

# Humanities Undergraduate Scheme

## Second Year Module Options 2024-25



*Decorative image of historical sites and figures, students and texts*

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## Introduction

Depending on which programme you enrol on, you will have various choices to make in relation to which modules you will undertake. Although you will have some choice, there are minimum requirements of each degree, which you must bear in mind when making your choices. You also need to remember that full-time students are required to undertake three modules per semester. Part-time students have greater choice, with three modules across the year, and it is up to you whether you do two modules in the first or second semester.

The basic structure of the Humanities degrees is laid out below. Please take note of which modules you are required to do, and then how many options you must choose from other subject areas. The details of all modules are contained in the following pages.

Degree type	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Single Honours degree	Subject A	Subject A	Subject A	Subject A	Humanities Scheme Option	Humanities Scheme Option
Joint Honours degree	Subject A	Subject A	Subject B	Subject B	Humanities Scheme Option	Humanities Scheme Option
'With' Gaelic Studies degree	Subject A	Subject A	Subject A	Gaelic Studies	Gaelic Studies	Humanities Scheme Option

## Class Attendance and Expectations

For **full-time students**, regular attendance at you VC classes is an expectation of your engagement with your modules. If you are going to be absent, you should inform your tutor ideally before the class, or as soon as possible after it. Most VC sessions will be recorded, at least in part, in accordance with UHI recording policy to facilitate you catching up with a missed session.

For **international full-time students** based in Scotland (on a student route visa), your attendance is mandatory and will be carefully monitored due to the requirements of your visa.

For **part-time students** (or in some exceptional circumstances for full-time students, such as those with caring responsibilities), we appreciate that attending the VC class regularly is not always possible. If you are unable to attend the scheduled module VC class regularly, you should contact the relevant module leaders (information about who this is can be found in this booklet) in Week 0 or Week 1 to discuss how you will be engaging with the module, e.g. using recordings to catch up, contributing to asynchronous discussion board tasks etc. Note, however, that there are some modules that involve assessed class contributions, in-class presentations, and/or group work that mean that attendance in some or all classes on that module will be obligatory. Please see specific module information in this booklet for further information in this regard and communicate with the module leader with any questions prior to selecting the module, or as soon as possible thereafter.

## VC Timetable

Occasionally you may find that more than one module available on your programme is scheduled in the same VC timeslot. You should avoid selecting two such modules but instead you should select the core module, if relevant, plus an alternative option of which there are always a few available. If you have already submitted your modules online, please contact your [unidesk@uhi.ac.uk](mailto:unidesk@uhi.ac.uk) with the code and name of the module you wish to drop and the one you wish to replace it with.

## Disclaimer

! Although we attempt to ensure that all information is accurate at the time of publication, this document is subject to revisions. The VC timetable is provisional and subject to change.

## Key Staff

Position	Staff member	Email address
Associate Dean of Faculty	Dr Iain MacInnes	<a href="mailto:iain.macinnes@uhi.ac.uk">iain.macinnes@uhi.ac.uk</a>
Archaeology Programme Leader	Dr Ben Elliott	<a href="mailto:Benjamin.elliott@uhi.ac.uk">Benjamin.elliott@uhi.ac.uk</a>
Culture and Heritage Programme Leader	Lynn Campbell	<a href="mailto:lynn.campbell@uhi.ac.uk">lynn.campbell@uhi.ac.uk</a>
Criminology Programme Leader	Dr Kerry Hannigan	<a href="mailto:kerry.hannigan.perth@uhi.ac.uk">kerry.hannigan.perth@uhi.ac.uk</a>
Gaelic Scotland Programme Leader	TBC	
Geography Programme Leader	Dr Eilidh MacPhail	<a href="mailto:eilidh.macphail@uhi.ac.uk">eilidh.macphail@uhi.ac.uk</a>
History Programme Leader	Dr Nicola Martin	<a href="mailto:nicola.martin@uhi.ac.uk">nicola.martin@uhi.ac.uk</a>
History General Enquiries	HistoryHelp	<a href="mailto:historyhelp@uhi.ac.uk">historyhelp@uhi.ac.uk</a>
Literature Programme Leader	TBC	
Philosophy Programme Leader	Dr Jonathan Fraser	<a href="mailto:Jonathan.fraser@uhi.ac.uk">Jonathan.fraser@uhi.ac.uk</a>
Politics Programme Leader	Ronnie Dewar	<a href="mailto:ronnie.dewar.perth@uhi.ac.uk">ronnie.dewar.perth@uhi.ac.uk</a>
Social Science Programme Leader	Ronnie Dewar	<a href="mailto:ronnie.dewar.perth@uhi.ac.uk">ronnie.dewar.perth@uhi.ac.uk</a>
Sociology Programme Leader	Dr Kerry Hannigan	<a href="mailto:kerry.hannigan.perth@uhi.ac.uk">kerry.hannigan.perth@uhi.ac.uk</a>
Sustainable Development Programme Leader	Dr Eilidh MacPhail	<a href="mailto:eilidh.macphail@uhi.ac.uk">eilidh.macphail@uhi.ac.uk</a>
Theology Programme Leader	Dr Robert Shillaker	<a href="mailto:robert.shillaker@uhi.ac.uk">robert.shillaker@uhi.ac.uk</a>

## Archaeology Degree Structure

Degree	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<b>BA (Hons) Archaeology</b>	Scottish Archaeology (S1)	Managing Archaeology for Contemporary Society (S1)	Excavation Skills (S2 – completed in the summer)	Digital Heritage (S2)	Scheme Option	Scheme Option
<b>BSc Archaeological Science</b>	Archaeology module (S1)	Excavation Skills (S2 – completed in the summer)	Digital Heritage (S2)	Wetland Archaeology (S2)	Scheme Option	Scheme Option
<b>Joint Archaeology degrees</b>	Excavation Skills (S2 – completed in the summer)	Archaeology Module	Subject B	Subject B	Scheme Option	Scheme Option

## Criminology Degree Structure

Degree	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<b>BA (Hons) Criminology</b>	Qualitative Research Methods (S1)	History of Crime and Punishment (S1)	Practical Research and Analysis Skills (S2)	Politics of Policing (S2)	Scheme Option	Scheme Option
<b>Joint Criminology degrees</b>	History of Crime and Punishment (S1)	Practical Research and Analysis Skills (S2)	Subject B	Subject B	Scheme Option	Scheme Option

## Culture and Heritage Degree Structure

Degree	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<b>BA (Hons) Culture and Heritage</b>	Folklore (S1)	Tradition, Custom and Belief (S1)	Culture & Heritage Module (S2)	Culture & Heritage Module (S2)	Scheme Option	Scheme Option
<b>Joint Culture and Heritage degrees</b>	Culture & Heritage Module (S1)	Culture & Heritage module (S2)	Subject B	Subject B	Scheme Option	Scheme Option

Links to module descriptors

<a href="#">Programme</a>	<a href="#">Programme</a>	<a href="#">Programme</a>	<a href="#">Programme</a>	<a href="#">Programme</a>	<a href="#">Programme</a>	<a href="#">Programme</a>
<a href="#">Archaeology</a>	<a href="#">Criminology</a>	<a href="#">Culture and Heritage</a>	<a href="#">Gaelic Studies</a>	<a href="#">Geography</a>	<a href="#">History</a>	<a href="#">Literature</a>
<a href="#">Philosophy</a>	<a href="#">Politics</a>	<a href="#">Social Sciences</a>	<a href="#">Sociology</a>	<a href="#">Sustainable Development</a>	<a href="#">Theology</a>	

## Gaelic Studies Degree Structure

Degree	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
'With' Gaelic Studies degrees	Subject A	Subject A	Subject A	Gaelic for Learners 2A	Gaelic Studies option	Scheme Option

## Geography Degree Structure

Degree	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<b>BA (Hons) Geography</b>	Approaches to Economic Development (S1)	Empowering Communities (S1)	Atmosphere Weather and Climate (S2)	Introduction to Geographical Information Systems (S2)	Scheme Option <b>or</b> Sustainable Development Approaches in an International Context (International Field Trip) (S1)	Scheme Option
<b>Joint Geography degrees</b>	Atmosphere, Weather and Climate (S2)	Introduction to Geographical Information Systems (S2)	Subject B	Subject B	Scheme Option	Scheme Option

## History Degree Structure

Degree	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<b>BA (Hons) History</b>	A Curious Age: European Society & Culture, 1500-1750 (S1)	Kirk, Court and Burgh: an Introduction to Medieval and Early Modern Scotland (S1)	Historians and History (S2)	Themes in American History (S2)	Scheme Option	Scheme Option
<b>Joint History degrees</b>	Historians and History (S2)	History Module	Subject B	Subject B	Scheme Option	Scheme Option

