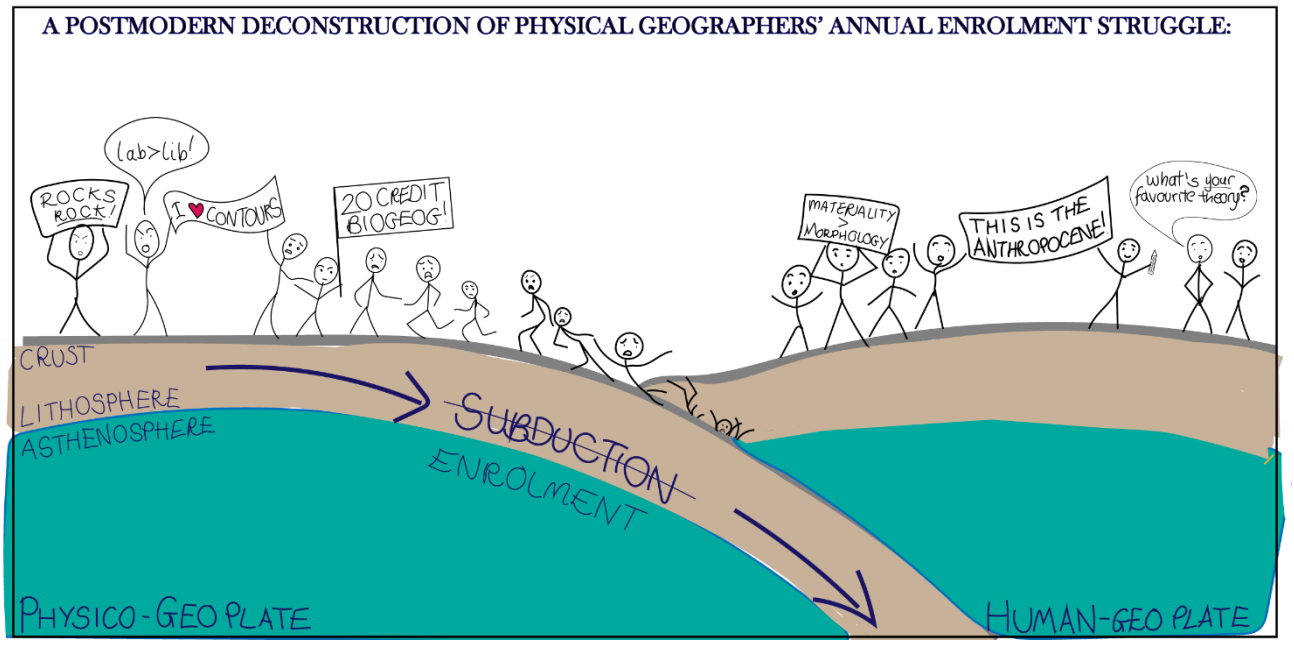


Comic by Eleanor Horton

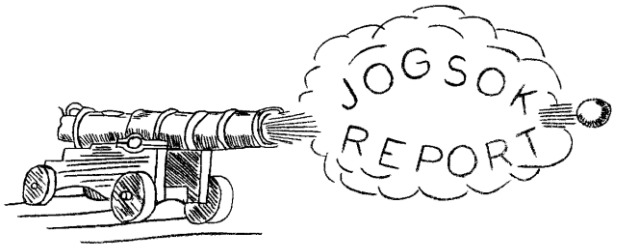
Jogsok through the ages (1955-2005): The past-lives of Glasgow's student Geographical Society

Duncan Shaw

Fourth Year, Geography

In the past few decades, various historians of geography have turned inwards, looking at the history of British university geography departments, often with the use departmental archives. These histories and discussions can illuminate geographies' 'small stories' and 'hidden spaces' (Johnston & Withers, 2008), including students and undergraduates, and their involvement with geography as a discipline, academically and socially. The Glasgow Geography archives were brought together due to a survey sent out by Johnston and Withers (2008) and the centenary of geography at Glasgow in 2009 (Lorimer & Philo, 2009). Students within Glasgow's geographical history have been covered with respect to their production of dissertations (Bruinsma, 2021) and the "publication" of the student-run magazine, *Drumlin* (Philo, 1998). However, a key component of student's engagement with geography departments, and of the history of these departments, that has not been properly dealt with is that of the student geographical societies themselves.

While Chris Philo has written an in-depth article on the *Drumlin* magazine (Philo, 1998), which was "published" by the Glasgow University Geography(-ical) Society (GeogSoc, or Jogsok[1]), and Withers (2002) has touched on the Edinburgh University Geographical Society (Society balls, "*Ge*" Magazine) there is very little literature on student geographical societies, or departmental societies in general. These societies may play an important role in the formation of student belonging (Hunt et al. 2024) and perhaps even the production of undergraduate "middle order" geographical knowledge (Philo, 1998). It is difficult to track the history of these societies due to the often informal nature of record keeping among students, so sources that are valuable to the history of other "professional" societies (e.g. meeting minutes, constitutions, publications) are not usually available. However, Glasgow University Jogsok is relatively unique as within every annual issue of *Drumlin* (1955-2005) is a "*Jogsok Report"*, where the president of the Society for the current academic year reports on the events, successes, and failures of that years Jogsok. This gives a unique opportunity to track the history of the Glasgow University Geographical Society.



Jogsok Report Title (1963 *Drumlin*)

Jogsok's two images: balancing social and academic

The society was always intended to provide both social and academic events for its members. Indeed, this is still enshrined in the Geography Society's constitution. These were eloquently described in the 1968 report as the two "images" of the society (Lunan, 1968). Between 1955 and 2005, talks, or lectures, given by academic staff and other professionals were a core component of the annual programme. These ranged from painfully niche (e.g. "Comparison of Agriculture in

[1] Jogsok was the name used for the society, and other geographical student societies, until some point post-2009 (i.e. referred to as Jogsok in all *Drumlins*, but now referred to as GeogSoc). This article will refer to the society as "Jogsok"

USSR, USA and UK") to fairly fantastical (e.g. Mr Andy Gibb on the Legendary Atlantis) and speakers came from within the department, but also from other departments in the UK and even beyond (e.g. Prof. R.V. Smith of Miami University). These talks were, for the most part, on regional topics, even after the decline of regional geography in the wider discipline. This was likely due to that fact that Glasgow was considered a bastion of regional geography, but also because these types of talks were more widely popular. However, by 1985-86, various "systematic" talks were being given, such as on conservation, tourism and urban topics, and increasingly into the 1990s and 2000s regional talks were less common, in favour of human and physical topics more familiar to us today. Even from the earlier days, there were questions over how interested the student body were in these talks, especially compared to the social aspect, which usually included a bar! From the 1970s there are obvious signs of a loss of interest in these talks, with various mentions of low attendance at lectures and doubts over whether this part of the programme should be kept.

However, the struggles to attract people to lectures were less of an issue for the other "image", with social events achieving far higher attendance. The social events that the society put on varied throughout the years, but there were some stalwarts that ran almost every year. In the 50s and 60s, events tended to include the Christmas social, Theatre Nights, and "Students' Nights," which involved staff members telling tales about their expeditions, excursions, and field trips to students. With the 70s came the first discotheque events, Burns suppers, and the Halloween Fancy Dress Party, which was a classic into the 1990s. Other interesting one-off socials included a somewhat controversial drag show in 1974 and a wobbly knees competition in 1973. However, by the late 1990s into the 2000s, the committee clearly got more creative, often involving the staff… but more on this later.

Society committees obviously saw this imbalance between the social and academic, and conceived ways to rebalance. Issues with lecture attendance were remedied somewhat by a gradual merging of the two images, for example by starting to go to the pub after in 1977 and the beginning of the "introductory" lecture, with wine and cheese provided afterwards. These lectures began in 1977 and often attracted over 100 people. This was likely partly down to tradition, and partly to the high volumes of alcohol provided and consumed. Regular lecture attendance likely ebbed and flowed through the years, with various shifts between negative and positive responses to numbers, with – somewhat surprisingly due to the overall trend – a real surge towards the 2000s.

Facilitating staff-student interactions

There were various other examples of academic merging with social, and these were particularly apparent when staff were involved. The "Students' Nights" began in 1956 and were likely more social than academic. They probably became more social as the years went on, with the 1967 Night being followed by a dance, and the 1971 Night involving a performance from "Micheal 'The Bard' Evans." There are many examples of lecturers attending and playing an active part in socials, including judging costumes at the Halloween Fancy Dress Parties and giving speeches at Burns Nights. Whilst this may have provided a constant source of casual interaction, there are also plenty of times where the staff members are the main event, providing real opportunities to break down barriers and see the other side of staff members' personalities. A good example of this is the staff quiz, which went by various names throughout the years, including "Universally Challenged." These events either pitched students against staff, or staff against staff (in 2000, lecturers representing physical and human geography faced off), and would test contestants on their geographical knowledge. These would be a social affair, with reports of "nervous, and slightly pissed" lecturers, and silly geographical questions. Through the many society lectures and social events where staff were present or involved, students in the department were able to have unique interactions with staff members, creating connections that those in other departments would never have. This contributed to a friendly atmosphere and will have likely encouraged belonging and integration into the department.

Nurturing an (inter)national community of student geographers

The first mention of any inter-geography society mingling comes in 1956, with the first visit from

the Edinburgh University Geography Society. This annual meet up continued for four decades, until 1996. These trips included a whole range of competitions followed by an evening visit to the Union. The greatest range of competitions took place in 1968 with contests in rugby, football, squash, hockey, badminton, table tennis, and snooker, followed by drinking and dancing competitions in the evening. The dance was then followed by a final midnight bowling competition, totalling ten different disciplines! This sports day was widened to include both St Andrews and Aberdeen Geography Societies in 1986. Another early instance of inter-society collaboration was the Scottish Universities Geographical Societies (SUGS) Conference, which ran annually from 1961 to 1970. These were weekend conferences, hosted by one of the four members (Glasgow, Aberdeen, St Andrews, and Edinburgh) and included lectures from departmental staff, excursions to the local area, dinners/dances, and large quantities of alcohol. Glasgow hosted the conference in 1962, 1966, and 1970, and consistently sent 10s of people to other conferences, gaining a reputation for high representation. Therefore, from the early days, Scottish university's geography students would have the opportunity to meet with each other's, allowing for a Scottish community to emerge in a way that just does not exist these days, despite our modern world of LinkedIn and social media.

After this period, with the exception of the Edinburgh Sports day and a couple of one-off events, there is a lull in this inter-society mixing, with mention in 1972 of unsuccessful attempts at contact with other Jogsoks, despite Glasgow's best efforts. However, in 1987, with the formation of the European Geographical Association (EGEA), Glasgow Jogsok would expand the geographies of their mingling to the continent. The first detailed evidence of engagement with EGEA comes from the 1991 Report, when Glasgow Jogsok was asked to be "sole British representatives" in the North West EGEA Region. Although they ended up only taking on role as Scottish Representatives, this shows how involved Glasgow was compared to other Geographical societies in the UK. Engagement with EGEA continued into 2001 with two students attending the annual conference in Slovenia, and 2002, with Glasgow sending representatives to congresses in St. Petersburg, Dijon, and Berlin. Glasgow EGEA peaked in 2004, when they hosted the Western Regional Conference. This was held in Nethy Bridge, near Aviemore, for five days, hosting 60 students from across Europe.

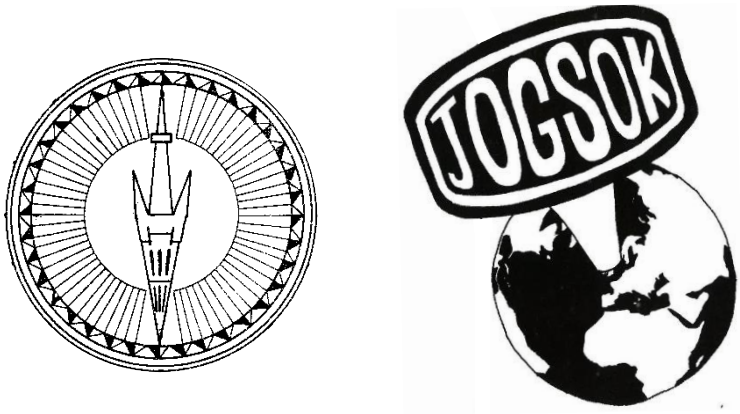
The picture that is created by the reports shows Glasgow Jogsok as central to many efforts to connect with other student geographers and create an inter-university community, at times fighting against apathy from other Jogsoks in Scotland. The networks these interactions created provided exciting opportunities for members of Jogsok, and likely contributed to a sense of belonging to geography beyond the walls of Glasgow's department.

The 'long term downward trend'?

Derek McDougall (1991), in his *Jogsok Report*, begins with a reflection on the history of the society. He argues that Jogsok was at its peak in the 60s, before following a general decline in the 70s and 80s. By the point he is writing, he says that the year before was "simply a continuation and accentuation of the long-term downward trend", likening this to a general decline of departmental societies due to competition with other forms of entertainment and a rise in part time jobs leaving less time for extracurriculars. He even goes on to question whether there really is a need for Jogsok "nowadays."

In many ways McDougall's assessment of the situation was (and may still be) correct. Jogsok achieved its highest membership in the 60s, reaching 350 members in 1966. In the 1970s reports, there are claims such as "Jogsok membership has fallen off considerably". If the success of the society is to be taken by attendance and membership, then perhaps McDougall's analysis was true. However, much like any student society, the success of Jogsok should be taken by what the members who did attend got out of it, which cannot be reduced to mere membership numbers. Reading on into the 1990s and 2000s, membership was never as high as it once was, lingering just about 100 people (similar to today), and similar pleas for membership appear: "What can be done when Jogsok membership is just over one eighth of the geography student population and only a fraction of those members come to events?" (Wilson, 1998). Thus, it would be easy to

apply the downward trend onto these years too. However, this period seems to have provided some of the most active and enjoyable years for members, including a stacked social and lecture schedule, field trips, and international opportunities (e.g. EGEA). Stewart Wilson introduces the 1998 edition: "If it is to survive and have a healthy future, Jogsok will have to change with the times." Well, perhaps it did, and perhaps it continues to do so, because at the end of the day, it is run by geography students, for geography students, and that's the beauty of a student geographical society.



