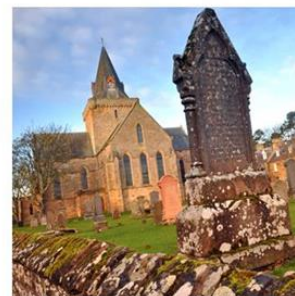


Humanities Undergraduate Scheme

Third Year Module Options 2024-25



Decorative image of historical sites and figures, of 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	Subject A	Humanities Scheme Option
Joint Honours degree	Subject A	Subject A	Subject A	Subject B	Subject B	Subject B
'With' Gaelic Studies degree	Subject A	Subject A	Subject A	Subject A	Gaelic Studies	Gaelic Studies

Special note

Each subject has a third-year core project module which prepares students for their dissertation the following year. Students on joint honours programmes should select the core module in one of the disciplines, depending on which dissertation they wish to undertake at Level 10. If you are uncertain, and wish to keep your options open, you may do both core project modules. To do so, please select 'UELECTIVE' when choosing your modules and contact your Programme Leader (see below) to discuss.

Class Attendance and Expectations

For **full-time students**, regular attendance at your 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 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. Upper-level modules on some programmes may run subject to minimum numbers and may also have a cap on places. The VC timetable is provisional and subject to change.

Key Staff

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

Archaeology Degree Structure

Degree	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
BA (Hons) Archaeology	Archaeological Sciences (S1)	Archaeology and Interpretation (S2)	Archaeological Project (S2)	Archaeology option	Archaeology option	Scheme Option
BSc Archaeological Science	Archaeological Sciences (S1)	Practical Environmental Archaeology (S2)	Archaeological Project (S2)	Archaeology and Interpretation (S2)	Archaeology option	Scheme Option
Joint Archaeology degrees	Archaeological Sciences (S1)	Archaeology and Interpretation (S2)	Archaeological Project (S2) OR ....	.... Core module in Subject B	Subject B	Subject B

Criminology Degree Structure

Degree	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
BA (Hons) Criminology	Advanced Social Research Methods (S1)	Criminology module	Criminology module	Criminology module	Criminology module	Scheme Option
Joint Criminology degrees	Criminology module (S1)	Criminology module (S2)	Advanced Social Research Methods* (S1) OR ....	..... Core module in Subject B	Subject B	Subject B

* Where Advanced Social Research Methods is core on both subjects, students must select it on one half of the programme plus an additional 2 modules in that subject to ensure an even balance of three modules in each subject.

Links to module descriptors

Programme	Programme	Programme	Programme	Programme	Programme	Programme
Archaeology	Criminology	Culture and Heritage	Gaelic Studies	Geography	History	Literature
Philosophy	Politics	Social Sciences	Sociology	Sustainable Development	Theology	

Culture and Heritage Degree Structure

Degree	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
BA (Hons) Culture and Heritage	Interdisciplinary Project (SC)	Scotland in Film (S1)	Celtic & Celtic Art Revival (S1)	Perceptions of Heritage (S2)	Scottish Enlightenment and Highland Society (S2)	Humanities Scheme Option
Joint Culture and Heritage degrees	Culture & Heritage module	Culture & Heritage module	Interdisciplinary Project (S1) OR .....	..... Core module in Subject B	Subject B	Subject B

Gaelic Studies Degree Structure

Degree	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
'With' Gaelic Studies degrees	Core module in Subject A	Subject A	Subject A	Subject A	Gaelic Studies option	Gaelic Studies option

Geography Degree Structure

Degree	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
BA (Hons) Geography	Advanced Social Research Methods (S1)	Globalisation and Sustainable Development (S1)	Climate Change (S1)	Assessment of the Environmental Impacts Development (S2)	Sustainable Tourism and the Environment (S2)	Humanities Scheme Option (S2)
Joint Geography degrees	Geography module	Geography module	Advanced Social Research Methods* (S1) OR ....	..... Core module in Subject B	Subject B	Subject B

* Where Advanced Social Research Methods is core on both subjects, students must select it on one half of the programme plus an additional 2 modules in that subject to ensure an even balance of 3 modules in each subject.

Links to module descriptors

Archaeology	Criminology	Culture and Heritage	Gaelic Studies	Geography	History	Literature
Philosophy	Politics	Social Sciences	Sociology	Sustainable Development	Theology	

History Degree Structure

Degree	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
BA (Hons) History	Public History (S2)	History module	History module	History module	History module	Scheme Option
Joint History degrees	History Module	History module	Public History (S2) OR ....	..... Core module in subject B	Subject B	Subject B

Note: for students wishing to exit with a Scottish History award, you must select at least two Scottish History themed options and focus on a Scottish History topic for the core module. Please contact historyhelp@uhi.ac.uk for guidance.

Literature Degree Structure

Degree	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
BA (Hons) Literature	Romantic Genius: Scottish and European Literature (S1)	Risk Anything: The Modernist Short Story (S1)	Literary Borrowings: Adaptation and Appropriation (S1)	Imagining New World: Renaissance Literature and Thought (S2)	Nature Writing and Ecology (S2)	Humanities Scheme Option
Joint Literature degrees	Literature module	Literature module	Literary Borrowings: Adaptation and Appropriation (S1) OR ....	..... Core module in Subject B	Subject B	Subject B

Philosophy Degree Structure

Degree	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
BA (Hons) Philosophy	Philosophy Project (SC)	Philosophy of Religion (S1)	Philosophy of Science (S2)	Continental Philosophy (S2)	Scheme option	Scheme option
Joint Philosophy degrees	Philosophy of Religion (S1)	Philosophy of Science (S2)	Philosophy Project (SC) OR ....	..... Core module in Subject B	Subject B	Subject B

Links to module descriptors

Programme	Programme	Programme	Programme	Programme	Programme	Programme
Archaeology	Criminology	Culture and Heritage	Gaelic Studies	Geography	History	Literature
Philosophy	Politics	Social Sciences	Sociology	Sustainable Development	Theology	

Politics Degree Structure

Degree	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
BA (Hons) Politics	Advanced Social Research Methods (S1)	Challenging Liberal Democracy (S1)	Wars of the Promised Land (S1)	European Politics (S2)	Devolution, Federalism and Territorial Politics (S2)	Scheme Option (S2)
Joint Politics degrees	Challenging Liberal Democracy (S1)	Politics module (S2)	Advanced Social Research Methods* (S1) OR ....	..... Core module in Subject B	Subject B	Subject B

* Where Advanced Social Research Methods is core on both subjects, students must select it on one half of the programme plus an additional 2 modules in that subject to ensure an even balance of three modules in each subject.

Social Sciences Degree Structure

Degree	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
BA (Hons) Social Sciences	Advanced Social Research Methods (S1)	Sociology / Psychology / Politics module	Sociology / Psychology/ Politics module	Sociology / Psychology/ Politics module	Sociology / Criminology / Politics module	Humanities scheme option

Note: Students should do Advanced Social Research Methods plus two modules from two disciplines or 2/1/1 modules from three Social Science disciplines.

Links to module descriptors

Programme	Programme	Programme	Programme	Programme	Programme	Programme
Archaeology	Criminology	Culture and Heritage	Gaelic Studies	Geography	History	Literature
Philosophy	Politics	Social Sciences	Sociology	Sustainable Development	Theology	

Sociology Degree Structure

Degree	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Sociology and Criminology	Advanced Social Research Methods (S1)	Work and Society (S1)	Sociology/ Criminology module (S1)	Sociology/ Criminology module (S2)	Sociology/ Criminology module (S2)	Sociology/ Criminology module (S2)
Other Joint Sociology degrees	Work and Society (S1)	Sociology: Contemporary Scottish Issues OR Frontiers, Landscapes and Journeys (S2)	Advanced Social Research Methods* (S1) OR ...	..... Core module in Subject B	Subject B	Subject B

* Where Advanced Social Research Methods is core on both subjects, students must select it on one half of the programme plus an additional 2 modules in that subject to ensure an even balance of three modules in each subject.