Links to module descriptors

<a href="#">Archaeology</a>	<a href="#">Criminology</a>	<a href="#">Culture and Heritage</a>	<a href="#">Gaelic Studies</a>	<a href="#">Geography</a>	<a href="#">History</a>	<a href="#">Literature</a>
<a href="#">Philosophy</a>	<a href="#">Politics</a>	<a href="#">Social Sciences</a>	<a href="#">Sociology</a>	<a href="#">Sustainable Development</a>	<a href="#">Theology</a>	

## Literature Degree Structure

Degree	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<b>BA (Hons) Literature</b>	Mediaeval Literature: Texts and Contexts (S1)	Gaelic Poetry: an Introduction (S1)	Heroic Literature: Epic from Classical to Contemporary (S2)	Theatrical Powerplay: Classical and Modern Tragedy (S2)	Scheme Option	Scheme Option
<b>Joint Literature degrees</b>	Literature module	Literature module	Subject B	Subject B	Scheme Option	Scheme Option

## Philosophy Degree Structure

Degree	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<b>BA (Hons) Philosophy</b>	Knowledge: A Philosophical Analysis (S1)	History of Political Ideas (S1)	Moral Philosophy (S2)	Anthropology of Religion (S2)	Scheme Option	Scheme Option
<b>Joint Philosophy degrees</b>	Knowledge: A Philosophical Analysis (S1)	Philosophy module (S2)	Subject B	Subject B	Scheme Option	Scheme Option

## Politics Degree Structure

Degree	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<b>BA (Hons) Politics</b>	Qualitative Research Methods (S1)	History of Political Ideas (S1)	Comparative Politics (S2)	Inside US Politics (S2)	Scheme Option	Scheme Option
<b>Joint Politics degrees</b>	Qualitative Research Methods (S1)	History of Political Ideas (S1)	Subject B	Subject B	Scheme Option	Scheme Option

Links to module descriptors

<a href="#">Programme</a>	<a href="#">Programme</a>	<a href="#">Programme</a>	<a href="#">Programme</a>	<a href="#">Programme</a>	<a href="#">Programme</a>	<a href="#">Programme</a>
<a href="#">Archaeology</a>	<a href="#">Criminology</a>	<a href="#">Culture and Heritage</a>	<a href="#">Gaelic Studies</a>	<a href="#">Geography</a>	<a href="#">History</a>	<a href="#">Literature</a>
<a href="#">Philosophy</a>	<a href="#">Politics</a>	<a href="#">Social Sciences</a>	<a href="#">Sociology</a>	<a href="#">Sustainable Development</a>	<a href="#">Theology</a>	

## Social Sciences Degree Structure

Degree	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<b>BA (Hons) Social Sciences</b>	Qualitative Research Methods and Analysis (S1)	Sociological Theory: Continuity and Change (S1)	Culture and Cognition (S1)	Comparative Politics (S2)	Scheme Option	Scheme Option

## Sociology Degree Structure

Degree	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<b>Sociology and Criminology</b>	Qualitative Research Methods and Analysis (S1)	Sociological Theory: Continuity and Change (S1)	History of Crime and Punishment (S1)	Practical Research and Analysis Skills (S2)	Scheme Option	Scheme Option
<b>Other Joint Sociology degrees</b>	Sociological Theory: Continuity and Change (S1)	Belief, Culture and Community (S2)	Subject B	Subject B	Scheme Option	Scheme Option

## Sustainable Development Degree Structure

Degree	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<b>BA (Hons) Sustainable Development</b>	Approaches to Economic Development (S1)	Empowering Communities (S1)	Community Energy (S2)	Exploring the Urban and Rural: Places, People and Policies	Scheme Option <b>or</b> Sustainable Development Approaches in an International Context (International Field Trip)	Scheme Option
<b>Joint Sustainable Development degrees</b>	Approaches to Economic Development (S1)	Empowering Communities (S1)	Subject B	Subject B	Scheme Option	Scheme Option

Links to module descriptors

Programme	Programme	Programme	Programme	Programme	Programme	Programme
<a href="#">Archaeology</a>	<a href="#">Criminology</a>	<a href="#">Culture and Heritage</a>	<a href="#">Gaelic Studies</a>	<a href="#">Geography</a>	<a href="#">History</a>	<a href="#">Literature</a>
<a href="#">Philosophy</a>	<a href="#">Politics</a>	<a href="#">Social Sciences</a>	<a href="#">Sociology</a>	<a href="#">Sustainable Development</a>	<a href="#">Theology</a>	

# Appendix – List of Modules

## Archaeology / Archaeological Science

### Semester 1

<b>Module name</b>	<b>UV408111 Managing Archaeology for Contemporary Society</b>
<b>Module Leader</b>	Dr Simon Clarke ( <a href="mailto:simon.clarke@uhi.ac.uk">simon.clarke@uhi.ac.uk</a> )
<b>Outline</b>	The module looks at the management of the archaeological resource in contemporary societies. The module will consider how heritage is threatened and the legal and practical measures that are taken to minimise damage and maximise potential benefits.
<b>Assessment</b>	<b>Essay – 40%</b> <b>Project – 60%</b>
<b>VC Timetable</b>	Thursday 1300-1500

<b>Module name</b>	<b>UV408114 Scottish Archaeology</b>
<b>Module Leader</b>	Dr James Moore ( <a href="mailto:james.moore@uhi.ac.uk">james.moore@uhi.ac.uk</a> )
<b>Outline</b>	Scotland is famous for the quality of its surviving archaeological remains. From the earliest awakenings of antiquarian interest up to the present day these remains have recurrently drawn interest from scholars from all over Britain and further afield. The Scottish archaeological resource continues to be a source of inspiration and research enquiry in modern fieldwork and in new interpretations, that have far-reaching impacts, and not just on our view of the remote past of Scotland. This module explores the contribution that Scottish archaeology, has made, and continues to make to the global study of archaeology, and provides a survey of the relationship between interpretations of the past and the historical and intellectual background, and the national cultural and political threads and imperatives that have run through the study of archaeology. Also studied is the impact Scottish Archaeology has made on the wider archaeological scene in both UK and international scales.
<b>Assessment</b>	<b>Essay – 40%</b> <b>Research Project – 60%</b>
<b>VC Timetable</b>	Monday 1100-1300

## Archaeology / Archaeological Science

### Semester 2

<b>Module name</b>	<b>UV408113 Excavation Skills</b>
<b>Special note</b>	Excavation Skills: Core on BA (Hons) Archaeology & Joint Archaeology Programmes and on BSc Archaeological Science.  This module has term-time seminars with field schools in the summer at the end of second year. Students must choose this as a Semester 2 module. The first-year module 'Archaeological Theory and Method' is a pre-requisite for this module.  Students will be responsible for covering the costs of any travel and subsistence associated with your participation in this two-week module.
<b>Module Leader</b>	Daniel Lee ( <a href="mailto:daniel.lee@uhi.ac.uk">daniel.lee@uhi.ac.uk</a> )

<b>Module name</b>	<b>UV408113 Excavation Skills</b>
<b>Outline</b>	Archaeological excavation is a key component and research tool. A series of term-time seminars prepare students for the summer field school. Students will take part in a research excavation, which will provide tuition and hands on practical experience in order to develop an understanding of a range of excavation field skills, as well as exploring the different roles and specialist skills within the discipline. Good working practices will also be developed. This module is a vacation-based module, and it is anticipated that most students will undertake their fieldwork over a 2-week period during the summer holidays.
<b>Assessment</b>	<b>Formative Assessment:</b> Students are encouraged to keep a field diary of their experiences and ideas during the field school and share these through UHI Communities and/or the VLE. <b>Summative Assessment:</b> <b>Field Evaluation (50%): Evaluation of performance in the field</b> <b>Essay (50%): Reflective site diary/report, 2500 words</b>
<b>VC Timetable</b>	This module runs preparatory term-time seminars via VC on Mondays 1100-1300

<b>Module name</b>	<b>UV408112 Digital Heritage</b>
<b>Module Leader</b>	Dr Emily Gal ( <a href="mailto:emily.gal@uhi.ac.uk">emily.gal@uhi.ac.uk</a> )
<b>Outline</b>	This module explores the relationship between archaeology and digital media, and the important role that Information & Communication Technology (ICT) plays in archaeological and historical research. Methods of accessing, generating and combining historic information will be explored and the module will look at retrieving data from existing information sources. Ways of introducing, managing and combining this material with your own information and non-digital datasets will also be explored. Various, industry standard, software packages, will be introduced and it will be demonstrated how these can be utilised to answer specific research questions and to produce high quality final outputs.
<b>Assessment</b>	<b>Essay – 50%</b> <b>Poster – 50%</b>
<b>VC Timetable</b>	Wednesday 0900-1100

<b>Module name</b>	<b>UF408305 Wetland Archaeology</b>
<b>Module Leader</b>	Dr Scott Timpany ( <a href="mailto:scott.timpany@uhi.ac.uk">scott.timpany@uhi.ac.uk</a> )
<b>Outline</b>	This module introduces students to a specific but wide-reaching branch of archaeology, that of Wetland Archaeology. Wetlands comprise a rich and diverse range of habitats from coastal and intertidal locations, to lakes and riparian locations through to raised mires and blanket bogs. Wetland environments offer a rich archaeological resource for the preservation of organic cultural materials (e.g. trackways, objects, log boats) that rarely survive in the archaeological record outside of these conditions. The module will develop student's recognition of what a wetland is and aims to get students to think differently about what comprises an archaeological site. The module will examine a range of archaeological site types and features that have been uncovered in wetland locations across the British Isles and Ireland (e.g. crannogs, trackways, burnt mounds), together with tapping into European sites and context in relation to archaeological finds such as log boats and bog bodies.