Jogsok logos through the ages a) 1959 b) 2001

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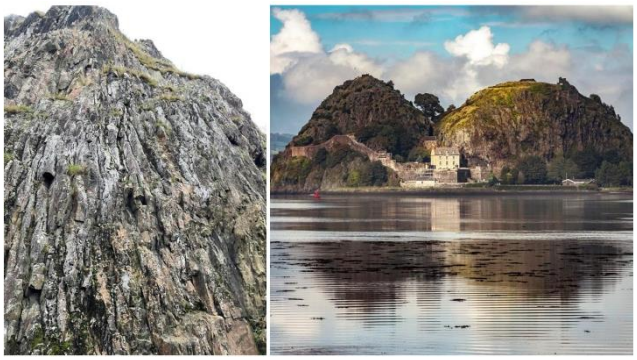
Three Fascinating Geological Sites Within an Hour of Glasgow

Luke Malley

Fourth Year, Geology

There are two types of people: those who love rocks and those who just don't know it yet - hopefully these geological marvels will turn you into the former. As a native of Dumbarton, I have always been fascinated by the dramatic landscapes that surround my town, shaped over millennia by powerful geological forces. From ancient volcanic formations to deep, mysterious gorges, these three locations offer a glimpse into Scotland's dynamic past and the chance to appreciate igneous, sedimentary and metamorphic geology - all within an hour of Glasgow.

1. Dumbarton Rock and Castle



Columnar cooling joints

Towering over the River Clyde, Dumbarton Rock is a volcanic plug, the hardened remnant of an ancient volcano that erupted some 340 million years ago. This striking basaltic formation has served as a fortress for centuries, with Dumbarton Castle standing atop its peak. As someone born and raised in Dumbarton, I've always felt a deep connection to this landmark. Not only does it dominate the skyline of my hometown, but it also tells a story of Scotland's rich geological and historical past. Climbing the castle's 500+ steps rewards visitors with breathtaking views of the Clyde and the lava flows of the Kilpatrick Hills as well as a deeper appreciation for the region's fiery origins. Dumbarton is only a 20–30-minute drive from Glasgow, and it is only a 20-minute train ride from Partick to Dumbarton East.

2. Conic Hill and the Highland Boundary Fault

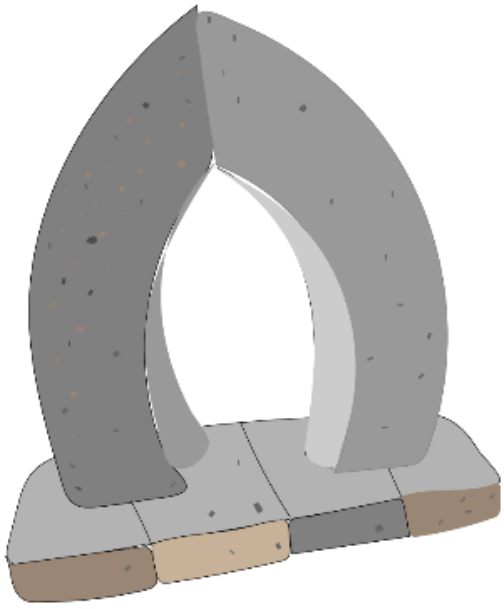
Standing proudly above Balmaha on the eastern shore of Loch Lomond, Conic Hill offers more than just stunning panoramas — it also marks a significant geological divide. The Highland Boundary Fault runs directly through the hill, forming the boundary between the ancient, rugged Highlands and the softer, rolling lowlands. This fault line was formed over 400 million years ago during the Caledonian Orogeny, shaping Scotland's distinctive landscape. Hiking Conic Hill provides a rare opportunity to stand at the meeting point of two vastly different geological regions, a testament to the immense forces that have shaped the land over millions of years. To get to Conic hill it is roughly a 50-minute drive; however, you can also reach this destination via a train to Balloch and a bus to Balmaha.

3. The Devil's Pulpit

Nestled in Finnich Glen, just south of Drymen, the Devil's Pulpit is a hidden gem that looks like something out of a fantasy novel. This deep, moss-covered gorge was carved by the Carnock Burn through Devonian sandstone, creating striking red rock walls and an almost eerie atmosphere. The water appears to run red due to iron-rich sediments, adding to the site's mythical reputation. Steeped in local legend and history, the Devil's Pulpit offers a surreal and otherworldly experience, making it a must-visit for geology enthusiasts and adventure seekers alike. The start of the Devils Pulpit path is a 30–40-minute drive and only a short 5-10 minute walk once you reach the path.

These three sites are just a small sample of the geological wonders that lie within Scotland. Scotland's landscape tells a story of fire, ice, and time, written in stone for those who take the time to read it. As a student of geology and a lifelong explorer of Scotland's landscapes, I hope this article inspires others to venture beyond the city and discover the natural history hidden in plain sight.

With Drumlin Magazine making its long-awaited comeback, let's continue uncovering the stories written in Scotland's hills, valleys, and cliffs — because geology isn't just about rocks; it's about the landscapes that shape us, and the ones we choose to call home.



"Funny shape? I don't know what you mean!"

Poetry-writing in the Anthropocene

Prof. Chris Philo

Professor of Geography, Geographical and Earth Sciences

There are legitimate critical assessments of the concept of the Anthropocene – from geologists; from critical thinkers based in the social sciences and arts-and-humanities – as well as illegitimate ones from the (sadly, currently highly influential) 'climate change deniers'. But, putting to one side such objections, there remain countless questions about how 'we' can respond to the Anthropocene challenge. Much of that response must oscillate between the technological – are there 'geoengineering' solutions, whether carbon dioxide removal or, more doubtfully perhaps, solar radiation management? – and the political-economic, with the latter inevitably pivoting between proposals to work within the current trajectory of global political economy (capitalistic, growth-obsessed, extractivist) and utopian visions of an alternative political economy (non-capitalistic, degrowth-focussed, anti-extractivist).

Then there are responses that operate in the realm of the aesthetic, wondering about creative, imaginative, artistic and poetic ways of confronting – acknowledging, adjusting to, provoking different ethico-political sensibilities in relation to – the Anthropocene. A specific corner of this aesthetic response, which I sometimes call a 'geohumanistic' response, centres on poetry-writing in the Anthropocene. A small emerging genre of Anthropocenic poetry-writing can be identified, carrying great promise for finding different ways to play with text in the hope of disclosing, exposing and reposing crucial matters that lie under the umbrella of what the Anthropocene is bringing to 'our' planet.

Geographer-poet Tim Cresswell has been a key voice in this respect, not least with his trilogy of poetry collections exploring 'humanity's impact on the Earth', culminating in his *Plastiglomerate* collection in 2020. A 'plastiglomerate' is a rock formed when plastics meld by fire with shells, sand and other sedimentary materials, resulting in a complex intermixture – at one level fusing 'culture' and 'nature' – itself starkly emblematic of a supposed geological era, the Anthropocene, where the human and the geological entangle, the former leaving indelible marks in the latter. One of Cresswell's poems here 'recycles the British folk ballad 'The Twa Magicians' to make an ecological protest song fit for the Anthropocene age' (Cresswell, 2020 [quote from inside jacket blurb]). It is a difficult poem, with a technically challenging structure, but at one level – there are many – it captures a destructive and reductive (male) force damaging and dominating a constructive and productive (female) force, wherein 'she' suggests a free/wild nature, lively and multiple, while 'he' suggests forms of nature 'mastered' by humans and 'mastering' of other natures. Here are three extracts:

then a hare
on the hill
standing twitching evening air
mad as anything
ready to box

and he became a greyhound
sprung from his master's side
ears swept
sinews straining
*
then a gay grey mare
standing in the slack

and he became a saddle
and sat upon her back
*
then queen bee
attended by armies
kissing clover
massing in meadows

he becomes monoculture mites

the absence of orchids
trucks of hives on the highway
fruit farms in the valley

The reference to 'monoculture', to nature domesticated into a few species grown in agricapitalist enterprises dominating a region where multiple species (of animals and plants) previously proliferated, is telling: it suggests Donna Haraway's insistence on 'the Plantationocene' as a critical-conceptual adjunct to the Anthropocene (eg. Haraway, 2016).

The hint here at what some psychologists-geographers call 'solastalgia' – a lingering, melcancholic, sense of nostalgia for what a particular place or environment *used* to be like *before* drastic changes occur – is also instructive. Unsurprisingly, a lot of Anthropocene poetry carries such a solastalgic charge, which is definitely true of most if not all of the 'Anthropocene poems' written by members of the Earth Futures Honours option class for 2024-2025. As a practical class exercise, I invited students, individually or collectively, to experiment with crafting their own short piece of Anthropocene poetry-writing, the results of which – submitted after the class and now produced with permission – can be seen in the annex below. I was genuinely entranced by these student poems, their range, conception and execution, in some places movingly so, a pleasure to encounter. Some convey anger at the anthropogenic effects of climatic-environmental change, and at those who have caused or allowed it to happen, hinting too at the blames attaching to capitalism, consumerism and selfish older generations; some experiment with language, beliefs, allusions and more to generate a feeling for the cultural-cosmological dimensions of the Anthropocene; while almost all in one guise or another express a solastalgic sense of loss, of natures (species, ecologies, habitats) disappearing or being irreversibly damaged.

Theodor W. Adorno (1903-1969) – the renowned German critical theorist whose Jewish heritage forced him into exile in the US during World War II – declared in 1949 that '[t]o write poetry after Auschwitz is barbaric' (in Adorno, 1967, p.34). This declaration reflected his broader thesis that the horrors of the Holocaust, Nazism and fascism unleashed in the middle of the last century demand nothing less than a wholesale recasting of everything that passes for Western philosophy, aesthetics and social thought. More specifically, it meant that attempts to write poetically about such horrors always risked, however critically composed, to be somehow 'redemptive', teasing a positive from the ultimate negativity encased in the terrible materiality of the Nazi killing spaces. In his capstone philosophical treatise from 1966, *Negative Dialectics*, Adorno relented, however, accepting that '[p]erennial suffering has as much right to expression as a tortured man has to scream; hence it may have been wrong to say that after Auschwitz you could no longer write poems' (Adorno, 1973, p.362). If you were to write such poems, however, they had to avoid the snares of recuperation, affirmation, voyeurism or any trace of decorative ornamentalism.

To the best of my knowledge, nobody has yet explicitly wondered about the merits of writing poetry 'for the Anthropocene' through Adorno's critical lenses; about whether the same snares that Adorno detected in Auschwitz poetry might resurface in Anthropocene poetry. Is there any danger of somehow beautifying the Anthropocene, recuperating it as something 'good', edifying, character-building for human sensibilities, making 'us' feel better about ourselves even as our poetic words direct critical barbs at those 'others' (other humans) who are seemingly more to blame than 'us'? These are actually *really* difficult questions, with no clear-cut answers and no easy way to distinguish, for instance, between valuable, valid Anthropocene poetry and its perhaps debased cousins. My own surmise is that the terrain here cannot but remain 'undecided', an amorphous grey terrain where arguably it is better to have a try – to read, to write, to read some more, to write some more – than to suppose that there is simply nothing worthwhile about engaging in poetic or wider aesthetic response to the Anthropocenic challenge. I have no doubt, moreover, that the student poems below are tiny examples of what can be done, what may be possible, not least in expressing something of the 'suffering' that is already being visited – and sadly will almost certainly be visited in future – on so many vulnerable Earthly peoples, places, beings and environments.

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Student Anthropocene poems

Outside on a walk
Yet I still hear the city
And smell the car fumes

My dog sniffs some trash
Where have all the squirrels gone?
Where did nature go?

Last year there was snow
Now I don't need a jacket
Changed environment

(Nina Adams)

[Some haikus inspired by walking my dog through a public path that runs through a golf course in the Southern suburbs of Glasgow. After doing the same walk year after year, I have started to notice some changes in the environment.]

After I reached the ledge,
my memory surfaced—but only briefly.
To my horror, it had vanished,
and there stood the cabin, utterly alone.

Massive, he loomed—
a cliff, casting shadows upon the humble structure.
Yet now,
all that remains is a small stream,
its murmurs woven with pioneer vegetation.

(Louis Andri Uffer)

[When I was doing some work about glaciers in a train, an old man asked me what I was working on. When I explained he proceeded to tell me that when he was in the army, they would go up to this cabin and the glacier would be right next to it. When he came back ~30-50 years ago, the glacier had vanished and wasn't even visible from the cabin.]

Tree all alone on the bank,
River rushes along your flank,
Many there were, all gone in a blur,
Higher and higher the water does rise,
Consuming the houses before your eyes,
A floating reminder of nature's wrath,
As she takes her destructive path.

(Katrina McIntosh and Michael Thomson)

Serenity

The serene harbour sat idle amongst the waves

What once was the epicentre of all who sailed

Now remains a site fallen victim to the sways

Oh, how the sea has paved its ways

(Paige Devlin)

[Sea level rise.]

Eadar craobh is creag
Agus bùrn is sàl
Eadar mo sheanair is mi fhèin
Dathan
Nach fhaicear tuilleadh gu bràth

Between tree and rock
And fresh and salt water
Between my grandfather and myself
Colours
Which will never be seen again

(Alexander Waters)

[Original in Scots Gaelic, with translation. 'Dathan/colours' represents the general life and vibrancy in the landscape that has been lost over generations. Environmental change is a popular theme in Gaelic literacy/ poetry, so I thought it would be appropriate here.]