Sustainable Development Degree Structure

Degree	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
BA (Hons) Sustainable Development	Advanced Social Research Methods (S1)	Globalisation and Sustainable Development (S1)	Climate Change (S1)	Sustainable Tourism and the Environment (S2)	Community-based Economic Development (S2)	Scheme Option
Joint Sustainable Development degrees	Sustainable Development option	Sustainable Development option	Advanced Social Research Methods (S1) OR ....	..... Core module in Subject B	Subject B	Subject B

* Where Advanced Social Research Methods is core on both subjects, students must select it on one half of the programme plus an additional 2 modules in that subject to ensure an even balance of three modules in each subject.

Links to module descriptors

Programme	Programme	Programme	Programme	Programme	Programme	Programme
Archaeology	Criminology	Culture and Heritage	Gaelic Studies	Geography	History	Literature
Philosophy	Politics	Social Sciences	Sociology	Sustainable Development	Theology	

Appendix – List of Modules

Archaeology / Archaeological Science

Semester 1

Module name	UV409113 Archaeological Sciences
Module Leader	Dr Clea Paine (clea.paine@uhi.ac.uk)
Outline	The application of scientific approaches and thought to archaeological problems is now well embedded within contemporary archaeological practice. This module will outline the development of archaeological science during the 20 th century, exploring the diverse range of Sciences that have contributed to archaeology (such as, e.g. Botany, Zoology, Physics, Chemistry), and will provide a review of the main analytical approaches employed by archaeological scientists today. Using a series of key case studies, the module will critically assess the role of archaeological sciences in addressing questions of major archaeological importance, including dating of artefacts and sites; reconstructing climate change and past environments; domestication and the development of farming communities; human health and nutrition; the technology and function of archaeological materials; movement of peoples, animals and artefacts.
Assessment	Statistical Report – 30% Sampling Strategy Design Project – 70%
VC Timetable	Thursday 1100-1300

Module name	UV209786 Prehistory of the Highlands and Islands
Module Leader	Dr Emily Gal (emily.gal@uhi.ac.uk)
Outline	This module aims to equip students with a broad knowledge of the vast span of human prehistory in the Highlands and Islands. Of primary concern will be to enable students to place archaeological artefacts, monuments and landscapes in their social, chronological and geographical contexts. Archaeological material from the Highlands and Islands will be placed in its wider context of Scottish, British and European prehistory. Emphasis will be placed upon recent investigations in the Highlands & Islands region and current debates within the archaeological community as a means of exploring the nature of interpretation.
Assessment	Presentation – 30% Essay – 70%
VC Timetable	Wednesday 1100-1300

Module name	UF409517 Archaeology Placement
Special note	Available to students on BA(Hons) Archaeology and related joint degrees and on BSc Archaeological Science only. Students will be responsible for covering the costs of any travel and subsistence associated with their participation in this two-week module.
Module Leader	Dr Scott Timpany (scott.timpany@uhi.ac.uk)
Outline	The module affords students time (two weeks) in a work-place environment to develop understanding and knowledge related to the workings of the hosting body organisation. Students will be guided and monitored by a suitably qualified person in the host organisation, will discuss relevant issues and undertake a range of tasks that

Module name	UF409517 Archaeology Placement
	<p>make a contribution to the hosting partners work, at a level appropriate to an undergraduate student.</p> <p>This module equips students to achieve understanding and skills relevant to the work undertaken by the placement hosting body, which may include: GIS skills, maintaining and developing Sites and Monuments Records or museums archives, or development-related imperatives or research project work. Students are enabled to reflect upon and explore the nature of archaeological professionalism and judgement made within the context of a professional archaeological or heritage body.</p> <p>The precise nature of the chosen professional pathway of the student (e.g. development-related archaeology, museums archaeology or academic research archaeology) will determine the particular hosting agency offered. This will help develop the students networking, together with increasing their future employability by gaining invaluable experience within the profession & sector.</p> <p>Placement may be hosted wholly, or in part, with an external partner such as RCAHMS, Historic Scotland, National and local Museums services or curatorial/local government planning bodies and organisations, or the placement may be undertaken in-house within the Archaeology Institute attached to research projects being undertaken by staff or in the contract/commercial sphere with ORCA the Orkney Research Centre for Archaeology, effectively forming an internship.</p>
Assessment	<p>Presentation – 20% Placement Report – 70% Host Feedback – 10%</p>
VC Timetable	Tuesday 1100-1300 by arrangement with the module leader.

[Archaeology / Archaeological Science](#)

Semester 2

Module name	UV409116 Archaeological Project
Special note	Core on BA (Hons) Archaeology and on BSc Archaeological Science. Students on Archaeology joint degree programmes may take Archaeological Project OR the core module from the joint Discipline, depending on which dissertation they wish to undertake at Level 10.
Module Leader	Dr Jen Harland (jen.harland@uhi.ac.uk)
Outline	The module aims to develop students' skills in researching and synthesising secondary reading materials on the chosen topic, analyse the arguments, concepts, and ideas, and present a balanced synthesis of information on the chosen topic.
Assessment	<p>Oral Presentation – 15% - 10 minutes Project – 85% - 4000 words</p>
VC Timetable	Tuesday 1500-1700

Module name	UV409114 Archaeology and Interpretation
Module Leader	Martin Carruthers (martin.carruthers@uhi.ac.uk)
Outline	This module aims to provide students with the resources to understand the background and development of contemporary archaeological interpretation. It is an introduction to advanced theory in archaeology and how it is that archaeologists aim

Module name	UV409114 Archaeology and Interpretation
	to make sense of the past. The learning outcomes are pursued through a series of up-to-date case studies that illustrate the debated nature of, not just specific archaeological interpretations, but how interpretation itself is pursued. As part of the assessment strategy a specially designed project involves students in a piece of original research involving them in constructing their own archaeological interpretation.
Assessment	Essay - 40% Project - 60%
VC Timetable	Monday 0900-1100

Module name	UV409115 Historical Archaeology of the Highlands and Islands
Module Leader	Dr Sarah Jane Gibbon (sarahjane.gibbon@uhi.ac.uk)
Outline	The module is intended as an introduction to Historical Archaeology. The module seeks to explore the development of historical archaeology from the 1950s, using material from the Highlands and Islands. It will familiarise students with the range of sources (material, textual, representational, oral) that are available for the study of life in the medieval and modern Highlands and Islands. It will provide a grounding in the theoretical background of the discipline of Historical Archaeology and will build awareness of the potential of interdisciplinary research, with specific reference to Scotland and the Highlands and Islands region.
Assessment	Essay - 60% Oral Presentation – 40%
VC Timetable	Tuesday 1100-1300

Module name	UF409518 Practical Environmental Archaeology
Special note	Available to students on BA(Hons) Archaeology and related joint degrees only. Core on BSc Archaeological Science. This module is delivered in the summer as a 2-week residential course in Orkney. Students will be responsible for covering the costs of any travel and subsistence associated with their participation in this module.
Module Leader	Dr Ingrid Mainland (Ingrid.Mainland@uhi.ac.uk)
Outline	This module provides an introduction and overview of the basic methodological skills which underpin the practice of environmental archaeology, provides practical experience in the analysis of bioarchaeological assemblages and begins to develop critical awareness of methodologies and practice within this area of archaeological science. The module aims in particular to: (1) provide a broad understanding of the practical and interpretative issues concerning the recovery, identification and analysis of animal and plant remains within an archaeological context; (2) provide experience in the recognition of mammal, avian and fish remains within an archaeological context; (3) provide experience in identification skills (species, anatomical element, taphonomic modification, intra-species variation) within vertebrate zooarchaeology; (4) provide experience in the recognition, quantification and preservation of pollen, charred and waterlogged plant remains and wood and charcoal within in archaeological context; (5) provide experience in the identification of pollen, cereal grain, seeds and wood through examining morphology, cell structure, surface patterns etc; (6) develop critical skills in assessing published literature; (7) provide experience in data handling and interpretation.