<b>Module name</b>	<b>UF408305 Wetland Archaeology</b>
	Archaeological sciences used in order to provide knowledge on these environments, evidence of people within these environments and evidence of how people interacted with these environments are embedded within the teaching. Elements of research-led teaching are also included in the module such as on palaeoecology, Holocene environmental change, burnt mounds, trackways and crafts such as log boats. The module will also include Discursive elements within each of the lectures to provide an opportunity for students to engage and debate upon interpretive issues and methods associated with conducting archaeological research in Wetlands.
<b>Assessment</b>	<b>Research design – 25%</b> <b>Research project – 75%</b>
<b>VC Timetable</b>	Friday 1100-1300

## Criminology Semester 1

<b>Module name</b>	<b>UL908426 Qualitative Research Methods and Analysis</b>
<b>Special note</b>	Core on BA (Hons) Criminology, BA (Hons) Social Sciences, BA (Hons) Sociology and Criminology and BA (Hons) Sociology and Politics
<b>Module Leader</b>	Claire Taylor ( <a href="mailto:claire.taylor.perth@uhi.ac.uk">claire.taylor.perth@uhi.ac.uk</a> )
<b>Outline</b>	The gathering and analysis of qualitative data, texts and interview material is a key research skill and a crucial part of training in research methods for the social sciences. This module is aimed at students in the early stages of their degree, as they need to learn about qualitative research methodologies and analysis. The module explores a range of issues from research design to validity and generalisability claims, considers different ways in which qualitative data can be generated and also examines particular kinds of research strategies, including ethnography, textual analysis and case study. The module includes some analysis of the epistemological assumptions underlying qualitative research. Students are also introduced to qualitative data analysis and NVivo which is a software package for analysing qualitative data sets.
<b>Assessment</b>	<b>Report – 45%</b> <b>Report – 45%</b> <b>Mandatory Discussion Board Tasks – 10%</b>
<b>VC Timetable</b>	Friday 1300-1500

<b>Module name</b>	<b>UM908001 History of Crime and Punishment</b>
<b>Special note</b>	Core on all Criminology degrees
<b>Module Leader</b>	Elinor Moses ( <a href="mailto:Elinor.moses.perth@uhi.ac.uk">Elinor.moses.perth@uhi.ac.uk</a> )
<b>Outline</b>	This module deals with the changing nature of crime and punishment across human history. Questions asked are: how is crime, deviance, victimisation and punishment socially and legally constructed? Why do trends in punishment take the forms they do? Why have penal ideas and practices altered over time in the west and what have been the causes of the change? What are the philosophy and politics of criminalisation, criminal justice and modes of punishment? How has a discourse of human rights impacted the role of the state in administering punishment?
<b>Assessment</b>	<b>Essay – 50%</b> <b>10-minute verbal presentation – 50%</b>
<b>VC Timetable</b>	Tuesday 1300-1500

## Criminology Semester 2

<b>Module name</b>	<b>UM908002 Politics of Policing</b>
<b>Module Leader</b>	Laura Kelly ( <a href="mailto:laura.kelly.perth@uhi.ac.uk">laura.kelly.perth@uhi.ac.uk</a> )
<b>Outline</b>	The module will look at British policing from its beginnings to the modern day; in particular its relationship with politics. Students will gain better understanding of the key political and sociological concepts and how they are applied to policing, for example, but not exclusively, power, authority, legitimacy and civil liberties, looking at key theorists such as Lukes and Weber. The module will also look at how policing has evolved, what has changed in the more globalised world and some of the main controversies that effect policing in the UK today, including universal human rights and civil liberties.
<b>Assessment</b>	<b>Essay – 50%</b> <b>Case Study – 50%</b>
<b>VC Timetable</b>	Monday 1300-1500

<b>Module name</b>	<b>UL908428 Practical Research and Analysis Skills</b>
<b>Special Note</b>	Core on all Criminology degrees.
<b>Module Leader</b>	Dr Kerry Hannigan ( <a href="mailto:kerry.hannigan.perth@uhi.ac.uk">kerry.hannigan.perth@uhi.ac.uk</a> )
<b>Outline</b>	This module will consider the research process including issues of validity, reliability and ethics. It will address significance testing and the use of inferential statistics. Qualitative methods in the form of survey research and analysis will be introduced.
<b>Assessment</b>	<b>Survey Design – 50%</b> <b>Practical – 50%</b>
<b>VC Timetable</b>	Tuesday 1000-1100 (one hour only)

## Culture and Heritage Semester 1

<b>Module name</b>	<b>UQ508505 Folklore</b>
<b>Module Leader</b>	Catriona Murray ( <a href="mailto:catriona.murray@uhi.ac.uk">catriona.murray@uhi.ac.uk</a> )
<b>Outline</b>	The main aims of this module are: <ul style="list-style-type: none"> <li>▪ to introduce students to Folklore study in the Scottish Gàidhealtachd in the 20<sup>th</sup> Century.</li> <li>▪ to develop awareness of a broad range of Folklore themes.</li> <li>▪ to introduce students to the basic classification of Gaelic song and story genres.</li> </ul>
<b>Assessment</b>	<b>Essay/report/critique – 30%</b> <b>Practical – transcription – 20%</b> <b>Project – 50%</b>
<b>VC Timetable</b>	Monday 1400-1500 and Friday 1000-1100

<b>Module name</b>	<b>UV308465 Tradition, Custom and Belief</b>
<b>Module Leader</b>	Ragnhild Ljosland ( <a href="mailto:Ragnhild.ljosland@uhi.ac.uk">Ragnhild.ljosland@uhi.ac.uk</a> )
<b>Outline</b>	The module investigates the range of traditions of customs and beliefs, religious and social, ancient and modern, which influence the lives of families and communities. It will also reflect on what a tradition is. With the focus on the Highlands and Islands of Scotland, studies will include aspects of the supernatural, the Cycle of Life (birth to death), Calendar Customs, and the practice of traditional.
<b>Assessment</b>	<b>Essay – 30%</b> <b>Research project – 70%</b>
<b>VC Timetable</b>	Monday 0900-1100

## Culture and Heritage Semester 2

<b>Module name</b>	<b>UQ108370 Languages on the Edge</b>
<b>Module Leader</b>	Lynn Campbell ( <a href="mailto:lynn.campbell@uhi.ac.uk">lynn.campbell@uhi.ac.uk</a> )
<b>Outline</b>	The module provides students with an understanding of the processes of linguistic and cultural shift within bilingual communities; as a context for understanding how language, culture and identity interact within such communities.
<b>Assessment</b>	<b>Tutorial participation – 10%</b> <b>Essay – 20%</b> <b>Presentation – 30%</b> <b>Research project – 40%</b>
<b>VC Timetable</b>	Monday 1500-1700

<b>Module name</b>	<b>UQ508490 Golden Mead and Burning Hearts</b>
<b>Module Leader</b>	Professor Donna Heddle ( <a href="mailto:donna.heddle@uhi.ac.uk">donna.heddle@uhi.ac.uk</a> )
<b>Outline</b>	This module will provide students with a sound knowledge and critical understanding of the Gaelic and Viking literature of the Highlands and Islands composed during the Middle Ages (through translation). The Scots and Latin literature of the Highlands and Islands will provide comparison and contrast. Specific themes from praise to love and war will be explored and the particular styles in each language group will be compared and contrasted. The module will explore the linguistic, social, and literary context of this literature and will help students develop a critical understanding of the societies that produced it.
<b>Assessment</b>	<b>Essay 1 – 50%</b> <b>Essay 2 – 50%</b>
<b>VC Timetable</b>	Tuesday 1300-1500