The Spill

A pigeon reflects in a puddle's mirror,
Where oil paints an iridescent shimmer.
Its feathers gleam, rainbow-bright,
A trick of grease, a trick of the light.
It stares.
Enthralled.
Yet all the hues, a marbled stream,
Are but the colours of a dream.
At the sight, the bird does trill,
Unknowing of the coloured spill

(Alice Jindhal and Maddy)

The summers of my childhood,
Spent roaming through the fields,
Of sweat and smiles and shouts of joy,
And swats of pesky flies
I pass these fields each day now
Sometimes reminisce and dream,
Of better days and distant times,
And a field not bereft of bees

(Rebecca Young)

The Garden,
A botanical wonderland,
A microcosm of a past world,
The Tree of Eden,
A constant pocene,
Eowyn came roaring,
Nature fighting back,
Sandstone turned glass shattered,
This is retribution.

(Jacob Dolan and Haydon Ferrari)

[About a tree falling at the Botanical Gardens in Edinburgh, blown over by Storm Eowyn.]

2100

Speak of the islands,
and your heart sails to the Maldives

But as it sinks,
the whole world grieves

Those in the city,
what a pity.
(Pavithra Suresh, Emma and Syireen)

The Footprints of Shenzhen

Once, mangroves were the herons' home,
Now towers reflect upon the bay.
Rivers once sang the songs of nature,
Now bent under the weight of steel and stone.
The wind still remembers the whispers of forests,
But the city's steps have marched far away.
(YunFan Zhang)

Temperatures rise, the earth weeps,
Consumerism kills the weak.

North to South, political unrest,
Fires burn across the west.

The young rise up,
The old neglect,

Earth won't forget.
(Neeve Capaldo)

Yaldabaoth

How could the many compare to money?
How could ecology compare to economy?
And how could material compare to morality?
Leviathan lies on the shore, by the foot of Leontoeides
And Behemoth bakes under a bloated sun,
The price of profit, for the few, not everyone
(Chris Govan)

[The name of this poem was taken from Yaldabaoth, also known as Saklas or Leontoeides (lion face), the Demiurge and sometimes devil within gnostic Christianity. I chose this theme as I felt the idea of an evil creator deity like Yaldabaoth - and the general gnostic attitude of the universe being a poor reflection of heaven - matched up thematically with the treatment of the earth as something solely for resource and profit, and not being appreciated for its more abstract beauty within the Capitalocene. The other religious references -Leviathan and Behemoth - were chosen to represent the last of our large fauna. Leviathan especially was inspired by a theory I heard once that the reason we don't hear about sea monsters any more is because the seas simply can't support abnormally large animals any more. Behemoth. on the other hand. was intended to represent the animals of the African savannah like Rhinos and Elephants, as they die off from encroaching desertification. The main goal of the poem was to express frustration with the innocence and lack of power that the common person has in regard to the current climate extinction.]

"The Geographer: Jack of all trades"

My year abroad in Canada

Amelia Barber

Fourth Year, Geography

In August 2023, rather than embarking on the often-delayed journey from Yorkshire to Glasgow, I boarded a flight to Toronto, unaware that the coming year would become the most exciting, adventurous, and yet most studious period of my life. Within ten months, I made so many incredible life-long friendships, explored areas I had only ever dreamed of visiting, and studied subjects which I had never seen offered in Glasgow.

For my year abroad, I was enrolled at Queen's University, located in Kingston, Ontario (a city I am sure most people have never heard of). Two hours from Ottawa and three hours from Toronto and Montreal, Kingston is a small city along Lake Ontario, with one small high street, the "student ghetto", a beach and a mall (40 minutes away by bus). While my description alludes to an overly tragic, boring year abroad, in actuality, it was the complete opposite.

Social Life:

I am sure an overarching concern for those contemplating a year abroad is the prospect of starting from scratch, just like the first year. I cannot express the nervousness of flying over 3000 miles away from your family and friends to live with three strangers you had met on Facebook. Again, this appears bleak, but this leap of faith to live with three girls from a Facebook group was arguably the best decision I have ever made. All four of us were English; as a result, we collectively navigated the same feelings of anxiety, homesickness, and excitement and embraced every opportunity together. When the Canadians all travelled home for Thanksgiving festivities, we (plus a few of our other British friends) rented a cabin in Prince Edward County and celebrated in our own way.

Throughout the academic year at Queen's, there are two main events: Homecoming (HOCO) and St. Paddy's Day. For both events, the "student ghetto" was gridlocked with students celebrating the festivities of the day in the most Canadian fashion, from beer pong and red solo cups to keg stands. While I will not dive into the specifics, I believe the entire scene aligned with every American/Canadian collegiate film I have ever consumed. Surrounded by both Canadian and British friends, I had a truly remarkable time, embracing an entirely new university student life and party culture.

Travelling:

Alongside the occasional parties, I also had the privilege of visiting so many beautiful, extraordinary places, including the Canadian Rockies, New York City, Toronto, San Fransico and Vancouver. While academically, it was an incredibly demanding year (which I will get into), my friends and I often used the handy Megabus to visit the nearby cities. What we would deem a trek was a simple day trip or two, and we, therefore, jumped at any opportunity to explore somewhere new. A particular favourite of ours was Montreal, with its charming blend of culture, greenery and food, whilst also offering some crazy experiences like Igloofest (an outdoor electronic music festival in sub-zero temperatures).

For the trips that required longer journeys and significantly more planning, the Canadian academic year typically ends by late April, thus offering ample time to embark upon your chosen adventures. For instance, in mid-May, three friends and I undertook a week-long road trip through the Canadian Rockies: hiking and swimming and, unfortunately for me, not avoiding Grizzly bears.

Studying:

Finally, an aspect we cannot ignore is the academic side of the year abroad. The first significant difference is the emphasis on attendance and participation. While it is strongly encouraged you to attend every lecture at Glasgow University, you will most likely not be penalised or docked a grade

in your absence. Similarly, we do not obtain 20% of our overall grade from simply being there. Personally, this system caused a wealth of anxiety, as contributing a few sentences (or none) was no longer an option, however it did eventually bolster my confidence and forced me to actively engage within lectures.

Another significant difference was the workload. Rather than the occasional essay, I faced a total of 30 assignments in just one semester despite only taking four courses. But don't let this put you off. While this required a degree of discipline and determination, I still managed to balance my social life, travelling, and uni work. By my friends constantly saying the phrase YOICO (You're only in Canada once), we persevered and made the most out of our ten months.

On a subject level, I discovered a fascinating area of study, Indigenous geographies and cartography, which ultimately inspired my dissertation. Beyond this, I completed other courses like Transport Geography, Geographies of Health, Gender and Sexuality. While there is overlap with the curriculum in Glasgow, the prospect of learning from a North American perspective was genuinely riveting and offered a fresh outlook.

Ultimately, I hope I have inspired you to consider applying for a year abroad (perhaps even to Queen's!). When I first received my offer, I was painfully close to declining because I was terrified at the thought of living 3000 miles away from my boyfriend. But I am so glad I took that leap, as it was one of the best years of my life, and I am profoundly grateful that I had the opportunity to live in Canada for ten months. As for my boyfriend? He got a brilliant holiday out of it.

Living with Rain: Planning for everyday life in Glasgow

Dr. Andrew Hoolachan MRTPI FRSA

Lecturer in Urban and Regional Planning, Division of Urban Studies and Social Policy

'Adiabatic lapse rate'. Sitting in a University library on Scotland's sun-parched east coast, reading that intimidating phrase, was the moment I realised that I lacked the intellectual acumen to be a Weatherman. All those years of re-recreating 1992's Hurricane Andrew that devasted Florida with my Lego set were wasted. It's no surprise then that in my Honours years of my undergrad in Geography, I fully abandoned my love of low pressure systems and specialised in Human Geography.

Through my academic training 'down south', I specialised further into Urban Planning where I gained a Masters degree and PhD. By this point, academic debates had moved on, and I was taken in by urban political ecology. The focus on socio-materiality, power, 'constellations' and 'assemblages', all resonated with how I had come to understand the world. But I was also inspired by ideas in other disciplines such as the 'Seeing Like a State' thesis of Anthropologist James Scott, as well as metaphors of 'smooth' and 'striated' space by Deleuze and Guattari. Bringing all this together, I came to see urban planning as an expression of power, a field of governance, and a process whereby abstractions of society and space clash with messier lived realities of urban life. We know this story all too well; the grand plan that fails to reflect the granularities and specifics of context.

It is Glasgow in January 2018, and I had just began working as a Lecturer at the University of Glasgow. I step outside on my commute on my first day and notice how big and fat the raindrops are (before the Beast had arrived from East). I'm certain I can smell the Atlantic Ocean in the rain. As a seasoned son of Britain's eastern rain shadow towns and cities, this encounter with the rain is alien to me. And yet seems normal to Glaswegians. And so, it was running in the Glasgow rain one summer, when the parks were a luminous green, when it occurred to me that my interest in urban political ecology allowed me to return to my interest in physical geography as it is experienced by humans.

These parks – nature sculpted in the image of humans – where the rain gives life to so much abundance of branch, leaf and bush, are reflections of the interdependence of humans with their natural environments. Yet, only two miles to the north under the roaring Modernist monument to car culture, the Kingston Bridge, Glasgow's rain is redundant in its abundance, flowing erratically without purpose over paths to nowhere, collecting in featureless concrete hollows, drowning pedestrian crossings, mixing with the slurry of Glasgow's urban waste. Indeed, many of Glasgow's urban environments seem totally disconnected from the fact that Glasgow is Britain's wettest city, which is built on an ancient temperate rainforest. Many of its postwar social housing projects were demolished, in part due to damp and mould. And what about the people of Glasgow? Where can they go in the city to stay dry for free? Do they mind a bit of driech weather on a bike? Can they all afford waterproof clothing? Why don't we consider the rhythms of everyday life in a wet city like Glasgow and how the planning system reflects this?

These then became the central concerns of a small Early Career Research Grant that I was awarded by the Royal Town Planning Institute in 2022 to study everyday life in Glasgow's rain and how the planning system intersects with common urban spaces and situations that people find themselves in. Going back to my interest in the tensions

between the abstract world of planning versus the world of the everyday then to conduct two different forms of analysis.

One sought to understand the overarching statutory and non-statutory planning policy environment of Glasgow and 8 cities around the world; the other sought to understand lived experience through generating participant WhatsApp diaries of encounters with rain on wet days, and group 'rainwalks', literally, walking the rain with participants to illicit feelings, affects and observations. Mobile methods such as group walkalongs are a much better method if the researcher is interested understanding life as it is lived, than say sitting down over a semi-structured interview which is spatially, and materially, disconnected from the problem that we are trying to understand.

Through our 8 international cities we worked up a qualitative evaluation framework based on the similarities and differences found across our selected cities. Cities that 'managed rain', took an approach that we all know of today, that of managing surface water flooding by way of sustainable urban drainage systems or a 'sponge cities' approach. Technical or 'nature-based' solutions that fundamentally sought to 'manage' the risk of flooding. Yet some cities reflected a 'living with rain' approach, where they not only managed rain, but used rain to their advantage through turning them into a mechanism to engage with other policy domains such as improving public spaces, making spaces for play, improving active travel, or even developing tourism strategies.

In our Glasgow analysis we found that through the city's planning system and major projects, there are many good examples of 'managing rain', but the city doesn't fully embrace 'living with rain'. Participant experiences in rain diaries allowed us to directly compare policy discourse with actual experiences of citizens in the rain. Participants noted that we should have more free dry public spaces, outdoor gyms, gazebos and benches that could be partially covered, drains that should be cleared more regularly to prevent crossings from being flooded. At such crossings there are often guardrails too, making crossing the road impossible without stepping into deep water, something which impacts those with physical impairments more than the able bodied. But participants also noted positive embodied experiences of rain, notably the visceral smell of the earth after it has rained, which one participant described as 'rural' in Queens Park. Others noted how they don't mind getting a little wet if the rain is not too heavy while they are cycling. And the sensation of being 'cosy' indoors while the rain lashed outside was common.

Urban planning is fundamentally about how we manage competing social, political, environmental and economic tensions across multiple scales. My project sought to evaluate a planning system against the experiences and encounters of its citizens as embodied actors in a wet city. As planning in the UK seeks to always become more participatory, the study showed how we can expand the types of qualitative data used, and how we engage citizens in new ways that have the potential to reshape state-society relations 'from below'. Is it possible that seeing the world through the lenses of rain from the everyday perspective of participants, we might reimagine urban planning systems and fundamentally change the development of our cities, from a radically citizen-centred approach?

Andrew is Programme Director of the MSc City Planning course. For any undergraduates interested in Urban Planning, more information can be found at the course website: https://www.gla.ac.uk/postgraduate/taught/city-planning/

A Geographer's Ideal Friday Night Quiz

Rebecca Young

Fourth Year, Geography

Ever found yourself stuck inside your flat on a Friday night, bored and wishing you had plans? Need some inspiration for your next wild night out? With so much variety in Glasgow, there's bound to be a perfect night out plan that works just for you. So take this quiz to find out your ideal Glasgow night out…. Geographer style! Just add up the number of points you get, and your perfect night out will be revealed at the end!