Module name	UF409518 Practical Environmental Archaeology
Assessment	Practical portfolio – 70% Critique – 30%
VC Timetable	N/A

Criminology
Semester 1

Module name	UL309729 Advanced Social Research Methods
Special note	Core on BA (Hons) Criminology. Students on Criminology joint honours programmes may take Advanced Social Research Methods OR the core module from the joint Discipline, depending on which dissertation they wish to undertake at Level 10.
Module Leader	Dr Emma Clayes – emma.clayes.perth@uhi.ac.uk
Outline	<p>The purpose of this module is to introduce students to the existence of important stages in social scientific research, and to give them the experience of conceptualising and preparing a proposal. This is a core research methods module for social science students. Students are asked to choose to write either a proposal that designs an empirical research project OR a literature-based review that explores a topic of their own choosing. The style of proposal will be determined by the topic chosen; students may choose to write a review of existing literature on a subject; a topic that requires the testing of a hypothesis will require the capture of evidence, and the proposal will be designed accordingly. In both instances, this module may serve as a revision of research methods in preparation for the dissertation module at Level 10.</p> <p>A literature-based proposal will involve students in how to select their topic; how to plan and begin their search for literature; how to keep organised; time management; how to identify sources and build a bibliography and so on. Students will develop their skills in seeking out existing scholarly, social scientific knowledge on a topic of their own choosing; analyse the debates, concepts and ideas; discuss the information within a review that shows the development of the existing knowledge in that field. Students are expected to use high quality academic sources, consisting mainly of journal articles.</p> <p>An Empirical Research Proposal will involve students in how to test a hypothesis using an appropriate method. Students will review appropriate studies in order to identify their hypothesis and then revise research methods in order to plan their proposal. Students will be encouraged to consider the strengths and weaknesses of their chosen method with regards to suitability for their topic. Methodological issues will be covered including sampling, design, ethics and procedure. This will be done in order for students to review the practical issues involved in carrying out evidence-based research and the implications of these for the reliability and validity of their proposed study. Students will be encouraged to reflect on the type of data that would be collected and identify suitable statistical tests.</p>
Assessment	Research proposal (3,000 words) – 75% Presentation (approximately 10 PowerPoint slides with commentary) – 25%
VC Timetable	Wednesday 1300-1500

Module name	UC809669 Psychology of Criminal Justice
Special note	Core on BA (Hons) Criminology. This module has pre-requisites.
Module Leader	Claire Taylor (claire.taylor.perth@uhi.ac.uk)
Outline	To introduce the student to alternative theories and explanations of violence in society from an individual standpoint. To provide students with an understanding of the psychology of the court system, with a particular emphasis on the role of eyewitness testimony in courts.
Assessment	Essay/Report – 1500 words – 40% Research Proposal – 2000 words – 60%
VC Timetable	Monday 1300-1500

Module name	UM909001 Victimology
Module Leader	Roddy Lonie (roddy.lonie.perth@uhi.ac.uk)
Outline	Victimology has gained greater prominence in criminology however structural and ideological challenges continue to contest its validity and relevance to criminal justice approaches. This module will provide the tools to research and critically analyse current theory and practice regarding victimology. A range of related issues such as age, race, gender, class, globalisation, new technologies, civil liberties and human rights will be considered in the context of changing perceptions of victims and victimisation.
Assessment	Plan – mandatory formative assessment Case Study – 3500 words – 100%
VC Timetable	Monday 1100-1300

Criminology Semester 2

Module name	UM209568 Gender, Crime and Justice
Module Leader	Dr Kerry Hannigan (kerry.hannigan.perth@uhi.ac.uk)
Outline	The material issues covered in this module are situated at the intersection of debates in socio-legal studies, gender studies and the history of sexuality. It is designed for students who may not have a working knowledge of law and legal processes but is written to make the workings of law transparent. The law is implicated in our everyday lives, notwithstanding the tendency to think that it only becomes relevant when something goes wrong (eg divorce/ accident/ assault). It is said to frame our lives by making available a series of constructed 'legal subjects' (eg as victims; as unreliable witnesses; as likely offenders). Foucault argued that legal subjects are constructed through discourse. Law then is a form of power deployment through discourse, which often finds itself in competition with other powerful discourses (medical/ political) for ownership of 'the subject'. Current Western societies increasingly look to the law to resolve the 'big' issues: eg the right to life; the right to die; the right to marry; a person's gender; issues of responsibility for harm; ownership of living tissue; individual corporeal autonomy. After discussing and examining the role of law in society and the ideas of Michele Foucault (1970, 1972) on discourse, this module will examine some debates involved in questions around the law, gender and sexuality by looking at series of cases studies.

Module name	UM209568 Gender, Crime and Justice
Assessment	Mandatory Formative assessment (PowerPoint presentation of case study plan) - 0% Extended essay – 3500 words – 100%
VC Timetable	Wednesday 1300-1500

Module name	UQ309690 Strange Cases: Crime Literature and the Construction of Crime
Module Leader	Dr Kyle Smith (kyle.smith.perth@uhi.ac.uk)
Outline	The module looks at a variety of popular texts from the 1820s to the present as a way to consider the development of ideas of crime and its prevention. As well as using popular literature texts the module will also look at magazines and film. The module will be an opportunity to consider representations of crime in order to understand the culture and texts of the period more broadly. Looking at the crime genre (its roots in Blicher, Poe, Gaboriau, Collins, Dickens: the nature of good and evil in Stevenson; Conan Doyle's work; the development of subgenres (Christie's whodunits, Hammett's and Chandler's hardboiled fictions, Simenon's procedurals, the thriller and the spy novel); and using Scottish examples to show the development of the genre (William McIlvaney, Ian Rankin, Alexander McCall Smith, Val McDermid, Louise Welsh)) and considering a variety of authors' imaginative techniques and conventions offers a more accessible way to consider the nature of the fears and desires at play within a variety of communities.
Assessment	Essay – 50% Essay – 50%
VC Timetable	Monday 1300-1500

Culture and Heritage

Semester 1

Module name	UV909596 Interdisciplinary Project
Special note	Core on BA (Hons) Culture and Heritage. Students on joint Culture and Heritage programmes may take Interdisciplinary Project OR the core module from the joint Discipline, depending on which dissertation they wish to undertake at Level 10. Note: Classes run in Semester 1 but submission of the Project is during Semester 2.
Module Leader	Professor Donna Heddle (donna.heddle@uhi.ac.uk)
Outline	In this module, students undertake an interdisciplinary research project in a subject of their own choosing. Gaelic Studies students may wish to write their project in Gaelic or on a Gaelic-related subject. Students learn to reflect on their research as it goes along, and to assess each stage of the inquiry. The Project links up with, and builds upon earlier modules as well as other level 9 ones. Identifying a suitable research topic and formulating a research question are part of the process. The choice of research topic will usually tend to reflect the student's own particular strengths and interests. A research diary is kept that records the Project in detail, from the choice of question through to final completion. The main purpose is to ensure that students comprehend the full range of academic principles required to enable independent research, and to transfer skills to further areas of academic interest.
Assessment	Research Diary - 10% Presentation - 20% Project – 70%
VC Timetable	Friday 1100-1300 – research workshops - for first five weeks of Semester 1 only.