<b>Module name</b>	<b>UV908001 Displaying the Past: Museum Studies</b>
<b>Module Leader</b>	Lynn Campbell ( <a href="mailto:lynn.campbell@uhi.ac.uk">lynn.campbell@uhi.ac.uk</a> )
<b>Outline</b>	This module is fully online and is self-directed, meaning you will read through the weekly materials in your own time, there is no weekly class. There is, however, one introductory tutorial, plus two student-led tutorials in weeks 4 and 9 to discuss the

<b>Module name</b>	<b>UV908001 Displaying the Past: Museum Studies</b>
	group tasks, and then in weeks 5 and 10 there will be two discussions with museum professionals from across the Highlands and Islands. This is a fascinating insight into how museums work and will give you valuable experience should you wish to pursue a career within the heritage industry or are simply interested in how museums operate. We look at careers, accessioning, accreditation, cataloguing and so much more. The final assessment is to create your very own online museum exhibition, you can find previous works via the <a href="http://www.ins.uhi.ac.uk">www.ins.uhi.ac.uk</a> website.
<b>Assessment</b>	<b>Essay – 30%</b> <b>Virtual Exhibition – 30%</b> <b>Discussion Board posting – 40%</b>
<b>VC Timetable</b>	Friday 0900-1100 (Weeks 1, 5 and 10 only, otherwise online)

## Gaelic Studies Semester 1

<b>Module name</b>	<b>UQ508501 Gaelic for Learners 2A</b>
<b>Special note</b>	Only available to students who have successfully completed Gaelic for Learners 1A and 1B
<b>Module Leader</b>	Raonaid Alcorn ( <a href="mailto:ra3.smo@uhi.ac.uk">ra3.smo@uhi.ac.uk</a> )
<b>Outline</b>	<p>This module is the third of a pathway of four modules offering students a route from <i>Gaelic for Beginners 1A</i> and <i>1B</i> (SCQF7) and on to <i>Gaelic for Learners 2B</i> (SCQF8) to a level of fluency equivalent to that required from students entering UHI's Gaelic-medium programmes.</p> <p>Students will require access to the VLE for on-line core learning materials (both text and sound files) and a good quality broadband connection for the weekly Webex tutorial. All course learning materials will be available to students on-line. It is essential that students have access to suitable ICT equipment in order to download or use course materials. Students should have the facility to record the reading assessment as a sound file. Students must have a computer with a webcam and microphone in order to take this module.</p>
<b>Assessment</b>	<b>Folio of written assessment – 50%</b> <b>Oral Assessment – 50%</b>
<b>VC Timetable</b>	This module is online with a weekly Webex tutorial.

<b>Module name</b>	<b>UQ508504 An Introduction to Gaelic Poetry</b>
<b>Special note</b>	This module is taught in English and no knowledge of Gaelic is required.
<b>Module Leader</b>	TBC
<b>Outline</b>	This module provides an introduction to Gaelic poetry in translation in order to develop an understanding of the variety of stylistic and thematic aspects to the literature. Students will be introduced to relevant translation theory as an aspect of positioning the literature within its socio-historical and cultural environments. The module gives students the opportunity to develop their critical skills and to view Gaelic poetry with an understanding of the indigenous and international cultures by which it has been shaped.

<b>Module name</b>	<b>UQ508504 An Introduction to Gaelic Poetry</b>
<b>Assessment</b>	<b>Essay – 50%</b> <b>Essay – 50%</b>
<b>VC Timetable</b>	Wednesday 1300-1500

<b>Module name</b>	<b>UQ508505 Folklore</b>
<b>Module Leader</b>	Catriona Murray ( <a href="mailto:catriona.murray@uhi.ac.uk">catriona.murray@uhi.ac.uk</a> )
<b>Outline</b>	The main aims of this module are: <ul style="list-style-type: none"> <li>▪ to introduce students to Folklore study in the Scottish Gàidhealtachd in the 20<sup>th</sup> Century.</li> <li>▪ to develop awareness of a broad range of Folklore themes.</li> <li>▪ to introduce students to the basic classification of Gaelic song and story genres.</li> </ul>
<b>Assessment</b>	<b>Essay/report/critique – 30%</b> <b>Practical – transcription – 20%</b> <b>Project – 50%</b>
<b>VC Timetable</b>	Monday 1400-1500 and Friday 1000-1100 by Webex chat

## Gaelic Studies Semester 2

<b>Module name</b>	<b>UQ508501 Gaelic for Learners 2A</b>
<b>Special note</b>	Only available to students who have successfully completed Gaelic for Learners 1A and 1B. This module will run in Semester 2 subject to minimum numbers.
<b>Module Leader</b>	Raonaid Alcorn ( <a href="mailto:ra3.smo@uhi.ac.uk">ra3.smo@uhi.ac.uk</a> )
<b>Outline</b>	This module is the third of a pathway of four modules offering students a route from <i>Gaelic for Beginners 1A and 1B</i> (SCQF7) and on to <i>Gaelic for Learners 2B</i> (SCQF8) to a level of fluency equivalent to that required from students entering UHI's Gaelic-medium programmes.  Students will require access to the VLE for on-line core learning materials (both text and sound files) and a good quality broadband connection for the weekly Webex tutorial. All course learning materials will be available to students on-line. It is essential that students have access to suitable ICT equipment in order to download or use course materials. Students should have the facility to record the reading assessment as a sound file. Students must have a computer with a webcam and microphone in order to take this module.
<b>Assessment</b>	<b>Folio of written assessment – 50%</b> <b>Oral Assessment – 50%</b>
<b>VC Timetable</b>	This module is online with a weekly Webex tutorial.

<b>Module name</b>	<b>UQ508502 Gaelic for Learners 2B</b>
<b>Special note</b>	Only available to students who have successfully completed Gaelic for Learners 2A.
<b>Module Leader</b>	Raonaid Alcorn ( <a href="mailto:ra3.smo@uhi.ac.uk">ra3.smo@uhi.ac.uk</a> )
<b>Outline</b>	This module is the fourth in a sequence of four modules offering students a route from <i>Gaelic for Learners 1A and 1B</i> (SCQF7) through to a level of fluency equivalent to that required from students entering UHI's Gaelic-medium programmes.

<b>Module name</b>	<b>UQ508502 Gaelic for Learners 2B</b>
	Students will require access to the VLE for on-line core learning materials (both text and sound files) and a good quality broadband connection for the weekly Webex tutorial. All course learning materials will be available to students on-line. It is essential that students have access to suitable ICT equipment in order to download or use course materials. Students should have the facility to record the reading assessment as a sound file. Students must have a computer with a webcam and microphone in order to take this module.
<b>Assessment</b>	<b>Folio of written assessment – 50%</b> <b>Oral Assessment – 50%</b>
<b>VC Timetable</b>	This module is online with a weekly Webex tutorial.

<b>Module name</b>	<b>UQ208491 Social History of the Highlands and Islands</b>
<b>Module Leader</b>	Catriona Murray ( <a href="mailto:catriona.murray@uhi.ac.uk">catriona.murray@uhi.ac.uk</a> )
<b>Outline</b>	This module is intended to extend students' analysis of the development of the Highlands and Islands through study of Highland society and economy over the last 250 years. Students will be expected to draw on their knowledge and understanding of the geography, settlement patterns and economy of the area, gained from previous study, as well as studying development issues in the late twentieth and early twenty first centuries.
<b>Assessment</b>	<b>Book review 25%</b> <b>Article review 25%</b> <b>Essay 50%</b>
<b>VC Timetable</b>	Online chat tutorials. Time will be confirmed by the tutor at the start of semester.

## Geography Semester 1

<b>Module name</b>	<b>UL708474 Approaches to Economic Development</b>
<b>Module Tutor</b>	David Skene ( <a href="mailto:david.skene.04@uhi.ac.uk">david.skene.04@uhi.ac.uk</a> )
<b>Outline</b>	This module provides students with a critical understanding of what constitutes development, and from this basis engages students in a consideration of the best methods for addressing development issues within rural areas and between the North and South. The module builds an understanding of economic theory and its influence on development policy.
<b>Assessment</b>	<b>Essay – 65%</b> <b>Continuous Assessment – 35%</b>
<b>VC Timetable</b>	Monday 1500-1700

<b>Module name</b>	<b>UL308477 Empowering Communities</b>
<b>Module Leader</b>	Rebecca Smith ( <a href="mailto:rebecca.smith@uhi.ac.uk">rebecca.smith@uhi.ac.uk</a> )
<b>Outline</b>	This module develops the relevant knowledge and skills needed for working with communities in realising their potential within a social inclusion framework. The module develops an understanding of key theories and principles that underpin 'empowerment' and emphasises the importance a 'network' approach and nurturing 'social capital'.
<b>Assessment</b>	<b>Essay – 65%</b> <b>Continuous Assessment – 35%</b>

<b>Module name</b>	<b>UL308477 Empowering Communities</b>
<b>VC Timetable</b>	This module is taught asynchronously via Discussions. There will be a live introductory session at the start of semester.