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1. **What's your preferred transport method on a night out?**

Walk (1 point)

Taxi (2 points)

Bike (3 points)

Car (4 points)

Bus (5 points)

2. **Of these options, which is your favourite flag?**

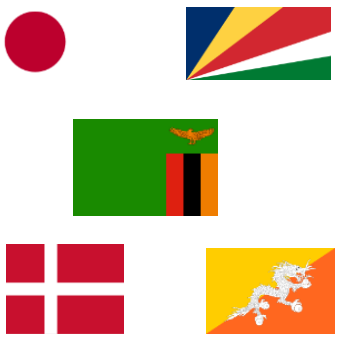
Japan (1 point)

Seychelles (2 points)

Zambia (3 points)

Denmark (4 points)

Bhutan (5 points)



3. **How long would you typically spend getting ready for a night out?**

Ideally 3 hours – getting ready is the best part! (1 point)

Anywhere between 1-2 hours (2 points)

10 mins (3 points)

Could be 20 mins, could be 2 hours! (4 points)

30 mins – the sweet spot! (5 points)

4. **Which is you favourite human geography analytical lens?**

Feminist (1 point)

Postmodernist (2 points)

Decolonial (3 points)

I don't like any of them (4 points)

Marxist (5 points)

5. **What is your go-to drink on a night out?**

A classic cocktail (1 point)

Vodka mixers (2 points)

A good, cold pint of lager (3 points)

A pint of lemonade (4 points)

An IPA, or whatever craft lager they've got going (5 points)

6. **What is your ideal summer holiday activity?**

Tanning by a pool (1 point)

Lounging in a beach club with a cocktail (2 points)

Swimming in the sea (3 points)

Exploring the museums (4 points)

A cycling tour of the local hills (5 points)

7. **What is your favourite physical geography topic?**

Rivers (1 point)

Coasts (2 points)

Ecology (3 points)

Glaciers (4 points)

Oceans (5 points)

8. What is your biggest night out pet peeve?

Overpriced drinks (1 point)

When the club plays terrible music all night (2 points)

Long queues at the bar (3 points)

When the pres don't get started until 11 (4 points)

Strangers coming up to you and trying to engage you in small talk (5 points)

9. Which country/place would be your dream holiday destination?

Lake Como (1 point)

Ibiza (2 points)

Australia (3 points)

Bali (4 points)

Peru (5 points)

10. Who's your favourite GES lecturer?

Dr Rhian Thomas (1 point)

Dr Ed Curley (2 points)

Dr Adrian Bass (3 points)

Dr Hannah Mathers (4 points)

Dr Adam Bobbette (5 points)

Answers: What is your ideal Friday Night?

1-15 points - You're all about a laid-back night out. Your ideal Friday starts with a delicious meal at one of Byres Road's many great spots—whether it's small plates at Ka Pao or a top-tier Indian feast at Ashoka. After dinner, you'll unwind with a few drinks on Ashton Lane, and if you're feeling a little fancy, a cocktail at Bananamoon to round off the night. Sure, you enjoy the occasional crazy night out, but this time, keep it classy and make it to bed before 1 AM!

16-25 points - You're never out on a Friday—your body is still recovering from the chaos of Wet Wednesday and Hive Thursday! With most of your financial woes tied to your love of a good pint, a quiet Friday night is probably the smartest choice. But let's be real—you've got major FOMO. If your friends are out, so are you. Your plan? Swing by pres "just for an hour" because you're "definitely not going out," only to find yourself tearing up the dancefloor at Òran Mór by midnight. No worries, though—there's always the weekend to recover!

26-35 points - You're easy to please—all you really need for a great night out is a good pint, good company, and a solid pub. Whether you're watching the rugby, playing a few rounds of pool, or just catching up with mates over a few drinks, it's all about the simple pleasures for you. For a relaxed but fun evening, why not head to Gallus? You can challenge your friends to a game of pool while keeping an eye on the latest rugby match. If you're in the mood to test your trivia skills, The Rock is a perfect choice, offering a top-tier pub quiz alongside some of the most budget-friendly drinks in town. No need for wild clubs or fancy cocktails—you're happiest with a pint in hand, surrounded by good chat and great vibes.

36-45 points - A night out? Are you serious? Forget that—turn up the heat, order your favourite takeout, and put on your favourite comfort movie. Nights out are never really your thing, so embrace the comfort of home instead. You thrive in your own space, and nothing annoys you more than being pressured to leave it. Stand your ground—no one can convince you that a crowded club is better than a peaceful night in bed. And hey, if you ever change your mind, the club isn't going anywhere!

45-50 points - You're all about the music! Nothing excites you more than a live gig or a killer DJ set at Stereo. You might even be an aspiring DJ yourself, spinning decks at house parties or testing out a set at Mango. So lean into your love for music — head to the Barrowlands for an underground indie show, or dive into the electrifying atmosphere of Berkeley Suite, surrounded by fellow music lovers who appreciate a proper night of sound and rhythm. Don't worry about making it home too early, as you'll just be out and at it again tomorrow!

To the Beat of the Drum(lin):

Sophie Corbett

Fourth Year, Geography

From the raging drum of the city kinetics to the slow wavering drone of the mountains, and the rolling pulse of the coast, sound embodies place

With a growing desire to ground ourselves against an exponentially disconnected world, we often turn to our senses. As we exist in space, an infinite feedback loop of sensory information enlightens us of the relationship we have with a given environment. As an energy form, sound exists by means of vibration; a movement that generates cognitive perception. Sound transcends the restrictive visual barriers of space, whereby the presence of sound solidifies the characterisation of environments as places, places with particular atmosphere, ambiance, and feeling. Societies have long expressed themselves through sonic means, from simple speech and communication to complex musical arrangements symptomatic of a particular cultural, social, or political landscape. The value of music, particularly to geographers, must not be understated; music has the potential to shape how we experience, conceptualise, and represent places, landscapes, and cultural identities. Defining music itself presents one with a conundrum, cautious as to not offer some elusive definition reductive of the true scale to which music compasses. At its core, music is the organisation of sound in time; a human expression combining elements such as pitch, rhythm, dynamics, timbre, and texture to generate meaning, emotion, and atmosphere. Geographers may examine how musical practices, instruments, and soundscapes are shaped by and reflect specific spatial environments with two-fold significance, acting both as a geographical marker of location and a tool for imaging the real and fictional geographies of space.

We can look to regional instruments or production techniques, to evoke a particular perception of place; from the Indian sitar with its complex, meditative droning sound, to the Australian digeridoo that mimics the sounds of animal calls and wind. A distinct example of regionally representative music is Pygmy music, predominantly referring to sub-Saharan African music traditions, where the surrounding natural environment influences the music made, subsequently producing a representative sound. Rhythm evolves from clapping or body percussion, layered with elements of nature such as sticks or water in the practice of '*liquindi*', or water drumming. The sound created here is greatly influenced by the surrounding space, while also representing the place itself. To offer an example of a form of Pygmy music; Herbie Hancock's 1973 track '*Watermelon Man*', features a sample from the Ba-Benzélé Pygmies of Central Africa, using an alternating structure between a single-note whistle, blown on a hollowed papaya stem, and vocalized syllables to produce a distinct polyphonic melody.

Widespread intrigue lies within societies emotional connection to music, and its ability to express and foster multi-dimensional social identities. Music frequently acts as a powerful conduit by which cultural angst and indignation are expressed. Fela Kuti's '*Zombie*' is a commanding, politically charged album holding vast significance in both musical history and geographical context. Symptomatic of the political landscape of Nigerian military dictatorship, its percussive rhythms and sharp brass elements reflect the oppressive atmosphere of the time, while the repetitive, mocking lyrics critique the mindless obedience of soldiers. Connecting deeply to the geographies of political unrest in Nigeria, Kuti's sound functions as an example of how music doesn't simply reflect geography, it creates it. Perhaps in a more conventional view of the geographic discipline, I

ultimately turn to those physical landscapes and natural features that are captured in popular music both poetically and synonymously through sound. Often described as otherworldly, the music of '*Ágætis byrjun*' by Icelandic band, Sigur Rós, is profoundly representative of Iceland's rugged natural landscapes both in its musical style and thematic content. The band's use of guitars inundated with reverb, sweeping strings, and ambient textures mirror Iceland's vast, untouched wilderness through expansive ethereal soundscapes. The mere transcription of such sound lacks the rigoristic depth required to fully comprehend the extent of the band's sonic conceptualisation and representation of their homeland. Yet, it remains pertinent to highlight this key work in the Icelandic music scene as a homage in its portrayal of the land itself.

Beyond place-making and representation, our temporal existence is often marked cognitively with careful points in music history. The experience of time as marked by music nurtures discourse between styles of music and the perceived dynamics of popular memory as embodied, for example, in the link between music genres, technological advancements and particular periods in recent history. The public sphere is therefore habitually temporally labelled as a consequence of recorded music being marketed, produced and used to orchestrate and contest this space. An equilibrium of music, culture and their influence perpetuate this space, acting as a marker of time. Materialised musical memory leads to manifestations of a '*sonic hauntology*', where the physicality of vinyl crackle and the wider distinction between analogue and digital sound either reminds the listener of the time the music was created or presents the stark reality that we are experiencing a time that is out of joint (Fisher, 2014).

I fundamentally encourage both geographers and mainstream listeners to foster a more robust set of listening practices, engaging keenly with not only sound alone, but with the greater geographic and political context fuelling the music. Music is intrinsically rooted in place, people, and culture yet the prevalence of sight in spatial representation often leads to the neglect of the sonic. The ability to recognise the wider political context and historical influence involved in contemporary music production is essential in the furtherance of geographic music research. From Radiohead's dystopian soundscapes to Kendrick Lamar's profound lyrics exposing the socio-political realities of African American life, each artist holds the potential to carve out a unique space where music becomes both a reflection of and an active force within their geographical context.

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When ‘Geographies of…’ was just ‘The Geography of…’!

Colin Bryce

Class of 1974-78, Geography, University of Glasgow

In the words of W.S. Gilbert, ‘the hours creep on apace’. More than fifty years have passed since a cohort turned up at the East Quadrangle in September 1974. There will be a fair few new knees and hips amongst us by now, no doubt. An Alistair Cruikshank-style march across the Howe of the Mearns would be out of the question these days. Even a Ronan Paddison walk around Paddy’s Market would be a few steps too far in all probability.

Close to 40 of us stayed the course to graduate with honours in June 1978. Some had studied just Geography and had sat eight finals papers in the subject while others took the Joint Honours option - Languages, Economics and Politics being popular minor subjects - and took five Geography papers.

As was (and probably still is) the Glasgow Uni way, most of us were locals and travelled in every day. Train to Central or Queen Street, then the No. 59 bus to University Avenue in time for the 9.00 lecture. A few though took flats, often a floor or two above half a dozen curry houses on Gibson Street or Otago Street, or further down Woodlands Road. Going west to Hyndland was too expensive even then.

Probably most of us had been good at ‘capes and bays’ at school and thought that Geography would be just the thing. Encountering Peter Haggett’s ‘Geography - A Modern Synthesis’ and Abler, Adams and Gould’s ‘Spatial Organisation’ right away came as something of a shock. Was this really Geography? Fortunately, Professor Miller came to the rescue of the chorographers, to quickly emphasise that the Dept. of Geography at Glasgow was a place where Regional Geography was studied. There were some odd folks lurking in the basement drawing maps and a few specialists in the likes of Urban or Bio-geography, but they were all subservient to studies of the region.

Those who decry the legitimacy of descriptive Regional Geography (and there have been many over the years) and have not been convinced by J.F. Hart’s famous paper ‘The Highest Form of the Geographer’s Art’ need only read Prof Miller’s essay on Lowland Scotland in Jean Mitchell’s ‘Great Britain - Geographical Essays’, one of the set texts for the class of 1974. His words send the reader away educated and interested, knowing the people, the place and their social and economic interactions.

Prof Miller is well remembered for his lectures to first year students on the Tropical World, supported by Pierre Gourou’s thematic text on the subject - all probably a bit too colonial for today’s taste. We learned of the dangers of Trypanasomiasis and Bilharzia, useful in the event that we might find ourselves having a paddle in a stream in deepest Africa. More seriously, the acquisition of such knowledge about people and places seems to be somewhat missing from the subject these days, and more’s the pity. Unquestionably, familiarity breeds not contempt but understanding and it makes the study of our subject uniquely relevant in today’s info-rich but short focus-span world.

We also read Strahler and Strahler on ‘Physical Geography’ and perhaps today’s students still do. Barry and Chorley’s ‘Atmosphere, Weather and Climate’ is another to have survived the test of time. As an Arts student I can still recall, with horror, Cyril Halstead’s introduction to adiabatics and tephigrams from that text in an early lab class.

Cyril was an idiosyncratic fellow who taught the Regional Geography of the British Isles (‘Compare and Contrast the Site and Situation of London and

Birmingham' etc). He also ran the Climatology option. Short, stern and immaculately waistcoated, there was Cyril's way or the highway.

Equally scary to the fresher was Alistair Cruikshank. His first-year field trip to Montrose is recalled for the long hours of work, work and more work. Then there were the challenging marches across the countryside in the cold and the rain. Maybe we had time for a pie and a pint somewhere along the way but, if so, that memory has faded over time. Alistair also taught the regional option on the USA, where we learned about the 'Turnerian Wave' that characterised the progress of the frontier as it moved westwards. It was well known that this was a good subject to get tucked into as, every year without fail, it came up in the exam set by Alistair.

Arthur Morris covered Latin America and had a special interest in regional development. His text,' Geography and Development' is lucid, interesting and still very readable today. As a Spanish speaker, he was a handy man to have around when the Junior Honours class enjoyed their field studies trip to Benidorm. He was called on more than once to extricate members of the group from sticky situations, which he managed to do with the reassuring calm and an avuncular personality that served to defuse any issues.

The rumour had gone round the class that as the new Professor, Ian Thompson, another regional geographer, had spent the prior summer moving to Glasgow from Southampton, he had not enjoyed a holiday in some time. Benidorm, we heard, was to be his summer holiday and so we were left to our own devises to do some geography - any geography really. What fun we trainee geographers had hiring open top jeeps, lunching, carousing in the evenings with barely a concern for serious study. Mind you, after wet and cold trips to Montrose in first year and Scarborough in second year, we, like Prof Thompson, deserved a break!