Module name	UV209792 Scotland in Film
Module Leader	David Ness (david.ness.moray@uhi.ac.uk)
Outline	This module traces representations of Scotland, in particular the Highlands and Islands, in feature film of the twentieth and twenty-first centuries. It examines cinema as an aesthetic and cultural form, and looks at both how Scotland has portrayed itself, and how it has been portrayed, through the medium. Feature films will be available on loan from AP libraries and should be watched in advance of the relevant VC seminar. It is intended that the module will form a continuum with other Cultural Studies modules concerned with the analysis of representation, identity and narrative
Assessment	Essay (1500 words) – 40% Essay (2000 words) – 60%
VC Timetable	Monday 1100-1300

Module name	UV909597 Celtic and Celtic Revival Art in Scotland, 600-2000
Module Leader	Dr Oisin Plumb (oisin.plumb@uhi.ac.uk)
Outline	This module will examine 'Celtic' art in Scotland from the Iron Age to the present day. It will consider how craftspeople in Pictland and neighbouring early medieval cultures expressed themselves artistically, drawing on influences from earlier art and the art of the wider world, while at the same time developing their own innovations. We will look at the great carved stones of Scotland and Ireland, as well as glorious manuscripts such as the Book of Kells. The module will then look at how many features of early medieval art survived into the early modern period. Although some of this legacy eventually began to fade away, it was reborn in the 19 th century when the 'Celtic Revival' brought a new interest in the art and culture of earlier times.
Assessment	Essay – 40% Project – 60%
VC Timetable	Tuesday 1300-1500

Culture and Heritage

Semester 2

Module name	UV309731 Perceptions of Heritage
Module Leader	Innes Kennedy (innes.kennedy@uhi.ac.uk)
Outline	The module looks at why 'heritage' is valuable and needs to be preserved or conserved. We discuss in detail the psychology behind our physical perceptions of Nature and Architecture as beautiful and inspiring. We discuss how these physical perceptions affect our sense of personal and national identity and our sense of what we need to keep from the past. We discuss and analyse topical conflicts and confusions which have arisen from mutually incompatible perceptions of heritage, and we examine the dangers of the uses and abuses of heritage.
Assessment	Essay 1 – 2000 – words - 40% Essay 2 – 3000 words - 60%
VC Timetable	Tuesday 1500-1700

Module name	UV209791 The Scottish Enlightenment and Highland Society
Module Leader	Dr Innes Kennedy (innes.kennedy@uhi.ac.uk)
Outline	This module aims to specify the particularly Scottish and Highland dimension of the 18th century European Enlightenment. It will examine the causes of the sudden proliferation of many of the most brilliant intellectual achievements in Europe in an impoverished country on its furthest periphery. It will also examine what the consequences of these achievements were for perceptions of the Highlands and Islands in the eighteenth century and after. Accordingly, the historical and ideological context will be examined along with a number of the works themselves. Because philosophical inquiry was one of the most important modes of intellectual achievement in this period, the focus will often be on the philosophers. Most attention will be paid to Adam Ferguson, a Gaelic speaker who was one of the most prescient men in eighteenth century Europe.
Assessment	Essay – 40% Essay – 60%
VC Timetable	Monday 1500-1700

Gaelic Studies Semester 1

Module name	UQ509839 Traditional Gaelic Culture
Module Leader	Catriona Murray (Catriona.murray@uhi.ac.uk)
Outline	The main aims of this module are: <ul style="list-style-type: none"> ▪ to review key theoretical perspectives of Ethnological/Folklore study ▪ to develop a critical awareness of a range of Ethnological/Folklore themes ▪ to analyse and apply the methods and techniques involved in Ethnological/Folklore fieldwork, processing and archiving ▪ apply Ethnological/Folklore methodology effectively and demonstrate a systematic approach in an investigation into an aspect of Ethnology/Folklore
Assessment	Exam – 50% Project – 50%
VC Timetable	Tuesday and Thursday 1100-1200 by Webex chat

Module name	UV209792 Scotland in Film
Module Leader	David Ness (david.ness.moray@uhi.ac.uk)
Outline	This module traces representations of Scotland, in particular the Highlands and Islands, in feature film of the twentieth and twenty-first centuries. It examines cinema as an aesthetic and cultural form, and looks at both how Scotland has portrayed itself, and how it has been portrayed, through the medium. Feature films will be available on loan from AP libraries, and should be watched in advance of the relevant VC seminar. It is intended that the module will form a continuum with other Cultural Studies modules concerned with the analysis of representation, identity and narrative
Assessment	Essay (1500 words) – 40% Essay (2000 words) – 60%
VC Timetable	Monday 1100-1300

Gaelic Studies Semester 2

Module name	UQ509835 Language policy and planning 1
Module Leader	TBC
Outline	This module endeavours to develop a critical awareness of the practical steps needed for successful language revitalisation, assessing theoretical explanations of the processes of language decline and revitalisation in different minoritised language communities.
Assessment	Essay (2500 words) – 60% Presentation – 40%
VC Timetable	Class time TBC

Module name	UQ509838 Nationalism and National Identity
Module Leader	Catriona Murray (catriona.murray@uhi.ac.uk)
Outline	This module seeks to develop an understanding of the recent history and contemporary situation of Scotland and other countries across the North Atlantic and in eastern Europe - specifically with regard to the emergence and evolution of debate about national identity and nationalism, and their relationship to the development of rural places, and to minority languages and cultures in particular. The module seeks to explore concepts of national identity and nationalism in the light of recent theoretical thinking.
Assessment	Essay (2500 words) – 50% Book review (1500 words) – 25% Oral presentation (30 mins) – 25%
VC Timetable	Online chat tutorial – the time will be confirmed by the module leader at the start of semester.

Geography Semester 1

Module name	UL309729 Advanced Social Research Methods
Special note	Core on BA (Hons) Geography. Students on Geography joint honours programmes may take Advanced Social Research Methods OR the core module from the joint Discipline, depending on which dissertation they wish to undertake at Level 10.
Module Leader	Dr Emma Clayes (emma.clayes.perth@uhi.ac.uk)
Outline	The purpose of this module is to introduce students to the existence of important stages in social scientific research, and to give them the experience of conceptualising and preparing a proposal. This is a core research methods module for social science students. Students are asked to choose to write either a proposal that designs an empirical research project OR a literature-based review that explores a topic of their own choosing. The style of proposal will be determined by the topic chosen; students may choose to write a review of existing literature on a subject; a topic that requires the testing of a hypothesis will require the capture of evidence, and the proposal will be designed accordingly. In both instances, this module may serve as a revision of research methods in preparation for the dissertation module in the Honours year.

Module name	UL309729 Advanced Social Research Methods
Assessment	Research proposal (3,000 words) – 75% Presentation (approximately 10 PowerPoint slides with commentary) – 25%
VC Timetable	Wednesday 1300-1500

Module name	UF809759 Globalisation and Sustainable Development
Module Leader	Dr Charlie Main (Charlie.main@uhi.ac.uk)
Outline	The module aims to extend the students' conceptual knowledge of how 'sustainability' may be implemented in the global development context. The module will also compare and contrast sustainability issues and globalisation from the perspective of the developed and developing nations. Students will be required to interpret new and developing research with a view to globalisation and sustainable development and to reflect on the extent to which these two goals are compatible.
Assessment	Essay – 65% Continuous Assessment – 35%
VC Timetable	Monday 1300-1500

Module name	UF809760 Climate Change
Module Leader	Dr Edward Graham (eddy.graham@uhi.ac.uk)
Outline	The aim of the module is to develop the student's knowledge and understanding of how the Earth's climate system works, methods of detecting climate change, how the climate has changed in the past (on both geological and human timescales), and how it is now being changed by human activity due to anthropogenic global warming. Students will learn about climate models, projections and scenarios of climate in the future, including ways (from individual to global scales) of mitigating, geo-engineering and adapting to future climate change. Students will gain the historical perspective necessary to assess our recent changes in climate and the scientific basis to analyse and assess policy issues related to climate change and global warming. Students will also learn how to react robustly and deal with complex socio-political and ethical issues such as climate attribution, climate denial, climate ethics and climate justice.
Assessment	Article Critique – 40% Essay – 60%
VC Timetable	Tuesday 1300-1500

Geography Semester 2

Module name	UF809761 Assessment of the Environmental Impacts of Development
Module Leader	Karen Marshall (karen.marshall.ic@uhi.ac.uk)
Outline	Human development results in a range of environmental impacts, and this module will consider how these impacts are assessed. It will focus on project based Environmental Impact Assessment (EIA), and Strategic Environmental Assessment (SEA) of policies, plans and programmes. The relationship between these will be investigated along with their legislative backgrounds, their operation and structure. Case studies will be used to assess their effectiveness in achieving the goal of sustainable development.