<b>Module name</b>	<b>UF708497 Sustainable Development Approaches in an International Context (International Field Trip)</b>
<b>Special note</b>	<b>Only available to students on BA (Hons) Geography, BA (Hons) Sustainable Development and BA (Hons) Archaeology</b>
<b>Module Leader</b>	Karen Marshall (Karen Marshall <a href="mailto:karen.marshall.ic@uhi.ac.uk">karen.marshall.ic@uhi.ac.uk</a> )
<b>Outline</b>	This module will take you on an international field trip which will provide experiences that highlight how places outside of Scotland work towards a sustainable future. These experiences, in combination with a cross-disciplinary aspect, will provoke critical reflection, analysis, and collaboration to reach shared understandings of what these sustainable approaches mean against shared global targets for sustainable development.
<b>Assessment</b>	<b>Reflective Journal – 30%</b> <b>Case study – 30%</b> <b>Presentation – 40%</b>
<b>VC Timetable</b>	N/A. The field trip will take place in semester 1, generally in September/October time. The exact dates and costs will be communicated to students each year by the Module Leader during your module choice window.

## Geography Semester 2

<b>Module name</b>	<b>UF708494 Atmosphere, Weather and Climate</b>
<b>Module Leader</b>	Dr Edward Graham ( <a href="mailto:eddy.graham@uhi.ac.uk">eddy.graham@uhi.ac.uk</a> )
<b>Outline</b>	The aim of this module is to develop a full and complete understanding of the Earth's atmosphere and the processes that operate within it across the complete spectrum of spatial and temporal scales. Hands-on practical case studies presented in the module will enable students to gain a unique understanding and vital knowledge about the Earth's atmosphere and the ability to forecast its future evolution, whether on the timescale of days or decades ahead.  At completion of this module, students will again a knowledge of weather and climate across all spatial and temporal scales, including an understanding of the operation of meteorological and climatological processes and the ability to present complex meteorological information to a general public audience.
<b>Assessment</b>	<b>Essay – 65%</b> <b>Continuous Assessment – 35%</b>
<b>VC Timetable</b>	Monday 0900-1100

<b>Module name</b>	<b>UL708476 Introduction to Geographical Information Systems</b>
<b>Module Leader</b>	Dr Margaret Carlisle ( <a href="mailto:margaret.carlisle@uhi.ac.uk">margaret.carlisle@uhi.ac.uk</a> )
<b>Outline</b>	The aim of this module is to provide an understanding of the principles of Geographic Information Systems (GIS), their structure and their use. This will provide the student with a basic working knowledge of GIS applications and software use. Successful students should then be able to interact successfully with GIS professionals, move

<b>Module name</b>	<b>UL708476 Introduction to Geographical Information Systems</b>
	onto more detailed study of the subject, and be able to say that they are familiar with and have used a GIS when applying for employment.
<b>Assessment</b>	<b>Report – 40%</b> <b>Report – 60%</b>
<b>VC Timetable</b>	Monday 1300-1500

## History Semester 1

<b>Module name</b>	<b>UV208493 A Curious Age: European Society and Culture, c. 1500-1750</b>
<b>Module Leader</b>	Dr Philippa Woodcock ( <a href="mailto:Philippa.woodcock@uhi.ac.uk">Philippa.woodcock@uhi.ac.uk</a> )
<b>Outline</b>	What did Europe mean to the people who lived there between 1500 and c.1750 and what was the nature of their lives? This module explores the major themes in the social and cultural history of Europe and the wider world between 1500 and 1750. The aim is to ground students with a comprehensive knowledge of the main social and cultural features of an often-neglected period in European (including the British Isles) history. Students will gain a thorough understanding of the transformation from the medieval to the modern via the 'early modern', through exploring history from an everyday life perspective, focusing on social and cultural change over two and a half centuries.
<b>Assessment</b>	<b>Primary Source Exercise – 40%</b> <b>Essay – 60%</b>
<b>VC Timetable</b>	Wednesday 1100-1300

<b>Module name</b>	<b>UV108000 Court, Kirk and Burgh: in Late Medieval and Early Modern Scotland</b>
<b>Module Leader</b>	Dr Lucy Dean ( <a href="mailto:lucy.dean@uhi.ac.uk">lucy.dean@uhi.ac.uk</a> )
<b>Outline</b>	<p>This module explores the Scottish kingdom beyond the battlefield and high political narrative. Pre-modern Scotland and Europe were inherently hierarchical, and societies were heavily influenced by key institutions that structured interactions between people. Consequently, the focus of this module will be on the people, society and culture of pre-modern Scotland and their interactions with three primary organising features: the court (secular rulers, nobles and government); the kirk (the medieval and post-Reformation church); and the burgh (urban centres, mercantile networks and ports).</p> <p>With a particular focus on how and why change occurred, the module encourages considerations of the formation, development, continuity and change in pre-modern Scottish institutions and hierarchies. To facilitate this, you will be introduced to a range of fascinating primary source materials and important scholarly debates that open the doors to studying late medieval and early modern Scotland. We will also seek to position Scotland's experiences within the context of the wider British Isles and Europe in the pre-modern era. Consequently, this module will provides the foundations to explore medieval and early modern history, in Scotland and beyond, in subsequent years of their degree.</p>
<b>Assessment</b>	<b>Secondary Source Analysis: 50%</b> <b>Primary Source Exercise: 50%</b>
<b>VC Timetable</b>	Friday 1100-1300

## History Semester 2

<b>Module name</b>	<b>UV208494 Historians and History</b>
<b>Special note</b>	Core on BA (Hons) History and all related joint programmes
<b>Module Leader</b>	Dr Jim MacPherson ( <a href="mailto:jim.macpherson@uhi.ac.uk">jim.macpherson@uhi.ac.uk</a> )
<b>Outline</b>	<p>This module introduces students to the idea of historiography – how historians write about (and have knowledge of) the past. Students will engage with debates about the nature of history and how the writing of history has changed over time. The module will provide students with an introduction to different schools of history writing from empiricism, to post-war British Marxism, to more recent cultural and postmodern writings of history.</p> <p>Through engaging with the key texts and historians of modern historiography, this module prepares students for their own higher-level research, where engagement with historiography is essential.</p>
<b>Assessment</b>	<p><b>Blog post – 40%</b>  <b>Essay – 60%</b></p>
<b>VC Timetable</b>	Wednesday 1300-1500

<b>Module name</b>	<b>UV208495 Themes in American History</b>
<b>Module Leader</b>	Dr Nicola Martin ( <a href="mailto:nicola.martin@uhi.ac.uk">nicola.martin@uhi.ac.uk</a> )
<b>Outline</b>	<p>The United States of America is a vast and varied country which has profoundly influenced the politics and culture of much of the world over the last few hundred years. It is a nation which is often seen through the lens of stereotype. This module explores the experience of Americans from the eighteenth century through to the 1960s by focusing on three overlapping themes: War and Conflict; Native Americans; Social Justice. The module does not pretend to be all encompassing, rather it takes a roughly chronological approach to these themes to provoke comparison across time, geography and social groups. Topics may include the American Revolution, the anti-slavery movement, the conquest of the West, the women’s rights movement, Vietnam.</p>
<b>Assessment</b>	<p><b>Source analysis task – 40%</b>  <b>Essay – 60%</b></p>
<b>VC Timetable</b>	Thursday 0900-1100

## Literature Semester 1

<b>Module name</b>	<b>UQ308004 Mediaeval Literature: Texts and Contexts</b>
<b>Module Leader</b>	Dr Ian Blyth ( <a href="mailto:ian.blyth.ic@uhi.ac.uk">ian.blyth.ic@uhi.ac.uk</a> )
<b>Outline</b>	<p>This module introduces students to some of the key authors and periods in mediaeval literature and considers the historical and cultural contexts in which these texts were written. In the first part of the module, we will look at selections from the corpus of Anglo-Saxon literature (in translation), including heroic poems, elegies, chronicles, tales of exploration, religious poetry and prose, and riddles, and consider what these texts might tell us about the Anglo-Saxons. In the second part of the module, we consider the way in which literary material was re-used and re-interpreted across Europe in the mediaeval period, looking at the examples (mostly in translation) of the</p>

<b>Module name</b>	<b>UQ308004 Mediaeval Literature: Texts and Contexts</b>
	story of Cresseid (e.g. Benoît de Saint-Maure, Boccaccio, Chaucer, and Henryson), and Arthurian romance (e.g. the <i>Mabinogion</i> , and <i>Sir Gawain and the Green Knight</i> ).
<b>Assessment</b>	<b>Essay (60%) - 2400 words</b> <b>Commentary (40%) - 1600 words</b>
<b>VC Timetable</b>	Monday 1500-1700