For those of a more scientific mindset, there was an especially well-regarded specialism in Biogeography, led by the celebrated and inimitable Joy Tivy and supported by Gordon Dickinson. The Arts waffler types were not exposed to the joys of counting sheep in Ecclefechan or assessing the footfall erosion of picnickers at Balloch. Rather this was a subject that attracted the numerate and the precise. However, as Gordon Dickinson moonlighted as a top rugby referee, some of us saw plenty of him behind his whistle and he seemed to take great pleasure in frequently penalising any player he suspected of being a mere regional geographer – as I know from experience!

Field Studies Benidorm Style!

If Systematic Geography was also taught at Glasgow in these days, the Dept was not one in the forefront of the Quantitative Revolution that was on the march in the subject. But much like Regional Geography, the systems and models of the Quant era were themselves soon dumped and Radical Geography began to develop along with the 'Cultural Turn' towards the Social Sciences. Ronan Paddison, a highly popular and sociable lecturer, focussed in the early days on teaching Urban Geography. He was to be an early exponent of Radical Geography and on many occasions his tutorials would take place in the pub and would meander into politics and the discussion of social issues, subjects quite foreign to a group of largely middle-class types.

'Our' Drumlin of 1977-8 had only four articles by Senior Honours students. In an issue focussing on Strathclyde Region, the only 1st Class Honours student in our year (how that has changed!), Donald Davidson, wrote about Local Government Reform; Jim Duffy went to print on Stonehouse New Town; Jim Croall (the JOGSOC President) gave that group's report; and a group of un-named members of the editorial staff ran a piece on the Benidorm field trip of the previous year. Two Junior Honours students also wrote an especially amusing piece parodying the 'Quantitative Turn'.

Drumlin of 1978-9 catalogues the destination of thirty-three of our year's honours graduates. Ten went into Teacher Training; eight went to Town and Country Planning; six to Accountancy; six to Industry; three to study for MSc's and one - Jim McIntosh, the only mature student in the class - went on to College Lecturing. Where do the graduates end up today? Do they emerge as either Social Scientists or Environmental Scientists? Or is there still the ability to synthesise in the subject and to emerge as the rounded Geographer we used to know?

Happily, we still see rounded Geographers hitting the heights, advantaged by their balanced, inquisitive, observational and synthesising skills. Top BBC journalists, Chris Mason and Adam Fleming, reasoned analysts and inquisitors in a media world seemingly intent on engaging in hyperbole, are graduate Geographers. And ex-Prime Minister, Theresa May, is also well known to be a Geographer. Geographers have Chaired Banks, headed up City Financial Trading businesses and are successful as CEO's of companies across the wider business and commercial worlds. It is a subject that trains people to be socially aware and socially useful, to write well, be perceptive and to develop an empathy with people and places that engenders mutual respect and understanding.

Fifty-ish years on the buildings remain much the same but the subject has moved on, (even if Geography is for ever engaged in trying to find itself). For the newbies of September 1974, fifty years ago does indeed feel like it was just yesterday. The faces of fellow students and of staff remain fresh and clear in the mind even if only once, for the 25-year anniversary, did a reunion - organised by Ellen Rafferty - take place. The experiences of spending four years on the top of Gilmorehill, that finest of Glasgow drumlins, are ones to be really thankful for. The people and the places - geography itself.

Keeping up with the subject amongst all the pressures of life and time imposed by employment and family is not easy for alumni who still love the subject but membership of the RSGS and receipt of their fine publication, the SGJ, covering *a' the airts'* of our subject with a big Glasgow academic input is a welcome regular Geography 'fix'.

Drumlin - astutely referred to by Prof Philo as 'Academic Geography from Below' - deserves a revival. For this old Geographer though, perhaps someone can write an article explaining why old fashioned 'The Geography of…' has now, in learned articles and degree course summaries, become new-fangled 'Geographies of…', plural and missing out the definite article! Probably a social science-ism. Cyril Halstead would never have approved.

Nature through the lens of Photography

Aleksandra Sapko

First Year, Archaeology/Geography

Introduction

My journey with photography started from a young age and developed through time. One significant development opportunity arrised in the beginning of 2024, when I got the opportunity to take a photography course and learn more about the technical aspects of a DSLR camera and the different techniques I could utilise to capture my images. A DSLR camera is beneficial for nature photography particularly due to the extensive lens selecion it permits. It allows photographers to capture diverse scenes with a simple switch of the lens. In this compilation, you will see examples of images that I have captured using standard, macro and prime lenses. This course not only taught me more about how the camera works technically, but it made me reflect on the amount of effort and skill it takes to successfully capture an image that is correctly exposed and well proportioned. It reminded me that photography is much more than just taking a picture with a click of a button.

I have compiled a small collection of my favourite images that I have captured throughout the year which showcase the highlights of my learning journey whilst undertaking the course. These images are based on nature photography and the natural world, with some images capturing this through an abstarct perspective. I have briefly described the process behind each image to help you visualise some of the steps I took to capture my images. I hope that you enjoy this small selection, and perhaps these will inspire you to venture into the natural world and capture its beauty like I did.

Image 1:

Using a wide aperture, a shallow depth of field effect can be achieved, blurring the background. In this photograph, I used this technique to bring the bee – the subject matter – into focus. I also wanted to capture the miniscule details of the bee such as its delicate wing structure and fur. I was able to do this using a macro lens, which is designed for close up shots, often of insects. The negative spaces within the image prevent the image from looking restricted, mimicking the freedom of flight of the bee.

Image 2:

In contrast to the previous photograph, a narrow aperture has been used in this photo, creating a large depth of field effect, bringing much of the image into clear focus. This image provides an abstract perspective into nature photography, due to the blurred zoom burst effect that can be seen particularly in the centre of the image. This was achieved using a slow shutter speed and extending the lens back and forth while taking the image. This creates the rays of light which permeate through branches of the tree, and is enhanced using a black and white format, making the rays more prominent. The image has been taken from a lower viewpoint so that there would be dynamic fluency within the image. Finally, the lighting conditions at the time of shooting were bright, so I had to use a low ISO to ensure that the image was correctly exposed.

Image 3:

As with the first image, this photograph uses a wide aperture to create a shallow depth of field effect, making the river lily stand out as the focal point of the image. Instead of using a macro lens like with the first image, I have used a prime lens here, which offers a wider aperture. The red and green colours work well together as they are complementary. This helps to create harmony within the image which correlates to the harmony and tranquillity that can be found within nature. Contrary to the first shot, however, I have cropped and centred this image, reducing the negative space, to further emphasise that the lily is the subject matter of the image, and so that the composition looks pleasing to the viewer's eye.

Image 4:

This photograph has also been achieved using a macro lens, like the first image, in order to capture the minute details of the leaf's structure and veins. A large depth of field effect (narrow aperture) has allowed me to capture the central details of the leaf in clear focus. Contrast has been created within the image as the light tones seen in the venules of the leaf, contrast against the dark silhouette of the leaf midrib. This anatomical structure was made clearer by shining a torch behind the leaf, a technique called "backlighting", which is useful for illuminating the subject of the image.

Image 5:

A shallow depth of field effect in this image brings the silhouette of the common gorse bush into clear, sharp focus against the blurred background, highlighting the sharp nature of the needles. As movement of the bush by the wind would make it hard to get a shot that is not blurred, I used a fast shutter speed to ensure a sharp image. I used negative space to make the gorse stand out, with the bush centred to create balance. The blurring of the background effectively produced a gradient of soft pastel colours. This gentle sunset background contrasts starkly against the harsh darkness of the plant, creating a dramatic effect, and further emphasising the sharp essence of the gorse.

Image 6:

Similarly to the second image, I created the blurred zoom burst effect in this image using a slow shutter speed and by extending the lens back and forth. The streaky lines have created motion within the image and have made it dynamic. I appreciate how the dark green tones of the stem contrasts against the light tones of the petals, allowing the petals to stand out and creating a focal point within the image. This is another image which I have taken that portrays the natural world through an abstract lens. The viewer can see a visual timeline that has been created which showcases the blooming process of the flower in an abstract way.

Am I a Geographer?: Reflections on a Disciplinary Identity

Duncan Shaw

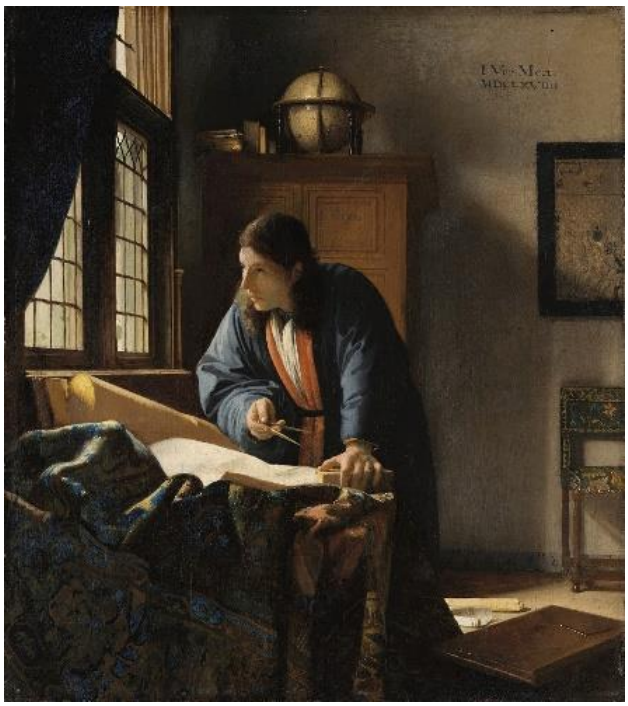
Fourth Year, Geography

The simple answer is, of course, yes. I am undertaking a degree in Geography and thus I am a "Geographer"…

But do I feel like one? I'm not so sure. The question of disciplinary identity is all too familiar to many who do geography. There are endless "geographies" to choose from, subdisciplines, sub-subdisciplines, geo-this, geo-that, bio-geo-socio-morpho-chemi-cultural. In the words of a wise man (probably): "if it exists, it can have a geo- prefix added to it". These days, I rarely find myself in the geography section of the library (the geographies of the Glasgow Uni library??). I'm sent gallivanting along to sociology, or economics, or geology (yuck!), or even biology and botany (not even on floor 6!). It feels that "geographer" is being pulled at from all sides, both too broad and too specific.

To answer my question, I turned to the literature (huzzah!). Student identity in higher education is a topic that has been covered in the "proper" literature. Wong (2023) even managed to bring Foucault, Lefebvre, and Massey into the debate (it wouldn't be a geography essay without mention of Human Geography's main protagonists). However, it is also discussed in the "not-so-proper" literature of our predecessors writing in this very magazine, sometimes in the form of "personality test" style articles. These asked you to answer certain questions, where you would be given a geographical identity at the end (e.g. "hardcore physical geographer", etc). While these were mostly written in jest (I hope), they do give some sort of insight into the internal struggles we geographers must reckon with.

Looking from a historical perspective, let me point you to a certain painting by Vermeer – likely familiar to all Honours students who have enjoyed (or endured) the Thought course – called "The Geographer". At this time, the "geographer" as depicted in the painting, represents something altogether different from how we may see geography and geographers today, with various similarities and differences. Geographers of the time were seen to be concerned with "maps, places, and exploration", as can be seen by the objects and clothing in the painting (Hopkin, 2011). Geographers were sought after to facilitate the expansion of empire, control of indigenous populations, and mapping of the known world.



Vermeer's (1632-1675) *The Geographer* (1669)

Since this time, various disciplinary developments (such as the 'Quantitative Revolution' and pushes to decolonise geography) have left geography and geographers in a very different place. No longer would many sitting in the geography department today identify with Vermeer's Geographer, and the discipline he represents. With such a complex and

contested disciplinary history, no wonder we are left now with confused academic identities and a fractured discipline. This contrasts to, say, a physicist, who may be more likely to identify with Isaac Newton, and his 17th century physics than a geographer would to Vermeer's 17th century Geographer.

Personally, I didn't start off as a geographer. I walked through those beautiful Molema sliding doors on my first day as an Environmental Geoscientist. When I finally came to my senses and switched to Geography (sorry earth scientists!), I really didn't feel much change in my identity. Had I not become a geographer, or was I a geographer before? This speaks to the fact that, studying a "Geography" degree is not necessarily the "be-all-and-end-all" in forming an identity as a geographer, highlighting how the breadth of geographical thinking can complicate things.

You may be wondering, at this point: "who cares!" But I think there is something rather important in one's academic and disciplinary identity in terms of its ability to provide a sense of belonging to a place, whether that is a physical space (i.e. the East Quad or Molema) or something more theoretical. This belonging to a department and/or subject, or one's "disciplinary identity" (Hyland, 2012), is something that has likely deteriorated as the landscape of higher education has shifted, partly due to the effects of neoliberalism and commercialisation of the industry. As the focus for university students has become increasingly about students' future in the labour market, "work-readiness", and fitting Graduate Attributes for employability, focus has shifted away from the development of a student and disciplinary identity while at the university (Daniels and Brooker, 2013).

With these recent shifts in higher education, and with students being increasingly bombarded by work and assessments, it is little wonder that students are struggling to find time to meaningfully engage with their subject and department. I would not be surprised if this is leading to students feeling as if they don't identify as "geographers." This effect can have dire consequences on student mental health, inclusion, engagement, and performance, especially among home and international students who may already have a hard time integrating into student and departmental life.