Module name	UF809761 Assessment of the Environmental Impacts of Development
Assessment	Essay – 50% Essay – 50%
VC Timetable	Tuesday 0900-1100

Module name	UN809802 Sustainable Tourism and the Environment
Module Leader	Dr Charlie Main (Charlie.main@uhi.ac.uk)
Outline	Tourism is one of the world’s biggest industries and this module’s central purpose is the detailed exploration of tourism activity within the context of sustainable development. This module examines and critically evaluates man’s use of his natural resources in the modern tourism context, green tourism, the apparent hypocrisies, paradoxes, contradictions, and the consequent implications for development at the community, national and international level
Assessment	Essay – 65% Continuous Assessment – 35%
VC Timetable	Tuesday 1300-1500

History Semester 1

Note: for students wishing to exit with a Scottish History (single or joint) award, you must select at least two Scottish History themed options and focus on a Scottish History topic for Public History.

Module name	UV209787 Chivalry and Elite Culture in Context: England and its Neighbours, 1066-1327
Module Leader	Dr Louisa Taylor (louisa.taylor@uhi.ac.uk)
Outline	<p>It has often been argued that the Norman Conquest of 1066 brought a range of new cultural ideas to England, chief among them, the cultural norms that would later develop into ‘chivalry.’ At the core of these norms, was the idea that elite men should be moderate in their behaviour, magnanimous in victory, and show clemency when punishing enemies. The post-Conquest period is notable for the tendency for elite men to spare their peers death and mutilation following conflict. However, this seems to have changed with the killing of Simon de Montfort at the Battle of Evesham and the later brutal removal of King Edward II from the English throne. This module will ask to what extent dramatic, but exceptional, events such as these are signs of more general cultural change.</p> <p>This module will explore the expectations around elite behaviour in England from 1066 to 1327 in a myriad of locations, from the court to the battlefield, and the home, and investigate the main factors which caused these expectations to change over time. We will explore the rise of the idea of courtliness and the extent to which this was informed by changing expectations placed on the elite man at court, as well as whether it is useful to focus so extensively on the difficult to define idea of ‘chivalry.’ These investigations will be conducted within the context of England’s relations with its neighbours to consider the impact that cultural transfer across borders has on expectations of elite behaviour.</p>

Module name	UV209787 Chivalry and Elite Culture in Context: England and its Neighbours, 1066-1327
Assessment	Primary Source Exercise – 40% Essay – 60%
VC Timetable	Wednesday 0900-1100

Module name	UV209802 A Study of Things: material culture of medieval and early modern Europe (History/Scottish History)
Special note	Students can specialise in Scottish History through assessment choice.
Module Leader	Dr Lucy Dean (lucy.dean@uhi.ac.uk)
Outline	This skills-based module is designed to provide students a comprehensive introduction to the use of material culture as historical evidence for analysing the past, particularly in medieval and early modern life. By engaging with an increasingly prolific historical methodology drawing on a wide range of other disciplines including heritage and museum studies, anthropology and sociology, cultural studies, archaeology and art history, this module offers wide appeal to students across a range of degree paths. Material objects from across all strata of society will be used as lens on a range of themes intrinsic to understanding Europe, and Scotland's place within it, in this transformative era. It will offer varied assessment methods to develop a wide-ranging skill-set, including giving the students an opportunity to research and create their own digital exhibition for a general audience, and will hopefully also include collaboration with local museum and heritage providers.
Assessment	Oral Presentation – 10% (undertaking during class time) Essay – 40% Research/practical project – 50%
VC Timetable	Wednesday 1500-1700

Module name	UV109001 Jacobites: Patriots, Rebels or Opportunists? (Scottish History)
Module Leader	Dr Nicola Martin (nicola.martin@uhi.ac.uk)
Outline	Jacobites were (and indeed still are!) seen by some as patriots, by others as rebels, and by others still as little more than opportunists. And, however the protagonists are portrayed, the Jacobite risings remain both one of the best-known and least understood episodes in Scottish history. This module will tackle the misconceptions and investigate the origins and adaptations of Jacobite mythology to build a comparative understanding of Jacobitism in Scotland and elsewhere. The module will explore key aspects of Jacobitism at home and abroad including: its political and military imperatives as demonstrated through various plots and risings; cultural or covert Jacobitism; the court in exile and international diplomacy; Jacobitism and empire; polemics, propaganda, and material culture; anti-Jacobitism; and aftermaths and responses. In doing so, it will situate Scottish Jacobitism within wider a wider domestic and international framework. Students will have the opportunity to explore their own area of interest through designing an independent research project, supported by the lecturer, and to interrogate key aspects of Jacobitism through critical engagement with primary materials, historiographical debate, and material culture. An optional field trip to Culloden Battlefield will enable students to consolidate their knowledge and consider questions of representation and memory.

Module name	UV109001 Jacobites: Patriots, Rebels or Opportunists? (Scottish History)
Assessment	Primary Source Exercise – 30% Independent Research Proposal – 20% Research Essay – 50%
VC Timetable	Thursday 1500-1700

Module name	UV209797 Emigration from the Highlands and Islands (Scottish History)
Module Leader	Dr Elizabeth Ritchie (elizabeth.ritchie@uhi.ac.uk)
Outline	Emigration has been a consistent and integral part of the history of the modern Highlands, This course examines the phenomenon from 1750 to 1939, with reference to both expulsive factors and overseas inducements. Particular emphasis will be given to periods of economic and social upheaval in the Highlands and Islands.
Assessment	Secondary Source Analysis – 30% Independent Research Proposal – 20% Research Essay – 50%
VC Timetable	Friday 0900-1100

History Semester 2

Module name	UV209804 Public History (History and Scottish History)
Special note	Core on BA (Hons) History and Scottish History. Students on History/Scottish History joint degree programmes may take Public History OR the core module from the joint Discipline, depending on which dissertation they wish to undertake at Level 10.
Module Leader	Dr Lucy Dean (lucy.dean@uhi.ac.uk)
Outline	This module will provide an introduction in how to present academic research to a public audience. Using material and digital resources, students will devise a public history project, where they present academic research to a wider, non-academic audience. Students will have the opportunity to work closely with a number of UHI's heritage partners in devising a project, finding suitable sources from their collections, and then in presenting their research to the public. Students will produce an independent research project, rooted in the historiography of public history and critical heritage studies and will prepare them for the History Dissertation at Level 10.
Assessment	Project outline and plan – 25% Project – 75%
VC Timetable	Wednesday 1100-1300

Module name	UL309736 Dynastic Decline and Religious Violence: Valois France, 1550-1610
Module Leader	Dr Philippa Woodcock (Philippa.woodcock@uhi.ac.uk)
Outline	In 1550, France was arguably the most powerful monarchy in western Europe, united under a Catholic king, Henri II, father to an increasing brood of heirs. By 1589, his four sons were all dead in bloody circumstances, and the country was torn apart by religious and factional conflict. In the intervening years, the Calvinist faith had taken hold, particularly in the southwest of the country. Its adherents, known as Huguenots, were led by the Bourbon family, who became a rival political faction to the weakened Valois kings, and the ultra-Catholic dukes of Guise.