<b>Module name</b>	<b>UQ508504 An Introduction to Gaelic Poetry</b>
<b>Module Leader</b>	TBC
<b>Outline</b>	This module provides an introduction to Gaelic poetry in translation in order to develop an understanding of the variety of stylistic and thematic aspects to the literature. Students will be introduced to relevant translation theory as an aspect of positioning the literature within its socio-historical and cultural environments. The module gives students the opportunity to develop their critical skills and to view Gaelic poetry with an understanding of the indigenous and international cultures by which it has been shaped.
<b>Assessment</b>	<b>Essay – 50%</b> <b>Essay – 50%</b>
<b>VC Timetable</b>	Wednesday 1300-1500

## Literature Semester 2

<b>Module name</b>	<b>UQ308006 Theatrical Powerplay: Classical and Shakespearean Tragedy</b>
<b>Module Leader</b>	Dr Jennifer Kitchen ( <a href="mailto:jennifer.kitchen.ic@uhi.ac.uk">jennifer.kitchen.ic@uhi.ac.uk</a> )
<b>Outline</b>	<p>This module introduces students to different aspects of classical and modern tragedy, including work on texts by Aeschylus, Sophocles and Euripides and Seneca. It offers instruction in close reading and analysis of dramatic language and encourages an understanding of the plays as performance texts. As well as situating the drama in its historical and cultural contexts, it allows students to take a comparative approach, setting classical texts alongside related twentieth- and twenty-first-century adaptations, and considering the interpretation of selected texts in recent theatrical productions. It offers an introduction to critical and theoretical approaches to tragedy.</p> <p>This module aims to develop a detailed knowledge of selected classical and, as well as fostering an awareness of the relevance of these texts in contemporary drama and developing a comparative approach which enables students to consider original texts alongside contemporary responses. It builds a historical awareness of the cultural contexts of ancient Greece and Rome and develops an understanding of historical performance conventions in addition to exploring the possibilities embraced by contemporary theatrical productions.</p>
<b>Assessment</b>	<b>Presentation – 40%</b> <b>Essay – 60%</b>
<b>VC Timetable</b>	Wednesday 1100-1300

<b>Module name</b>	<b>UQ308007 Heroic Literature: Epic from Classical to Contemporary</b>
<b>Module Leader</b>	Dr Ian Blyth ( <a href="mailto:ian.blyth.ic@uhi.ac.uk">ian.blyth.ic@uhi.ac.uk</a> )
<b>Outline</b>	This module traces the development of what was once considered the crème de la crème of polite literature: epics. From classical Greco-Roman heroes to Tolkien's hobbits, and from Anglo-Saxon warriors to magic realist circus performers, this module explores what it means to be a hero. This module is research-led, and students will learn not just what epics are and how the genre evolved over time, but we will also consider how the form survives in contemporary culture. Through the assessments students will undertake creative research that explores the concerns of the module: heroic narratives and their place in literature.
<b>Assessment</b>	<b>Commentary (1600 words): 40%</b> <b>Essay (2400 words): 60%</b>
<b>VC Timetable</b>	Thursday 1100-1300

## Philosophy Semester 1

<b>Module name</b>	<b>UV508001 Knowledge: A Philosophical Analysis</b>
<b>Module Leader</b>	Dr Innes Visagie ( <a href="mailto:innes.visagie@uhi.ac.uk">innes.visagie@uhi.ac.uk</a> )
<b>Outline</b>	This module aims to introduce students to contemporary and classical problems and arguments in the theory of knowledge, to become familiar with, and proficient in, its technical vocabulary and to understand the limits of the various positions.
<b>Assessment</b>	<b>Essay – 50%</b> <b>Essay – 50%</b>
<b>VC Timetable</b>	Thursday 0900-1100

<b>Module name</b>	<b>UL208485 History of Political Ideas</b>
<b>Module Leader</b>	Callum McCormick ( <a href="mailto:callum.mccormick.perth@uhi.ac.uk">callum.mccormick.perth@uhi.ac.uk</a> )
<b>Outline</b>	Students studying this course will be introduced to the development of political ideas and the development of western political science from classical times to the early 19th century.  Of central importance throughout this module is the changing nature and role of democracy, and the idea of representation, the changing nature and role of the state, the tensions between the claims of the state and those of the individual.  The earlier stages of the module will look at the historical development of political and democratic ideas leading to the democratisation of western society.
<b>Assessment</b>	<b>Essay – 50%</b> <b>Exam – 50%</b>
<b>VC Timetable</b>	Wednesday 0900-1100

## Philosophy Semester 2

<b>Module name</b>	<b>UV508004 Moral Philosophy</b>
<b>Module Leader</b>	Dr Innes Kennedy ( <a href="mailto:innes.kennedy@uhi.ac.uk">innes.kennedy@uhi.ac.uk</a> )
<b>Outline</b>	This module aims to introduce students to a wide range of moral theories and their backgrounds, and to problems and disputes concerning reasoning about morality

<b>Module name</b>	<b>UV508004 Moral Philosophy</b>
<b>Assessment</b>	<b>Essay – 30%</b> <b>Essay – 70%</b>
<b>VC Timetable</b>	Monday 0900-1100

<b>Module name</b>	<b>UV608489 Anthropology of Religion</b>
<b>Module Leader</b>	Dr Mark Lindley-Highfield ( <a href="mailto:mark.lindley-highfield@uhi.ac.uk">mark.lindley-highfield@uhi.ac.uk</a> )
<b>Outline</b>	This engaging module introduces anthropology as a methodological approach for the study of religion. By looking at a combination of theoretical explanations for social phenomena and examples taken from observed practice, the module develops the skill of being able apply theory to practice. The module provides the opportunity to explore indigenous belief traditions, which can vary from the monotheistic religious traditions. In addition, we consider social and cultural explanations for human behaviour, such as the giving of alms within religious traditions, notions of witchcraft in traditional societies, and the social significance of rituals. This module gives you the opportunity to study cultures different to your own and to help you to understand better some of the unity and diversity to human experience.
<b>Assessment</b>	<b>Presentation - 0%</b> <b>Essay – 100%</b>
<b>VC Timetable</b>	Thursday 1300-1500

## Politics Semester 1

<b>Module name</b>	<b>UL908426 Qualitative Research Methods and Analysis</b>
<b>Module Leader</b>	Claire Taylor ( <a href="mailto:claire.taylor.perth@uhi.ac.uk">claire.taylor.perth@uhi.ac.uk</a> )
<b>Outline</b>	The gathering and analysis of qualitative data, texts and interview material is a key research skill and a crucial part of training in research methods for the social sciences. This module is aimed at students in the early stages of their degree, as they need to learn about qualitative research methodologies and analysis. The module explores a range of issues from research design to validity and generalisability claims, considers different ways in which qualitative data can be generated and also examines particular kinds of research strategies, including ethnography, textual analysis and case study. The module includes some analysis of the epistemological assumptions underlying qualitative research. Students are also introduced to qualitative data analysis and NVivo which is a software package for analysing qualitative data sets.
<b>Assessment</b>	<b>Report – 45%</b> <b>Report – 45%</b> <b>Mandatory Discussion Board Tasks – 10%</b>
<b>VC Timetable</b>	Friday 1300-1500 (Claire Taylor – <a href="mailto:claire.taylor.perth@uhi.ac.uk">claire.taylor.perth@uhi.ac.uk</a> )

<b>Module name</b>	<b>UL208485 History of Political Ideas</b>
<b>Module Leader</b>	Callum McCormick ( <a href="mailto:callum.mccormick.perth@uhi.ac.uk">callum.mccormick.perth@uhi.ac.uk</a> )
<b>Outline</b>	Students studying this course will be introduced to the development of political ideas and the development of western political science from classical times to the early 19th century. This will complement and build on political modules studied at level 7.