It is clear to me that my doubts over my position as "geographer" stem from a combination of the compartmentalisation of disciplines, the fact that geography as a subject is ambiguous and all-reaching, and the deterioration of a sense of belonging to a physical and symbolic department. However, here, I think, lies the unique promise of Geography. At its core is an interdisciplinary nature that can allow one to be a "geographer" and cover various fields and pursuits of study. While I think a lot must still be done to (re)build that sense of belonging to geography (a good start would be to join GeogSoc and write/edit for the *Drumlin* next year!), geography can perhaps provide the antidote to a world where you must be hyper-specialised and call yourself something with multiple adjectives and several suffixes. I say we embrace the simplicity and potential in the name "Geographer" and say:

"I am a Geographer!"

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A letter to my undergraduate self

Dr. Emma Laurie

Lecturer in Human Geography, Geographical and Earth Sciences

Emma Laurie arrived at the University of Glasgow in 2004 as an undergraduate to study Geography in the then called 'Department of Geography and Geomatics'. Twenty years, a few hair colours and dubious fashion choices later, she writes a letter to her first-year self …

Put down your Nokia 3310, pause that portable CD player, it's me, or it's you, 20 years from now! I know you've just arrived at uni and you're not convinced you made the right call, so, you'll be surprised to learn you never quite get around to leaving! You're going to have fun, you're going to make friends, and you're going to do things you couldn't imagine, but you could make it all a bit easier if you do a few things for us . . .

Do something with your summers. You get MONTHS off, even though you end up working in the uni, you don't keep getting them off - gutter! So, please, do something more than work in Bloc.

Make sure your group knows what a protalus rampart is before giving that field class presentation! You can't just blag it. It is obvious you didn't figure it out while up the Brecon Beacons.

Wear sunscreen, especially to T in the Park 2006. Your commitment to the sweeping side fringe is admirable, but the next generation will come along and banish the side parting (and your skinny jeans!) You'll be nearing 40 with a middle parting and uneven forehead wrinkles that you'll blame on sun exposure to that wee triangle of forehead that peaked out from your dramatic side fringe.

Don't be annoyed at Dave when he lies about coming to Tanzania with you on that dissertation trip. He is right, you wouldn't have applied if you knew he wasn't going, and it would be the most significant fork in your road. That trip will become the first of many and take you in a direction you can't imagine, and you'll be forever grateful to Dave!

THANKS DAVE!

GRAD BALL 2009

And don't be so quick to judge the people you do go with! When you first meet them, you'll think you have nothing in common. It turns out that some of them have become your best friends!

Make more mistakes! Stop trying to please everyone. It takes you far too long to figure this one out. You won't regret any stupid mistake you made, but you'll regret not making a few or more of them.

Stop worrying you haven't figured it out yet. You never do. But you'll learn to be ok with that.

Actually, you probably need to figure all this out yourself, but just know it's all going to be ok. Right, you can unpause that The Libertines album now, and here, this thing called an iPod is coming your way soon, and it's going to blow your mind!

Yours,
Dr Emma Laurie (yip, doctor, I know I'm still confused by that one!)

MALLORCA FIELDCLASS 2008

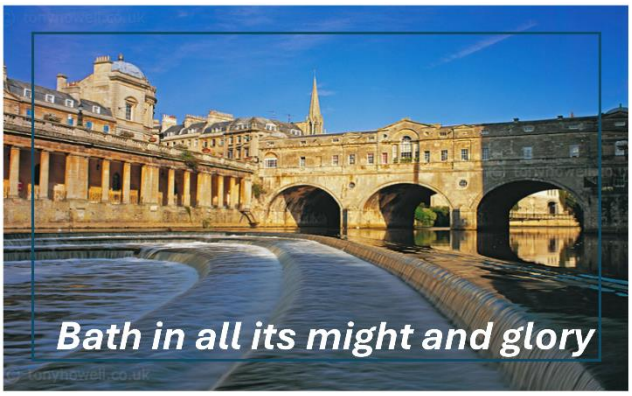
TANZANIA 2008

Old infrastructure, new concern: How Bath's radial gate is causing a Bathonian stir

Jack Donaldson

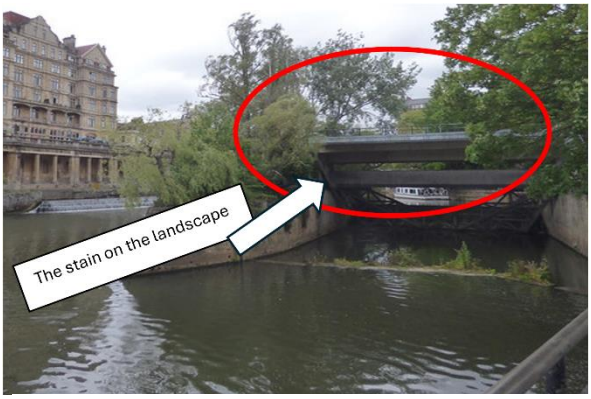
Third Year, Geography

In such a beautiful city of Georgian architecture, home to Jane Austen famous books like *Pride and Prejudice*, and popular film and tv shows such as *Bridgerton* and *McDonald and Dodds*, it's hard to



imagine an eyesore like that of Pultney radial sluice gate. The gate is located just off the weir via Pultney Bridge and the iconic Empire building. Despite many different stakeholders with their own interests, a general agreement amongst the noise is that the radial gate is (to put it politely) unaesthetically pleasing to the eye. The Environment Agency (which performs much maintenance on the river Avon meandering through Bath) has stated in a River Options Report that Pultney radial gate is no longer deemed a significant reducer of flood risk prevention and isn't needed to keep the water flow of the weir consistent. Essentially the sluice gate could be replaced by a brick wall of the same height as the gate and do the exact same job. What has sparked more outrage for residents is the fact that it is a persistent drain of taxpayer money. The Environment Agency claims the gate is far past its life expectancy (implemented in the 1970s), is expensive to maintain and on occasion requires heavy machinery via floating platform and/or boat to remove debris such as trees and branches (which can get stuck under the radial gate) preventing the gate from operating (up and down).

Pultney Weir thirsty for water 😭

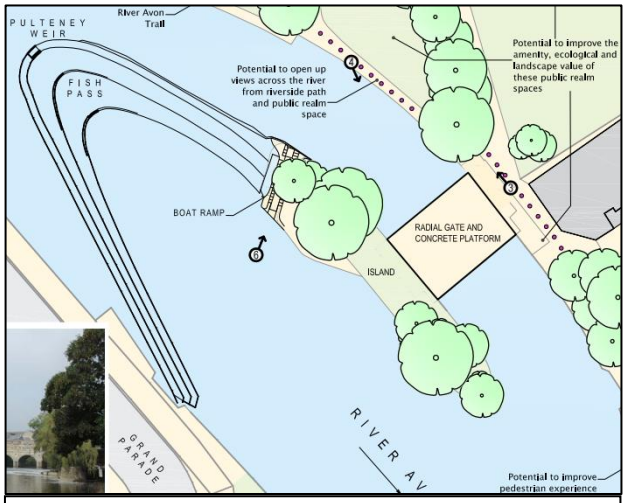


Pultney Sluice Gate 💀

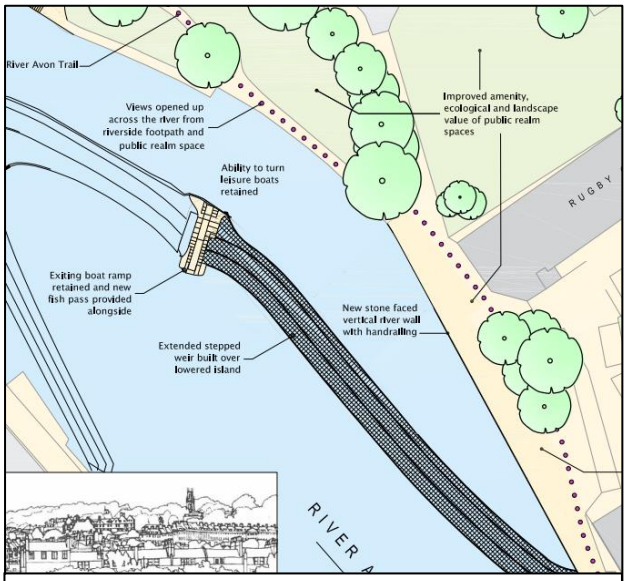
For example, photos captured one of these events back in 2020 where a tree got stuck under the radial gate preventing it from closing after a high rainfall event, starving the weir of water and tourists of Instagram-able photos… a true injustice.

So what is the solution? I hear you ask. Is this just another existential dread-like complain and moan without any productive knowledge intervention? Well no😎. As previously mentioned, the Environmental Agency carried out a River Options

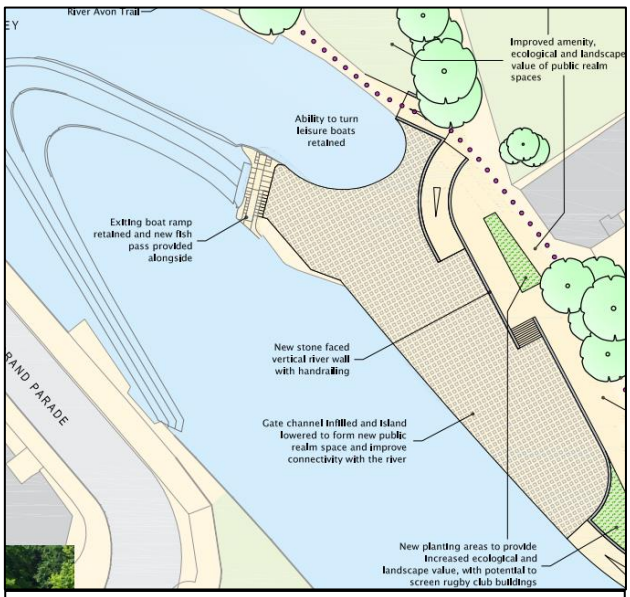
Plan which provided a whopping **3** proposals of what to replace the gate with to improve the landscape. Option 1 suggests extending the medieval weir (because bigger is better? 😳). Option 2 (my personal favourite) calls for increasing recreational activity and pedestrianisation access whilst allowing flooding during high flow events. Option 3 suggests a small 3-step weir (for recreational use) as well as a fish passage for eels to continue down the river Avon. Option 2 and 3 are similar in terms of recreational use, fish passage and flooding allowance. Although recreational use as well as flooding allowance creates potential space for safety and logistical risks such as drowning and slipping (especially with the river having a strong current). Additionally, "no swimming" signs are currently in place at the location, partly due to the strength of the river flow as well as the fact the River Avon is the 3rd most polluted river in England (according to the Environmental Agency) with E-Coli reportedly being 20 times safety levels 😷. **Which plan is your favourite?** And if it's extending the weir, you are wrong. 😙



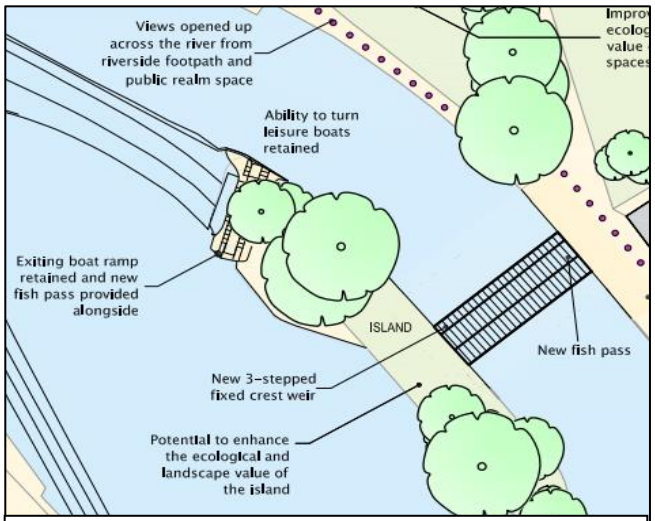
Existing Site: so unmindful, so not demure



Option 1: Extend Weir Crest



Option 2: Infill gate Channel – the best option



Option 3: Three-step weir with fish pass

An [insert collective noun] of geographers?

Eleanor Horton

Fourth Year, Geography

Whilst pondering the nature of a geographer (à la Duncan's 'Am I a Geographer?') I found myself on a whim searching up the collective noun for 'Geographer'. You know collective nouns; those vocabulary-swelling names for plurals, presumably an attempt to make grammar more entertaining? The word choice is often telling of the general view of the group in question, inspired by often savage stereotypes. So focused was I on hoping we'd been assigned something vaguely amusing, not some unimaginative cop-out (none of this 'group of', 'number of' nonsense!), it didn't cross my mind that, after a thorough perusal of compendiums, I'd find geographers receive no mention at all! And trust me, these compendiums went niche – my favourite profession-related example being the perhaps too visceral 'rash of dermatologists'; it seemed to me that there existed a compilation of nouns for everything but Geography. It was almost as if the noun-moderators were aware of and actively contributing to geographers' existential identity crisis. To add insult to injury, Geography's two closest academic rivals both featured – see 'a formation of geologists' and an (albeit unflattering) 'argumentation of historians'.