Module name	UL309736 Dynastic Decline and Religious Violence: Valois France, 1550-1610
	This module will explore the growth of religious rivalry and extreme violence, at court and in the country at large. It will identify key crises, and the route to civil war in France. It will examine particular episodes of religious violence and assassination, and the elite and popular response to such upheaval and insecurity. It will look beyond France to see how other European powers sought to influence or profit from the breakdown in French royal authority. Finally, it will ask how peace was restored to France through edicts of conciliation, and why this consensus was torn apart in 1685.
Assessment	Oral presentation – 10% (undertaken during class time) Essay – 50% Timed Primary Source Exercise – 40%
VC Timetable	Thursday 1100-1300

Module name	UV109003 Conquerors, Crusaders and Churchmen: The World of the Normans, c.911-c.1204
Module Leader	Dr Linsey Hunter (linsey.hunter@uhi.ac.uk)
Outline	<p>The twelfth-century chronicler, Dudo of St-Quentin, describes a dream of Rollo, the first duke of Normandy, in which he saw his descendants conquer and colonise lands far beyond Normandy and Scandinavia. This module explores the vibrant and compelling world of the Normans from their origins in north-western Europe to the British Isles, Sicily and Southern Italy, North Africa and the Middle East. Students will examine the significance of 1066 and whether the conquest of Britain was part of a larger Norman empire; the settlement of southern Italy and Sicily and creation of the Norman kingdom; the Normans on crusade; and how far they assimilated into the societies they controlled. This module provides opportunities to explore how the Normans imposed and consolidated their power, considering the roles of monarchs, political institutions, military power, religion, language and culture. This module will examine Norman perspectives on their defeats and victories as well as exploring what other people thought of the Normans via a diverse range of various primary sources. As well as administrative records and charters, the Normans generated a number of chronicles and literary sources. Alongside these documents, you will also consider architecture, art and archaeology as a means of understanding Norman society and identity.</p> <p>This module will equip students with a detailed knowledge and systematic understanding of the principal ideas, approaches and debates that inform historians currently researching the Norman activity in Europe from the Treaty of St-Clair-sur-Epte in c. 911 to the loss of Normandy in c. 1204.</p>
Assessment	Primary Source Exercise – 40% Essay – 60%
VC Timetable	Thursday 1500-1700

Module name	UV109004 Land as Power: the making of the modern Scottish Landscape from the eighteenth to the twenty-first centuries (Scottish History)
Module Leader	Dr Iain Robertson (iain.robertson@uhi.ac.uk)
Outline	Scotland's land and seascapes are one of the nation's most important resources and feature strongly in both current social justice debates and the Scottish Government's sustainability policy. But the landscape we see today is only the latest manifestation

Module name	UV109004 Land as Power: the making of the modern Scottish Landscape from the eighteenth to the twenty-first centuries (Scottish History)
	<p>of a constantly evolving 'view'. There is, in short, a lengthy and complex history to the 'look' of the landscape; not all of which is the product of human activity. In this module, taking a case study approach, you will learn both something of the modern history of the Scottish landscape and how to 'read' the history of the landscape from the landscape itself – 'the richest historical record we possess' (Hoskins, 1955).</p> <p>Think of Bannockburn, the Forth rail bridge, a croft house or Cumbernauld New Town. In their own way and in their visual appearance, these landscapes speak of Scotland. They symbolise aspects of Scotland's national, regional and local culture. This module explores both the symbol and the historical and cultural processes which have made it.</p> <p>Working through a series of case studies and focusing on both the spectacular and unspectacular, the module will first show that landscapes are more than passive backdrops to the human dramas played out in them. It will also unpick selected examples in considerable depth to reveal the socio-cultural processes which have made them. Case studies the module may well use include the crofting landscape, Glasgow tenements; estate plans and maps; Scotland's New Towns; forests and fields.</p>
Assessment	Independent research proposal – 25% Independent research project – 75%
VC Timetable	Wednesday 1500-1700

Literature Semester 1

Module name	UQ309681 Literary Borrowings: Adaptations and Appropriations
Special note	Core on BA (Hons) Literature. Students on Literature joint degree programmes may take Literary Borrowings OR the core module from the joint Discipline, depending on which dissertation they wish to undertake at Level 10.
Module Leader	Dr Paul Shanks (paul.shanks.ic@uhi.ac.uk)
Outline	This module considers the way in which literature is adapted into other media and also the way in which it can be appropriated in support of a particular cause. Students will learn about a variety of adaptation theories and will develop skills in reading a range of texts in different media including visual art, music and film.
Assessment	Project proposal and annotated bibliography - 750 words (20%) Project - 4000 words (80%)
VC Timetable	Monday 0900-1100

Module name	UQ209632 Romantic genius: Scottish and European literature, 1750 - 1830
Module leader	Dr Ian Blyth (ian.blyth.ic@uhi.ac.uk)
Outline	This module is focused on the Romantic period (c. 1750-1830), and you will analyse Scottish and British texts alongside European ones. As well as poetry and prose fiction, you will also engage in detail with theory from the period, particularly regarding notions of genius and originality. This module is research-led, and you will be at the forefront of Literary Studies in Romanticism.

Module name	UQ209632 Romantic genius: Scottish and European literature, 1750 - 1830
	Throughout this module you will combine theory with practice, modern criticism with eighteenth- and nineteenth-century texts, and literary works with writings from other genres. You will gain detailed knowledge of a fascinating and varied period of British history, and explore how Romanticism was forged in Literature, Art and Music.
Assessment	Essay Outline – 500 words (10%) Essay 1 – 2250 words (45%) Essay 2 – 2250 words (45%)
VC Timetable	Wednesday 1500-1700

Module name	UQ309679 Risk Anything: The Modernist Short Story
Module leader	Dr Kyle Smith (kyle.smith.perth@uhi.ac.uk)
Outline	The module follows the development of the genre in the nineteenth century before focusing on some of the most ambitious and adventurous experiments within early twentieth-century literary modernism. The first half of the semester will investigate a range of more 'traditional' stories in order to understand more fully the formal innovativeness of the 'modernist' story.
Assessment	Essay – 2500 words (50%) Essay – 2500 (50%)
VC Timetable	Tuesday 1100-1300

Literature Semester 2

Module name	UQ309674 Imagining New Worlds: Renaissance Literature and Thought
Module Leader	Dr Lesley Mickel (lesley.mickel@uhi.ac.uk)
Outline	<p>This module introduces students to major authors writing in English in the Renaissance period. It will cover significant canonical poets such as John Donne and Ben Jonson, as well as more recently recovered works by female writers such as Elizabeth Cary. This module will also take account of how the concept of Renaissance writing has expanded to include forms such as travel writing and the spiritual memoir.</p> <p>Students will become familiar with popular verse and prose forms of the period, particularly the sonnet and the essay, and understand how major philosophical and religious shifts in the period informed writing; in particular, the works studied engage with Humanism, the Reformation and New Science, as well as religio-political debate surrounding royal authority.</p> <p>Students will discover the importance of classical learning for Renaissance writers, and of literary and historical context for understanding writing of the period. The introduction of relevant theories such as Cultural Materialism and New Historicism, and an emphasis on material culture will encourage students to explore the relationship between text and history in a dynamic way.</p>
Assessment	Essay outline – 10% Essay 1 – 45% Essay 2 – 45%
VC Timetable	Tuesday 1500-1700

Module name	UQ309682 Nature Writing and Ecology
Module Leader	Dr Ian Blyth (ian.blyth.ic@uhi.ac.uk)
Outline	This module examines the study and practice of nature writing and ecocriticism, tracing the changing approaches to and attitudes about the natural environment from antiquity to the present day. Students will analyse a selection of poetry and non-fiction prose and will critically engage with what these texts reveal about the cultural, scientific, social, political and philosophical developments in writing about nature over the two millennia. Students will also have the opportunity to write a creative piece of nature writing about some aspect or feature of their own local environment.
Assessment	Essay outline and bibliography – 10% Essay 1 – 40% Essay 2 – 50%
VC Timetable	Monday 1100-1300