<b>Module name</b>	<b>UL208485 History of Political Ideas</b>
	Of central importance throughout this module is the changing nature and role of democracy, and the idea of representation, the changing nature and role of the state, the tensions between the claims of the state and those of the individual,  The earlier stages of the module will look at the historical development of political and democratic ideas leading to the democratisation of western society.
<b>Assessment</b>	<b>Essay – 50%</b> <b>Exam – 50%</b>
<b>VC Timetable</b>	Wednesday 0900-1100

<b>Module name</b>	<b>UV208490 Scottish Politics before and after the Independence Referendum</b>
<b>Module Leader</b>	Laura Kelly ( <a href="mailto:laura.kelly.perth@uhi.ac.uk">laura.kelly.perth@uhi.ac.uk</a> )
<b>Outline</b>	This module is designed to enable students to develop an understanding of the recent political history and the contemporary politics of Scotland. The module will look at the governing institutions for Scotland, those of devolution and those in London. The module will examine the European dimension of Scottish politics. The module is also concerned with political parties, elections and pressure groups and their relationship with the policy process in Scotland.
<b>Assessment</b>	<b>Essay – 50%</b> <b>Essay – 50%</b>
<b>VC Timetable</b>	Tuesday 0900-1100

## Politics Semester 2

<b>Module name</b>	<b>UL208484 Comparative Politics</b>
<b>Module Leader</b>	Lucy Huby ( <a href="mailto:lucy.huby.moray@uhi.ac.uk">lucy.huby.moray@uhi.ac.uk</a> )
<b>Outline</b>	This module will seek to introduce students to the study of comparative politics and to the insights such an approach can give. Importantly we will hope to provide students with a framework which can be used to analyse political institutions and processes. The initial stages of the course will focus on the rationale for the study of comparative politics, developing the scientific aspect of this particular type of study. Therefore, although actual content is of importance, the processes and skills developed are also an essential component of the module.
<b>Assessment</b>	<b>Essay 1 – 50%</b> <b>Essay 2 – 50%</b>
<b>VC Timetable</b>	Friday 1300-1500

<b>Module name</b>	<b>UL308481 Inside US Politics</b>
<b>Module Leader</b>	Ronnie Dewar ( <a href="mailto:Ronnie.dewar.perth@uhi.ac.uk">Ronnie.dewar.perth@uhi.ac.uk</a> )
<b>Outline</b>	The module is designed to introduce students to the Government and Politics of the United States of America with special emphasis on the Presidencies from Kennedy onwards and their relationships with Congress and the. Students will learn the importance of the US Constitution, and concepts such as Federalism, Separation of Powers and Checks and Balances. How the Constitution controls the governance of the country and the relationship between the Federal Government and the individual

<b>Module name</b>	<b>UL308481 Inside US Politics</b>
	States. Students will then consider the main policies and influences that determine the direction of politics and the main parties, how elections are fought and the importance of protest and lobbying. Finally, developing a knowledge of controversies in US Foreign Policy and American hegemony.
<b>Assessment</b>	<b>Case study – 40%</b> <b>Essay – 60%</b>
<b>VC Timetable</b>	Friday 0900-1100

## Social Sciences

### Semester 1

<b>Module name</b>	<b>UL908426 Qualitative Research Methods and Analysis</b>
<b>Module Leader</b>	Claire Taylor ( <a href="mailto:claire.taylor.perth@uhi.ac.uk">claire.taylor.perth@uhi.ac.uk</a> )
<b>Outline</b>	The gathering and analysis of qualitative data, texts and interview material is a key research skill and a crucial part of training in research methods for the social sciences. This module is aimed at students in the early stages of their degree, as they need to learn about qualitative research methodologies and analysis. The module explores a range of issues from research design to validity and generalisability claims, considers different ways in which qualitative data can be generated and also examines particular kinds of research strategies, including ethnography, textual analysis and case study. The module includes some analysis of the epistemological assumptions underlying qualitative research. Students are also introduced to qualitative data analysis and NVivo which is a software package for analysing qualitative data sets.
<b>Assessment</b>	<b>Report – 45%</b> <b>Report – 45%</b> <b>Mandatory Discussion Board Tasks – 10%</b>
<b>VC Timetable</b>	Friday 1300-1500

<b>Module name</b>	<b>UL308475 Sociological Theory: Continuity and Change</b>
<b>Special note</b>	Core on BA (Hons) Social Sciences and a pre-requisite for sociology modules at upper levels.
<b>Module Leader</b>	Scott Jeffery ( <a href="mailto:scott.jeffery.perth@uhi.ac.uk">scott.jeffery.perth@uhi.ac.uk</a> )
<b>Outline</b>	Beginning with the industrial revolution, the first half of the course considers the work of classical sociologists, Marx, Durkheim and Weber and how they explained the changing world they were witnessing in the 19 <sup>th</sup> century. The second half of the module focuses on more recent sociological approaches and applies them to the contemporary world. The contrast seeks to emphasise the way in which sociological theory has in some instances remained the same, while in others has changed radically. The theories will be used to examine a number of specific social issues, some of which will be picked up and developed by other sociology modules at higher levels (inequality; crime; social exclusion). Specific to the module are the themes of change and continuity; the development of industrial and post-industrial societies; social divisions - class, gender, 'race' and ethnicity; globalisation and post-modernity.
<b>Assessment</b>	<b>Essay – 50%</b> <b>Essay – 50%</b>
<b>VC Timetable</b>	Thursday 1300-1500

<b>Module name</b>	<b>UC808426 Culture and Cognition: applying theory in the Community</b>
<b>Module Leader</b>	Emma Clayes ( <a href="mailto:emma.clayes.perth@uhi.ac.uk">emma.clayes.perth@uhi.ac.uk</a> )
<b>Outline</b>	This module will provide students with an opportunity to consider how theories relating to culture may be applied in the community. In terms of content, the main topics covered will be identity, environment, language and aesthetics. Students will be encouraged to explore theories relating to identity, citizenship and nationality. Environment and its relationship with health will be explored, including the benefits of nature. Language and cognition theories will be introduced including Sapir-Whorf's hypothesis that language determines thought. Bilingualism and minority languages will be discussed. Finally, ideas relating to aesthetics will be explored including the value of the arts. Students will then be encouraged to identify and explore a specific site or project in the community that relates to one or more of the topics covered. After conducting a number of visits the student will complete a report relating theory to practice.
<b>Assessment</b>	<b>Plan – 20%</b> <b>Report – 80%</b>
<b>VC Timetable</b>	Monday 0900-1100

### Social Sciences

#### Semester 2

<b>Module name</b>	<b>UL208484 Comparative Politics</b>
<b>Module Leader</b>	Lucy Huby ( <a href="mailto:lucy.huby.moray@uhi.ac.uk">lucy.huby.moray@uhi.ac.uk</a> )
<b>Outline</b>	This module will seek to introduce students to the study of comparative politics and to the insights such an approach can give. Importantly we will hope to provide students with a framework which can be used to analyse political institutions and processes. The initial stages of the course will focus on the rationale for the study of comparative politics, developing the scientific aspect of this particular type of study. Therefore, although actual content is of importance, the processes and skills developed are also an essential component of the module.
<b>Assessment</b>	<b>Essay – 50%</b> <b>Exam – 50%</b>
<b>VC Timetable</b>	Friday 1300-1500

### Sociology

#### Semester 1

<b>Module name</b>	<b>UL908426 Qualitative Research Methods and Analysis</b>
<b>Module Leader</b>	Claire Taylor ( <a href="mailto:claire.taylor.perth@uhi.ac.uk">claire.taylor.perth@uhi.ac.uk</a> )
<b>Outline</b>	The gathering and analysis of qualitative data, texts and interview material is a key research skill and a crucial part of training in research methods for the social sciences. This module is aimed at students in the early stages of their degree, as they need to learn about qualitative research methodologies and analysis. The module explores a range of issues from research design to validity and generalisability claims, considers different ways in which qualitative data can be generated and also examines particular kinds of research strategies, including ethnography, textual analysis and case study. The module includes some analysis of the epistemological assumptions

<b>Module name</b>	<b>UL908426 Qualitative Research Methods and Analysis</b>
	underlying qualitative research. Students are also introduced to qualitative data analysis and NVivo which is a software package for analysing qualitative data sets.
<b>Assessment</b>	<b>Report – 45%</b> <b>Report – 45%</b> <b>Mandatory Discussion Board Tasks – 10%</b>
<b>VC Timetable</b>	Friday 1300-1500

<b>Module name</b>	<b>UL308475 Sociological Theory: Continuity and Change</b>
<b>Special note</b>	Core on all Sociology joint degrees.
<b>Module Leader</b>	Scott Jeffery ( <a href="mailto:scott.jeffery.perth@uhi.ac.uk">scott.jeffery.perth@uhi.ac.uk</a> )
<b>Outline</b>	Beginning with the industrial revolution, the first half of the course considers the work of classical sociologists, Marx, Durkheim and Weber and how they explained the changing world they were witnessing in the 19 <sup>th</sup> century. The second half of the module focuses on more recent sociological approaches and applies them to the contemporary world. The contrast seeks to emphasise the way in which sociological theory has in some instances remained the same, while in others has changed radically. The theories will be used to examine a number of specific social issues, some of which will be picked up and developed by other sociology modules at higher levels (inequality; crime; social exclusion). Specific to the module are the themes of change and continuity; the development of industrial and post-industrial societies; social divisions - class, gender, 'race' and ethnicity; globalisation and post-modernity.
<b>Assessment</b>	<b>Essay – 50%</b> <b>Essay – 50%</b>
<b>VC Timetable</b>	Thursday 1300-1500