Desperate for some kind of inclusion, I scanned for any collective we could hitch-hike on to, anything remotely related to our discipline - surely, I thought, not difficult given the eclectic range of 'geographies of___'. Could we slot into 'a ponder of philosophers'? Or a 'tabula rasa' of empiricists, whatever that means (anyone who studied Geographic Thought more diligently, feel free to shed light on this). A 'pretension' of intellects? A 'dish' of gossips? Most definitely; however, hopefully not our defining characteristics. Consideration of the most generic 'student' turned up a choice between the underwhelming 'class of' or slightly pessimistic 'flunk of' (no need to tempt fate there). After the worrying discovery of the collective noun for the group many of us are joining imminently – the somewhat unappealing 'unemployment' of graduates (!!!) – I was sufficiently put off the idea of scavenging off another category. What I needed was a fitting, and, crucially, memorable word describing geographers on our own terms. What word could aptly characterise our motley crew? Consultation of the masses resulted in some real gem contenders, recounted below due to their relevancy, accuracy or entertainment factor:

A population of geographers (Lucy Kennedy)

A fleece of geographers (Ilona Bladworth)

A globetrot of geographers (Ben Adams)

A flat earth of geographers (Roan Nonis)

A bucket of geographers (Roan Nonis)

A drift of geographers (Dan Williams)

An archive of geographers (Dan Williams)

A stack of geographers (Jake Lawrence)

A survey of geographers (Finlay Patterson)

A pioneer of geographers (Susannah Horton)

Genetic Fitness and Ecological Niches

Molly Haworth

Third Year, Psychology

The evolutionary biologist, J.B.S Haldane stated, '*I would lay down my life for two brothers or eight cousins'*. Although at first glance this seems sentimental, the deeper reasoning of why he would lay his life down for his brothers and cousins may not be as heartwarming as a deep family bond. Rather, it may just be that he would do whatever it takes to make sure his genes survive. Although it is a seemingly pessimistic view of the reason for our existence, I find that the evolvement of any species reflects a hard wrought battle against selective pressures and the utter devotion towards the continuation of our genes reflects the determination needed to survive. However, do we really have any control over our survival, or is evolution something that is or was enacted upon us? I would argue that Haldane's quote reflects the fundamental behaviours that influence our survival, yet it does not reflect the seemingly 'outside' influences that have just as much of a hold over our behaviour. The niche construction theory explores how organisms can construct their own niches through selecting features of their environment in which to rely on. It is important for our understanding of how living organisms interact with their environment and vice versa. However, how much influence does our environment have on evolutionary fitness, and how much control do we really have? It could be argued that Haldane's quote suggests some level of control over his genetic fitness, with his act of self-sacrifice being something he can willingly do, even on a theoretical level. To truly understand the influences on our fitness, we first need to understand the influences of genetics and cooperation on a more individual level of survival.

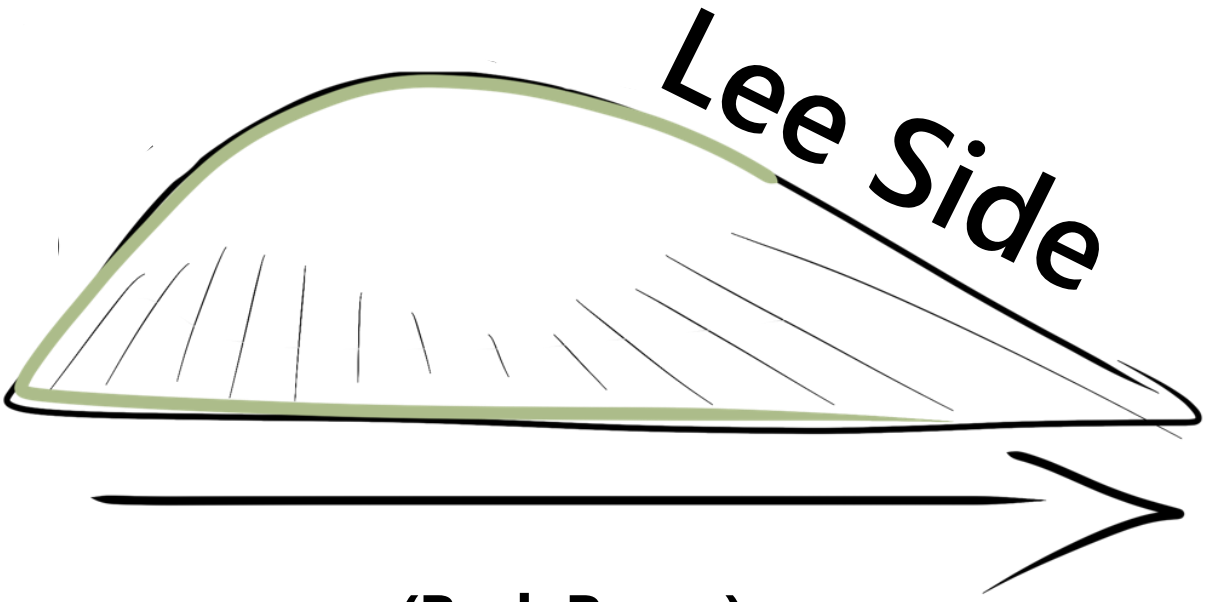
So why would Haldane lay down his life for only two brothers, yet so many cousins? An evolutionary explanation comes from Hamilton's rule of coefficient of relatedness. Defined as 'the probability of sharing an allele by common descent', or, more simply, how genetically related one individual is to another. For Haldane, the coefficient of relatedness between a sibling and himself is r=0.5 or 50% of shared genes. This means that his own genetics are worth two of his brothers, however, it would take eight cousins to be worth the same genetic relatedness (r=0.125). Therefore, Haldane suggests that his behaviour would be influenced by the number of genes he shares with another individual, and in turn his cooperation with that individual is dependent on the highest amount of his genes surviving. Kin selection, defined by Maynard Smith as 'the evolution of characteristics which favour the survival of close relatives', suggests that the role of relatives should be examined when considering an individual's genetic fitness. Research on Zebra herds have shown positive relationships between relatedness and strength of social bond, with zebras with young foal herding together in order to reduce predation risk. This suggests that how genetically related an individual is to another, can influence behaviour and in turn increase the survival of their own genes.

So how does the niche construction theory link to an individual's fitness?

The environment in which an individual must live exerts an overwhelming influence on their survival, and genetic relatedness and cooperation may not always be relied upon to ensure the genetic fitness of that individual. Ecological niches are the conditions necessary to support an organism and are related to the principles of inter- and intraspecific competition. Interspecific competition is a form of competition in which different species must compete for specific resources needed for survival, such as food and habitats. Intraspecific competition refers to the competition for resources between members of the same species. This competition leads to the creation of an ecological

niche, where the conditions for survival are right for one particular species. Because of this competition for resources, many researchers suggest that there can be no more than one species per ecological niche (or limited resource). The niche construction theory considers that organisms experience environmental modifications and that they can alter the selection pressures they experience, as well as those they exert on other species. Humans, like other species, are able to modify their environment, and in turn alter the selective pressures they experience. This could be at a phenotypic level of change, with ecological niches having the possibility of providing resistance to parasites, defence against predators, and even changes in diet. It can also be seen within agriculture and resource competition, such as overfishing, which has an impact on both human economies and marine ecosystems. How this influences an individual's fitness varies depending on the niche and the selective pressures exerted. However, it brings into question whether Haldane's quote would still reflect the need for him to lay down his life, if he was able to exert influence over the environment himself and change the selective pressure he experiences. Would his fitness be changed if there were himself and eight different cousins competing for resources within a niche?

Overall, Haldane's quote reflects key factors that influences an individual's chance of survival and the relationship between genetically related organisms. Yet, within the niche construction theory we can see that environmental and ecological factors can influence the evolutionary process as well. It is therefore evident that, in order to best understand the evolutionary process in the real world, one must consider both the ability of an organism to influence the evolutionary pressures they experience, and the ways in which they can adapt to those uncontrollable external factors.



(Back Pages)

Staff Spotlight

Our Editor interviews the face behind the emails: **Anne Dunlop**

What brought you to Glasgow, to study and to work?

I came to Glasgow when I was 3 and was at school in Glasgow. I was accepted to other unis, but it was easier, I think, in those days to just stay at home, if you could. I also went to school in town, so the west end was still new to me. I came to Glasgow to do maths and physics, and geography was my extra subject. After a few months I realised that I was enjoying the geography much more, so, just as you can do now, I switched.

Obviously this is for the *Drumlin*, so I have to ask. When you were a student, were you involved in the Geography Society at all?

In my honours year there were 30 of us, and we were very close knit. GeogSoc was there, but it was less of a social society, and more about visiting speakers. There was less focus on the pub crawls than it seems to be now, it was more educational. We did do a lot together, though. My class are still in contact and meet up regularly: we had our 50 year anniversary last year! Five people graduated with First class Honours in my year, which was totally unheard of! We were always talked about as the "class that got five firsts".

So you completed your undergraduate, what then?

I wanted to do a job that was something to do with surveying and cartography. But in those days, it was really difficult for women to get a job in the field. I did apply to a firm in Glasgow, who were based just at the end of Kelvin Way. They gave me a job, but they said I couldn't stay on site. So I was to travel home every night and there was just no way was I going to do that. I then applied to various big mapping companies in the south of England, but in the end I decided I didn't want to go down to London, so I applied for teacher training. Just before I started, one of the survey companies opened up an office in East Kilbride. I actually worked for a surveying company, but doing photogrammetry, a lot of basic mapping of Middle Eastern countries, like in Doha – lots of shanty towns and deserts as well as mapping the site for a large new reservoir in Shiroro, Nigeria.

So what brought you back to the department at Glasgow again?

After the East Kilbride office shut down, I became a cartographic editor at Harper Collins, the publisher which was based in Glasgow, making atlases out at Bishopbriggs until I had a break to have my family. One afternoon in June 1986, I had a call from the Head of Department saying they needed somebody to help out with practical classes, so I became a teaching assistant in 1986 – and I'm still here.

Initially, it was just helping with the practicals in Topographic Science, before moving in to help with the Geography classes, starting with the Level 1 labs. At one point, there was a lecturer due to start and teach surveying in the Topographic Science course, but they dropped out last minute, leaving nobody to teach it. So they asked me and I ended up lecturing for about 15 years.

When did you move into the administrative side of things then?

I started this in 2016, and there wasn't really a job like this before that. Previously, it was a lecturer, Derek Fabel, who did all this type of teaching administration as part of his service. When Derek went to SUERC, they got money to have a proper teaching administrator, and I applied and was successful. At that stage, although I still loved the surveying, the equipment was getting quite heavy for me – plus I was doing far too much marking!

Now my role is called Learning and Teaching Manager, and I'm responsible for all aspects of teaching management – now mostly on PGT programmes – but including the timetabling of all the courses across the School. I still also have a role covering student welfare, as I have done so much advising due to my previous role as Senior Advisor for many years.

So what goes into the timetabling process? It seems like it would be quite challenging.

We have to fit all the lectures into the days, and make sure that staff are available and that the rooms are available, and so on. You've got to really understand the way the school works, because there's overlap across the different programmes. It can be tough, because everyone wants a particular time slot or they need the PC labs, but they don't want to be here at 9 o'clock, or in the afternoon etc. The time slots allocated have quite an effect on student numbers, though. Topographic Science used to have their lectures every day at 9 o'clock, then at one point they managed to move it and the numbers shot up from 20 to 60 in the class!

I also try to make it so there is no overlap in any option course, so if someone wants to take a human course, but they also want to take a physical one, we want to make that possible. Also, any classes over 80 people have to go to Central Timetabling and we have to wait to see where we can be slotted into an increasingly smaller number of available slots. For some of the L1 and 2 courses there are set times, which have often been the same for many years: Geography 2 has always been at 10, way back in my day, the same as it is now.

The idea of having a kind of "home" in a department/building is interesting. Do you think this is a factor for this School?

The earth scientists definitely do have that in the Molema more than the geographers. There are not many classes up in the geography bit (East Quad), mainly just because the classroom sizes are limited to 50 people, and many courses, especially for geography, have more than that these days. The earth scientists, however, need to have more of their classes in the Molema because they need to use specialist equipment and samples, etc. The Molema also has bigger class rooms, so it's easier to fit people in there.

From your time in the Department, what are the biggest changes you've seen, either physically or more culturally and socially?

The biggest change is that many staff tend to not be here much. You can walk along Level 4 and 5, where the offices are, and there's never anybody around. This was happening even before COVID. It seems that there's much less collegiality now. The room next to Hannah's office used to be the staff room where all the staff would meet at lunchtime and have a blether and you would learn so much about what was going on. Now they're very much separated between physical and human, whereas before they were all mixed up.

Why do you think there has been this split between physical and human, with physical aligning more with Earth Science?

A lot of it has to do with research. They're split apart in that they work in two separate research groups. The earth scientists and physical geographers are together in one group. While the human geographers form a smaller group. For a while students tended to cluster more towards human courses. However, that balance is changing now, and physical and human numbers are definitely coming closer together. My impression is that more students are now interested in physical topics, but we've lost a lot of staff from the physical side. There used to be many more physical geography courses: Martin Hurst ran two geography geomorphology courses; there were two rivers courses, including Richard's course; there were Thorsten's two biogeography courses; and there used to be two Limnology courses run by Susan Waldron. Derek Fabel had 2 Glacial courses. The majority of these have now disappeared from Geography although Geomorphology and Glacial Landsystems are still available within the Environmental Geoscience programme.

What do you think it the biggest impact you have had on the department? What are you most proud of?

I would like to think I have made most contribution on the student welfare side of things. I am really grateful to have had the opportunity to work with so many students from across the world over so many years and I hope that a lot of them have felt that I have made a difference to them, helping them get through problems that they face. Students will often find me the go-to person to email first. I am always interested in the students, and try to take the student's side, which is something that not everyone will do these days. I know that is one of the reasons I am still here, not to fill in spreadsheets, but to make sure students achieve what they came here to do.