Philosophy Semester 1

Module name	UV609747 Project (Theology and Philosophy)
Special note	This module runs over two semesters. Students on Philosophy joint honours programmes may take this module OR the core module from the joint discipline, depending on which dissertation they wish to undertake at L10.
Module Leader	Dr David Kirk (david.kirk@uhi.ac.uk)
Outline	This module allows the student to follow up an area of personal interest in any of the main theological disciplines. Students, in discussion with the appropriate tutor, decide on a research topic, project or investigation and conduct their research under supervision. The project must reflect the methodologies and skills appropriate to the subject area in which they are working. This module allows students to develop their theological thinking in a systematic capacity, subject to the constraints and rigours of research methods appropriate to the respective disciplines. As part of the supervision process the students will present regular summaries of their progress to the tutor, and receive feedback on the progress of their proposal.
Assessment	Essay (5000 words) – 100%
VC Timetable	N/A

Module name	UV509567 Philosophy of Religion
Module Leader	Dr Robert Shillaker (robert.shillaker@uhi.ac.uk)
Outline	This module focuses on key philosophical questions and answers within the Philosophy of Religion context. The Nature of God (Attributes of God: independence, goodness, and power, eternity, knowledge, and providence, God incarnate and triune) & The Rationality of Religious Belief: (Faith and rationality, Theistic arguments, Anti-theistic arguments) & Science, Morality, and Immorality: (Religion and science, Religion, morality, and politics, Mind, body, and immortality. Other aspects include religious pluralism, the phenomenology of Religion (the phenomenology of religious experience as encounter with God and relationship to material context, emotions and religious experience, mundane experience and religious belief), religious language, and religion in society.
Assessment	Essay 1 – 50% Essay 2 – 50%

Module name	UV509567 Philosophy of Religion
VC Timetable	Friday 0900-1100

Philosophy Semester 2

Module name	UV509568 Philosophy of Science
Module Leader	Dr Innes Visagie (innes.visagie@uhi.ac.uk)
Outline	Results produced from empirical science are very impressive and scientific methods to produce these excellent results are being held in a high esteem. Philosophy of science seeks to analyse the distinctiveness of scientific explanations and theoretical constructions. This module engages with discussions in this area of the scientific undertaking and asks questions such as; what makes its predictions and technologies worthy of confidence; can its theories reveal the truth about a hidden objective reality, etc.
Assessment	Essay 1 – 50% Essay 2 – 50%
VC Timetable	Thursday 0900-1100

Module name	UV509569 Continental Philosophy
Module Leader	Dr Ian Blyth (ian.blyth.ic@uhi.ac.uk)
Outline	This module explores the major movements and thinkers in twentieth-century and contemporary Continental or Modern European Philosophy, including Phenomenology and Hermeneutics, Marxism and Critical Theory, Structuralism and Poststructuralism, French Feminism, and Modernity and Postmodernism. Students will critically evaluate philosophical theories of perception and interpretation, cultural, social and political consciousness, language and textuality, and knowledge and reality. Students will also investigate the status of Continental Philosophy as a distinct entity, and the relationships between Modern European thought and the Anglo-American philosophical tradition.
Assessment	Essay 1 – 50% Essay 2 – 50%
VC Timetable	Monday 1500-1700

Politics Semester 1

Module name	UL309729 Advanced Social Research Methods
Special note	Students on Politics joint honours programmes may take Advanced Social Research Methods OR the core module from the joint Discipline, depending on which dissertation they wish to undertake at Level 10.
Module Leader	Dr Emma Clayes – emma.clayes.perth@uhi.ac.uk
Outline	The purpose of this module is to introduce students to the existence of important stages in social scientific research, and to give them the experience of conceptualising and preparing a proposal. This is a core research methods module for social science students. Students are asked to choose to write either a proposal that designs an empirical research project OR a literature-based review that explores a topic of their

Module name	UL309729 Advanced Social Research Methods
	<p>own choosing. The style of proposal will be determined by the topic chosen; students may choose to write a review of existing literature on a subject; a topic that requires the testing of a hypothesis will require the capture of evidence, and the proposal will be designed accordingly. In both instances, this module may serve as a revision of research methods in preparation for the dissertation module.</p> <p>A literature-based proposal will involve students in how to select their topic; how to plan and begin their search for literature; how to keep organised; time management; how to identify sources and build a bibliography and so on. Students will develop their skills in seeking out existing scholarly, social scientific knowledge on a topic of their own choosing; analyse the debates, concepts and ideas; discuss the information within a review that shows the development of the existing knowledge in that field. Students are expected to use high quality academic sources, consisting mainly of journal articles.</p> <p>An Empirical Research Proposal will involve students in how to test a hypothesis using an appropriate method. Students will review appropriate studies in order to identify their hypothesis and then revise research methods in order to plan their proposal. Students will be encouraged to consider the strengths and weaknesses of their chosen method with regards to suitability for their topic. Methodological issues will be covered including sampling, design, ethics and procedure. This will be done in order for students to review the practical issues involved in carrying out evidence-based research and the implications of these for the reliability and validity of their proposed study. Students will be encouraged to reflect on the type of data that would be collected and identify suitable statistical tests.</p>
Assessment	Research proposal (3,000 words) – 75% Presentation (approximately 10 PowerPoint slides with commentary) – 25%
VC Timetable	Wednesday 1300-1500

Module name	UV209794 Wars of the Promised Land
Module Leader	Ronnie Dewar (Ronnie.dewar.perth@uhi.ac.uk)
Outline	A chronological analysis of the conflict between Arab and Israeli, since the birth of the Modern Jewish State in 1948. To have a clearer understanding of the various causes and issues in this geopolitical minefield it is necessary to start some 3 decades earlier with the Balfour Declaration. The module will not only study times of war but also the various external influences, attempts to foster peace and how the conflict impacted on Arab and Israeli internal policy. The timescale of the module will be from the British Mandate for Palestine to the second coming of Binyamin Netanyahu as Israeli PM.
Assessment	Case Study – 50% Essay – 50%
VC Timetable	Thursday 0900-1100

Module name	UL209651 Challenging Liberal Democracy: Political ideas in a Changing World
Module Leader	Kevin Lowrie (kevin.lowrie.moray@uhi.ac.uk)
Outline	The module is designed to enable students to: Examine the emergence in the modern era of the theory and practice of liberal-democracy. It examines the tensions evident in liberal-democracy although it focuses

Module name	UL209651 Challenging Liberal Democracy: Political ideas in a Changing World
	<p>more on the second part of this term. It explores the development and nature of democracy – examining neo-liberalism, social democracy, Marxism, feminism, classical, direct and indirect, pluralist and consociational perspectives. The role of social justice and citizenship are introduced in the contemporary context.</p> <p>Of central importance is the changing nature and role of the state, the tensions between the claims of the state and those of the individual, the changing nature of democracy, and ideas about representation, legitimacy, participation, consent and dissent. The module takes the ideas introduced in <i>History of Political Ideas</i> and follows their further development to the modern context, although completion of <i>History of Political Ideas</i> is not an essential requirement for the module</p>
Assessment	<p>Essay – 2000 words – 50%</p> <p>Essay – 1750 words – 50%</p>
VC Timetable	Tuesday 0900-1100

Politics Semester 2

Module name	UL209652 European Politics
Module Leader	Ronnie Dewar (Ronnie.dewar.perth@uhi.ac.uk)
Outline	<p>The purpose of this module is to enable students to evaluate the significance of contemporary issues and ideas in the context of modern Europe Union. Europe in the 1990s became a major focus of public discourse. The end of the Cold War, the collapse of the Soviet Union and the quickening of integration processes within the European Community / Union has raised questions across Europe about the kind of Europe now being built and about the nature of European democracy. The widening of the EU to incorporate many eastern states, the discourse about common EU economic and security policies, the possibility of yet further additions to the EU all in the context of slow growth of liberal democracy in Russia and concerns about international relations add urgency to these debates.</p>
Assessment	<p>Essay – 60%</p> <p>Documentary analysis – 40%</p>
VC Timetable	Wednesday 0900-1100