## Sociology Semester 2

<b>Module name</b>	<b>UL908428 Practical Research and Analysis Skills</b>
<b>Module Leader</b>	Dr Kerry Hannigan ( <a href="mailto:kerry.hannigan.perth@uhi.ac.uk">kerry.hannigan.perth@uhi.ac.uk</a> )
<b>Outline</b>	This module will consider the research process including issues of validity, reliability and ethics. It will address significance testing and the use of inferential statistics. Qualitative methods in the form of survey research and analysis will be introduced.
<b>Assessment</b>	<b>Survey design – 50%</b> <b>Practical – 50%</b>
<b>VC Timetable</b>	Tuesday 1000-1100

<b>Module name</b>	<b>UL308476 Belief, Culture and Community</b>
<b>Module Leader</b>	David Ness ( <a href="mailto:David.ness.moray@uhi.ac.uk">David.ness.moray@uhi.ac.uk</a> )
<b>Outline</b>	The module explores the inter-relationship between the concepts of belief, culture and community as developed in sociology. It addresses questions such as: What are the influences on culture? To what extent do individuals have the capacity to change or create culture, or is it the case that culture largely shapes our behaviour? Students will be encouraged to explore the relationship between beliefs and ideas and economic and social change in local and wider societies. The 'secularisation debate' will be examined at local, national and international levels. Students will be expected to apply their knowledge and understanding of culture, belief and community on a

<b>Module name</b>	<b>UL308476 Belief, Culture and Community</b>
	national level as well as more specifically to the Highlands and Islands and rural contexts in general.
<b>Assessment</b>	<b>Essay – 50%</b> <b>Essay – 50%</b>
<b>VC Timetable</b>	Wednesday 1100-1300

## Sustainable Development Semester 1

<b>Module name</b>	<b>UL708474 Approaches to Economic Development</b>
<b>Module Tutor</b>	David Skene ( <a href="mailto:david.skene04@uhi.ac.uk">david.skene04@uhi.ac.uk</a> )
<b>Outline</b>	This module provides students with a critical understanding of what constitutes development, and from this basis engages students in a consideration of the best methods for addressing development issues within rural areas and between the North and South. The module builds an understanding of economic theory and its influence on development policy.
<b>Assessment</b>	<b>Essay – 65%</b> <b>Continuous Assessment – 35%</b>
<b>VC Timetable</b>	Monday 1500-1700

<b>Module name</b>	<b>UL308477 Empowering Communities</b>
<b>Module Leader</b>	Rebecca Smith ( <a href="mailto:rebecca.smith@uhi.ac.uk">rebecca.smith@uhi.ac.uk</a> )
<b>Outline</b>	This module develops the relevant knowledge and skills needed for working with communities in realising their potential within a social inclusion framework. The module develops an understanding of key theories and principles that underpin 'empowerment' and emphasises the importance a 'network' approach and nurturing 'social capital'.
<b>Assessment</b>	<b>Essay – 65%</b> <b>Continuous Assessment – 35%</b>
<b>VC Timetable</b>	This module is taught asynchronously via Discussions. There will be a live introductory session at the start of semester.

<b>Module name</b>	<b>UF708497 Sustainable Development Approaches in an International Context (International Field Trip)</b>
<b>Special note</b>	<b>Only available to students on the BA (Hons) Geography, BA (Hons) Sustainable Development and BA (Hons) Archaeology</b>
<b>Module Leader</b>	Karen Marshall ( <a href="mailto:karen.marshall.ic@uhi.ac.uk">karen.marshall.ic@uhi.ac.uk</a> )
<b>Outline</b>	This module will take you on an international field trip which will provide experiences that highlight how places outside of Scotland work towards a sustainable future. These experiences, in combination with a cross-disciplinary aspect, will provoke critical reflection, analysis, and collaboration to reach shared understandings of what these sustainable approaches mean against shared global targets for sustainable development.
<b>Assessment</b>	<b>Reflective Journal – 30%</b> <b>Case study – 30%</b> <b>Presentation – 40%</b>

<b>VC Timetable</b>	N/A. The field trip will take place in semester 1, generally in September/October time. The exact dates and costs will be communicated to students each year by the module Leader during your module choice window.
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## Sustainable Development Semester 2

<b>Module name</b>	<b>UH908001 Community Energy</b>
<b>Module Leader</b>	Dr Desislava Todorova ( <a href="mailto:desislava.todorova@uhi.ac.uk">desislava.todorova@uhi.ac.uk</a> )
<b>Outline</b>	Communities have a key role to play in the development of a net zero society. Are you keen to discover more about how renewable energy production can play a central role in community development? This module will provide students with an understanding of community energy in relation to policy (and other) drivers, energy systems. and project development.
<b>Assessment</b>	<b>Groupwork – 40%</b> <b>Essay – 60%</b>
<b>VC Timetable</b>	Wednesday 1500-1700

<b>Module name</b>	<b>UL708475 Exploring the Urban and Rural: Places, People and Policies</b>
<b>Module Leader</b>	Dr Eilidh MacPhail ( <a href="mailto:eilidh.macphail@uhi.ac.uk">eilidh.macphail@uhi.ac.uk</a> )
<b>Outline</b>	As those of us living in the Highlands and Islands know, rural areas often face different challenges and opportunities to urban areas. Understanding the particular characteristics of urban and rural places, their inter-relationships, and how these can affect people, is critical in developing appropriate policies going forward. This module will explore these relationships, and the issues facing different groups in society across a range of sectors (health, education, housing, social inclusion) in the urban and rural context.
<b>Assessment</b>	<b>Report – 65%</b> <b>Continuous Assessment – 35%</b>
<b>VC Timetable</b>	Tuesday 1100-1300

## Theology Semester 1

NOTE: Theology modules are only available to students on Joint Theology degrees

<b>Module name</b>	<b>UV308480 Early Church History</b>
<b>Module Leader</b>	Dr Nick Needham ( <a href="mailto:nick.needham@uhi.ac.uk">nick.needham@uhi.ac.uk</a> )
<b>Outline</b>	This module constitutes an introduction to early church history from the beginnings up to the Third Council of Constantinople in 681. It focuses particularly on the development of doctrine, the worship life of the early church, and its complex relationship with its host society.
<b>Assessment</b>	<b>Essay 1 – 50%</b> <b>Essay 2 – 50%</b>
<b>VC Timetable</b>	Tuesday 1300-1500

<b>Module name</b>	<b>UV608485 Old Testament Prophets</b>
<b>Module Leader</b>	Rev Hector Morrison ( <a href="mailto:hector.morrison@uhi.ac.uk">hector.morrison@uhi.ac.uk</a> )
<b>Outline</b>	This module examines representative prophetic literature from the main historical epochs of the Old Testament; and introduces students to some of the main theological themes of the prophets.
<b>Assessment</b>	<b>Essay – 40%</b> <b>Exam – 60%</b>
<b>VC Timetable</b>	Friday 1100-1300

## Theology Semester 2

NOTE: Theology modules are only available to students on Joint Theology degrees

<b>Module name</b>	<b>UV608478 Pauline Theology</b>
<b>Module Leader</b>	Dr David Kirk ( <a href="mailto:david.kirk@uhi.ac.uk">david.kirk@uhi.ac.uk</a> )
<b>Outline</b>	This module constitutes of a study of Pauline Theology through an introduction to the key themes in Pauline Theology and a close exegesis of chosen Pauline texts in English or Greek.
<b>Assessment</b>	<b>Essay – 50%</b> <b>Exam – 50%</b>
<b>VC Timetable</b>	Thursday 0900-1100

<b>Module name</b>	<b>UV608481 Person and work of Christ</b>
<b>Module Leader</b>	Dr Robert Shillaker ( <a href="mailto:robert.shillaker@uhi.ac.uk">robert.shillaker@uhi.ac.uk</a> )
<b>Outline</b>	The first part of the module, The Person and Work of Christ module will explore the person of Christ, that is the area of theology known as Christology; in the second part we will look in depth at the area of Christ's work covered by the doctrine of the atonement. We shall explore the core Christological themes related to Jesus' divinity and humanity, as revealed in the Incarnation. We shall also seek to demonstrate the historical processes which led to the church reaching conclusions in these doctrinal areas, with particular reference to the Chalcedonian Definition, and the key developments since. In respect of the Work of Christ, we shall explore some of the various theories about the atonement, both in the early Church and in the post Reformation discussions on the topic. We will pay particular attention to the Reformed doctrine of the atonement.
<b>Assessment</b>	<b>Essay 1 – 50%</b> <b>Essay 2 – 50%</b>
<b>VC Timetable</b>	Tuesday 1300-1500