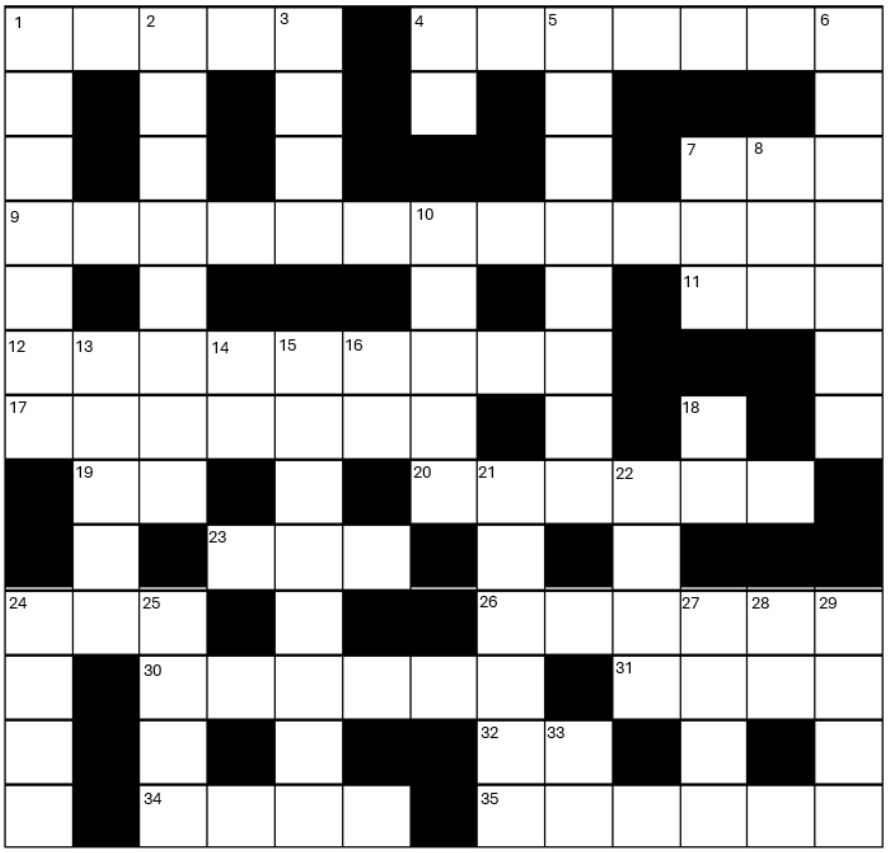
(Interviewed and abridged by Duncan Shaw)

Puzzles Page

(Solutions at the back)

Drumlin Crossword

Created by Rebecca Young



Across

1) To become widely spoken about on social media (5)

4) Every third years favourite geography course (7)

7) A hill or rocky peak (3)

9) Mountain (formerly) prominently featured on Toblerone packaging (3, 10)

11) Small green pulse (3)

12) Home of the Mayans (9)

17) Imperial realm dissolved 1922 (7)

19) For example (2)

20) Relating to the stomach (6)

23) "I've got a trick up my sleeve" (3)

24) Feminist geographers' antithesis (3)

26) Small village (6)

30) Native Savannah vegetation (6)

31) Animal rights organisation (4)

32) When doubled, alright (2)

34) Not under (4)

35) Confectionary with large clasts in a fine matrix (6)

Down

1) A sense of dizziness or spinning (7)

2) Demote or downgrade (8)

Continued overleaf…

3) First probes to land on the moon (4)

4) Informal ‘thank you’ (2)

5) Bridge carrying one road across another (8)

6) Nature’s most violent storms (7)

7) Highest place or part (3)

8) e.g. hematite, bauxite (3)

10) A harsh vibrating sound, in voice or instrument (5)

13) Practical, functional (5)

14) When doubled, singers of Africa (2)

15) Result of forgetting a packed lunch in the field (8)

16) Typically N. Irish term for female parental figure (2)

18) Ancient city (2)

21) Filled with shock or horror (6)

22) Small mound (4)

24) Favourite dinner guest of Massey (4)

25) Cold war collective security bloc (4)

27) Photosynthesising appendage (4)

28) “Phone home!” (2)

29) Corrie lochan (4)

Wordsearch

R	L	A	O	O	H	U	M	A	N	C	E	D	D
L	C	P	A	R	I	V	E	R	P	R	T	M	M
M	P	O	P	U	L	A	T	I	O	N	I	I	E
O	R	N	R	C	P	H	Y	S	I	C	A	L	A
B	O	R	D	E	R	D	V	C	G	O	A	E	N
D	M	S	I	L	A	I	N	O	L	O	C	R	D
R	E	E	P	R	R	O	H	A	A	N	A	O	E
H	T	D	O	H	E	R	N	T	C	O	C	S	R
A	E	R	L	O	A	V	T	V	I	T	A	I	A
R	R	U	I	A	N	B	I	I	E	T	R	O	D
V	A	M	C	I	A	L	I	H	R	U	B	N	I
E	T	L	Y	A	B	T	I	T	C	H	O	I	C
Y	R	I	Y	E	R	V	O	T	A	R	N	S	A
U	E	N	O	I	U	U	C	I	B	T	A	E	L

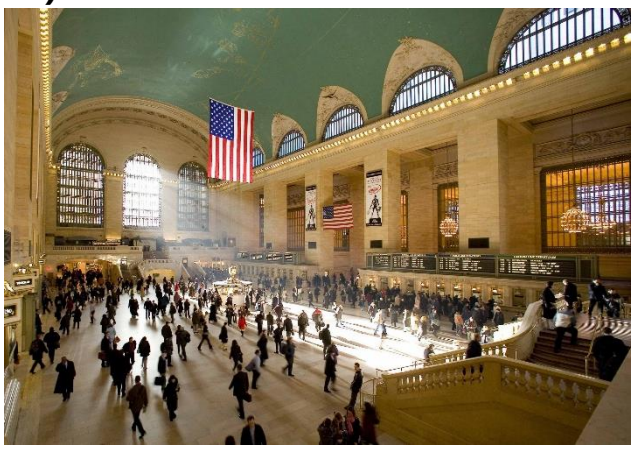
GLACIER
RADICAL
CARBON
HUMAN
PHYSICAL
COLONIALISM
URBAN
HABITAT
POPULATION
MEANDER
POLICY
HUTTON
ARETE
HARVEY
EROSION
RIVER
ARCHIVE
DRUMLIN

Geo Guesser

Created by Duncan Shaw

Guess the TRAIN STATION…

A)



B)

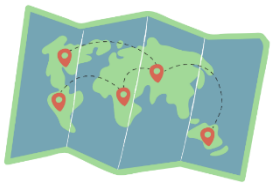
C)

D)

E)

F)

Geographical Horoscope 2025



Wondering what the year has in store for you? Desperate to get your passport out? Your wanderlust might just be written in the stars! Welcome to your Geographical Horoscope – where astrology meets adventure.

Aquarius, this year marks Pluto's first full year in your sign, bringing a powerful focus on building a secure and stable future. Treat yourself to staycations in cosy log cabins with jacuzzies, where you can soak in peace and tranquillity. Explore the stunning landscapes of the Scottish Borders or the Highlands and let the beauty of nature recharge your spirit. Amid your busy schedule of laying the groundwork for your future, make time for plenty of restorative breaks. With Venus skipping your sign in 2025, this is your year to focus entirely on yourself—don't worry, the relationships that truly matter will thrive naturally!

Pisces, 2025 brings the free-spirited energy of Jupiter and Uranus flowing through your life, creating the ideal moment to embark on exciting new journeys. That dream trip you've been longing to take? Make it happen! This is your year to wander and explore—whether it's hopping across Europe or venturing through Southeast Asia, keep moving and embrace the thrill of discovery. Along the way, you'll gain clarity about what a truly fulfilling relationship looks like and, more importantly, you'll find a deeper connection with yourself. Fill your calendar with unforgettable adventures—this is your time to roam and thrive!

Aries, this is your year to dream big and explore future possibilities by visiting a country where you could envision yourself living. Take the leap and see if this dream could become your reality! It's also a prime time to open yourself up to new relationship opportunities. When Mars moves through your partnership zone in the autumn, you'll have the clarity to recognise which connection is truly meant for you. Seize this moment to align with the life you've been dreaming of!

Taurus, it's time to embrace the spirit of adventure—backpack through South America, take on casual jobs along the way, and let life guide you. With Uranus leaving Taurus for the first time in seven years, stability is on the horizon. But before that, seize the chaos and opportunities of the first half of the year to embark on an epic journey. By year's end, your relationships and friendships will deepen and solidify, giving you the perfect chance to release toxic connections and welcome more meaningful, fulfilling bonds into your life!

Gemini, with Jupiter gracing your sign in the first half of the year, exciting new facets of your personality will come to light. If you've ever felt hesitant about traveling due to distance or cultural differences, now's the time to push past those fears and dive in—even if it feels intimidating. Consider destinations like Japan or China, where you can immerse yourself in something entirely new and discover unexpected joys. Embrace your independent spirit, but stay open to new relationship opportunities that may come your way. This is your year to surprise yourself!

Cancer, this is your year to embark on a transformative journey of self-discovery. Consider a yoga retreat in Sri Lanka or India, where you can expand your mind through travel and learning. With the North Node moving into Pisces, your sense of adventure and thirst for personal growth will be ignited. If you're not an explorative type, then take this opportunity to embrace the possibility of new relationships —take bold steps, make moves, and don't let the fear of rejection hold you back. This is your time to shine and step into your most confident self!

Leo, this summer, nomadic Jupiter brings a wave of adventure your way, offering the perfect chance for a life-changing experience—whether it's a safari in Tanzania or diving in the Great Barrier Reef. On the relationship front, Pluto's influence will make this year intense, with ups and downs that could spark heated moments. Be mindful of toxic arguments disguised as "keeping things exciting." Prioritise self-love and balance to recognise when things cross the line. This is your year to embrace thrilling experiences while staying grounded and true to yourself!

Virgo, 2025 is set to be a year of profound discovery, with two new moons and two eclipses lighting up your sign. Embrace the opportunity to step back in time and revisit a place filled with nostalgia—perhaps a spot from your childhood or a location that holds cherished memories. This year could also bring a romantic twist, as friends-to-lovers vibes are in the air. If there's a special friend who's caught your eye, now's the time to take a chance. Trust your instincts and let your heart lead the way—this could be the start of something beautiful!

Libra, with Jupiter and Uranus guiding you on an incredible journey this year, embrace the adventure—it's your time to explore the world, and what better way to do so than on a cruise? Let someone else take the reins and handle the planning, giving you the chance to unwind after an intense 18-month cycle of self-growth. When it comes to relationships, focus on finding someone whose future goals align with yours. September is especially promising, as romantic Venus and Mars both move through your sign, creating the perfect cosmic backdrop for love. Sit back, relax, and let the universe steer you toward exciting new horizons!

Scorpio, pack your bags for Brazil—it's time to head into the jungle! This destination offers a vibrant mix of culture, people, and breath-taking landscapes. For the first time in a decade, Jupiter is entering your sign, making this the ideal year to expand your horizons and immerse yourself in this lively country. When it comes to relationships, don't hide behind your mysterious allure—be upfront about what you want from the start. You might just stumble upon an unexpected and exciting connection!

Sagittarius, this year calls for a family holiday to sun-soaked destinations like Tenerife, Mallorca, or Gran Canaria—islands known for their family-friendly vibes, stunning beaches, and endless activities. But more than the destination, it's about the people you're with. Use this time to reconnect and strengthen bonds with your loved ones. On the relationship front, this is also a year to explore and experiment, allowing you to discover what truly resonates with you in a partnership. Embrace the chance to deepen family ties while uncovering what makes your heart tick in a relationship!

Capricorn, you're at the heart of a vibrant social scene, with wellness and self-care taking centre stage. Consider destinations like Budapest or Prague for your next adventure. Opt for a hostel stay to connect with like-minded travellers and broaden your social and romantic horizons. With Jupiter moving into Cancer, your chances for love and meaningful relationships are set to flourish. Embrace the energy, step out of your comfort zone, and immerse yourself in the charm of these cities —explore the city and its people with an open heart!

By Claire Greenhill and Rebecca Young

SOLUTIONS

Drumlin Crossword

1 V	I	2 R	A	3 L	■	4 T	H	5 O	U	G	H	6 T
E	■	E	■	U	■	A	■	V	■	■	■	O
R	■	L	■	N	■	■	■	E	■	7 T	8 O	R
9 T	H	E	M	A	T	10 T	E	R	H	O	R	N
I	■	G	■	■	■	W	■	P	■	11 P	E	A
12 G	13 U	A	14 T	15 E	16 M	A	L	A	■	■	■	D
17 O	T	T	O	M	A	N	■	S	■	18 U	■	O
■	19 I	E	■	A	■	20 G	21 A	S	22 T	R	O	■
■	L	■	23 A	C	E	■	G	■	U	■	■	■
24 M	E	25 N	■	I	■	■	26 H	A	M	27 L	28 E	29 T
A	■	30 A	C	A	C	I	A	■	31 P	E	T	A
R	■	T	■	T	■	■	32 S	33 O	■	A	■	R
X	■	34 O	V	E	R	■	35 T	I	F	F	I	N

Wordsearch

R	L	A	O	O	H	U	M	A	N	C	E	D	D
L	C	P	A	R	I	V	E	R	P	R	T	M	M
M	P	O	P	U	L	A	T	I	O	N	I	I	E
O	R	N	R	C	P	H	Y	S	I	C	A	L	A
B	O	R	D	E	R	D	V	C	G	O	A	E	N
D	M	S	I	L	A	I	N	O	L	O	C	R	D
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H	T	D	O	H	E	R	N	T	C	O	C	S	R
A	E	R	L	O	A	V	T	V	I	T	A	I	A
R	R	U	I	A	N	B	I	I	E	T	R	O	D
V	A	M	C	I	A	L	I	H	R	U	B	N	I
E	T	L	Y	A	B	T	I	T	C	H	O	I	C
Y	R	I	Y	E	R	V	O	T	A	R	N	S	A
U	E	N	O	I	U	U	C	I	B	T	A	E	L

GeoGuesser

A) Grand Central Station, NY, USA

B) St Pancras, London, UK

C) Gare du Nord, Paris, France

D) Helsinki Central Station, Helsinki, Finland

E) Haymarket, Edinburgh, Scotland

F) Chhatrapati Shivaji Terminus, Mumbai, India


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GEOGRAPHY SOCIETY


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2023
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