Module name	UL209653 Devolution, Federalism and Territorial Politics: A Comparative Perspective
Module Leader	Lucy Huby (lucy.huby.moray@uhi.ac.uk)
Outline	<p>This module explores the political mechanisms that support devolution and federalism, alongside the subjective experiences of nationalism and belonging. The module focuses on the qualitative as well as quantitative influences such as the role played by personality in the devising of policy, the role of national identity in the drawing of political boundaries and the efficacy of intergovernmental relationships in achieving compromise. It will examine the different political systems but then explore concepts such as sovereignty and legitimacy from the perspective of national identity. Students are encouraged to look at the human factors aspect of political decision making and examine how certain types of political systems encourage certain types of politicians. By the end of the module students will confidently be able to make links between the structural aspects of governance, the resulting policies and the influence of political identity on the success of those policies.</p>

Module name	UL209653 Devolution, Federalism and Territorial Politics: A Comparative Perspective
Assessment	Project – 3500 words – 100%
VC Timetable	Thursday 1300-1500

Social Sciences

Semester 1

Module title	UL309729 Advanced Social Research Methods
Module Leader	Dr Emma Clayes (emma.clayes.perth@uhi.ac.uk)
Outline	<p>The purpose of this module is to introduce students to the existence of important stages in social scientific research, and to give them the experience of conceptualising and preparing a proposal. This is a core research methods module for social science students. Students are asked to choose to write either a proposal that designs an empirical research project OR a literature-based review that explores a topic of their own choosing. The style of proposal will be determined by the topic chosen; students may choose to write a review of existing literature on a subject; a topic that requires the testing of a hypothesis will require the capture of evidence, and the proposal will be designed accordingly. In both instances, this module may serve as a revision of research methods in preparation for the dissertation module at Level 10.</p> <p>A literature-based proposal will involve students in how to select their topic; how to plan and begin their search for literature; how to keep organised; time management; how to identify sources and build a bibliography and so on. Students will develop their skills in seeking out existing scholarly, social scientific knowledge on a topic of their own choosing; analyse the debates, concepts and ideas; discuss the information within a review that shows the development of the existing knowledge in that field. Students are expected to use high quality academic sources, consisting mainly of journal articles.</p> <p>An Empirical Research Proposal will involve students in how to test a hypothesis using an appropriate method. Students will review appropriate studies in order to identify their hypothesis and then revise research methods in order to plan their proposal. Students will be encouraged to consider the strengths and weaknesses of their chosen method with regards to suitability for their topic. Methodological issues will be covered including sampling, design, ethics and procedure. This will be done in order for students to review the practical issues involved in carrying out evidence-based research and the implications of these for the reliability and validity of their proposed study. Students will be encouraged to reflect on the type of data that would be collected and identify suitable statistical tests.</p>
Assessment	Research proposal (3,000 words) – 75% Presentation (approximately 10 PowerPoint slides with commentary) – 25%
VC Timetable	Wednesday 1300-1500

Module name	UV209794 Wars of the Promised Land (<i>Politics option</i>)
Module Leader	Ronnie Dewar (Ronnie.dewar.perth@uhi.ac.uk)
Outline	A chronological analysis of the conflict between Arab and Israeli, since the birth of the Modern Jewish State in 1948. To have a clearer understanding of the various causes and issues in this geopolitical minefield it is necessary to start some 3 decades earlier

Module name	UV209794 Wars of the Promised Land (<i>Politics option</i>)
	with the Balfour Declaration. The module will not only study times of war but also the various external influences, attempts to foster peace and how the conflict impacted on Arab and Israeli internal policy. The timescale of the module will be from the British Mandate for Palestine to the second coming of Binyamin Netanyahu as Israeli PM.
Assessment	Case Study – 50% Essay – 50%
VC Timetable	Monday 0900-1100

Module name	UL209651 Challenging Liberal Democracy: Political ideas in a Changing World (<i>Politics option</i>)
Module Leader	Kevin Lowrie (kevin.lowrie.moray@uhi.ac.uk)
Outline	<p>The module is designed to enable students to:</p> <p>Examine the emergence in the modern era of the theory and practice of liberal-democracy. It examines the tensions evident in liberal-democracy although it focuses more on the second part of this term. It explores the development and nature of democracy – examining neo-liberalism, social democracy, Marxism, feminism, classical, direct and indirect, pluralist and consociational perspectives. The role of social justice and citizenship are introduced in the contemporary context.</p> <p>Of central importance is the changing nature and role of the state, the tensions between the claims of the state and those of the individual, the changing nature of democracy, and ideas about representation, legitimacy, participation, consent and dissent.</p> <p>The module takes the ideas introduced in <i>History of Political Ideas</i> and follows their further development to the modern context, although completion of <i>History of Political Ideas</i> is not an essential requirement for the module</p>
Assessment	Essay – 2000 words – 50% Essay – 1750 words – 50%
VC Timetable	Tuesday 0900-1100

Module name	UC809681 Developmental psychology: Birth to Death (<i>Psychology option</i>)
Special note	This module has prerequisites and is only available to students on BA (Hons) Social Sciences as a Psychology option.
Module Leader	Emma Clayes (emma.clayes.perth@uhi.ac.uk)
Outline	<p>The module will examine psychological theories of development and current research in developmental psychology across the lifespan. Topics will include theories of cognitive and language development and social development. Research relating to typical and atypical development over the lifespan, including cultural variations will be examined.</p> <p>Students will draw on and critically examine empirical evidence in the application of the knowledge base in this area to apply to real world examples.</p>
Assessment	Essay – 40% Report – 60%
VC Timetable	This module is fully online.

Module name	UC809669 Psychology of Criminal Justice (<i>Psychology option</i>)
Special note	This module has pre-requisites. Please check with the Programme Leader.
Module Leader	Claire Taylor (claire.taylor.perth@uhi.ac.uk)
Outline	To introduce the student to alternative theories and explanations of violence in society from an individual standpoint. To provide students with an understanding of the psychology of the court system, with a particular emphasis on the role of eyewitness testimony in courts.
Assessment	Essay/Report – 1500 words – 40% Research Proposal – 2000 words – 60%
VC Timetable	Monday 1300-1500

Module name	UL709706 Work and Society (<i>Sociology option</i>)
Special note	This module has a pre-requisite: students must have successfully completed UL308475 Sociological Theory: Continuity and Change
Module Leader	Scott Jeffery (scott.jeffery.perth@uhi.ac.uk)
Outline	This module aims to build upon students grasp of a range of sociological frameworks (Marxism, Durkheim, Weber, postmodernity, feminism) as well as introducing them to a more detailed and substantive field, that of the sociology of work. The unit will provide students with an opportunity to consider and critically assess the area of sociology of work in depth, and to apply and extend their knowledge of some of the theories and concepts they will have encountered in Sociological Theory and Beliefs, Culture and Communities. The module also provides students with the opportunity to conduct their own qualitative interview, thus giving them the opportunity to 'do sociology', through their conducting their own research.
Assessment	Research Project - 100%
VC Timetable	Wednesday 1100-1300

Module name	UM909001 Victimology (<i>Sociology option</i>)
Module Leader	Roddy Lonie (roddy.lonie.perth@uhi.ac.uk)
Outline	Victimology has gained greater prominence in criminology however structural and ideological challenges continue to contest its validity and relevance to criminal justice approaches. This module will provide the tools to research and critically analyse current theory and practice regarding victimology. A range of related issues such as age, race, gender, class, globalisation, new technologies, civil liberties and human rights will be considered in the context of changing perceptions of victims and victimisation.
Assessment	Plan – mandatory formative assessment Case Study – 3500 words – 100%
VC Timetable	Monday 1100-1300

Social Sciences Semester 2

Module name	UL209652 European Politics (<i>Politics option</i>)
Module Leader	Ronnie Dewar (Ronnie.dewar.perth@uhi.ac.uk)
Outline	The purpose of this module is to enable students to evaluate the significance of contemporary issues and ideas in the context of modern Europe Union. Europe in the 1990s became a major focus of public discourse. The end of the Cold War, the

Module name	UL209652 European Politics (<i>Politics option</i>)
	collapse of the Soviet Union and the quickening of integration processes within the European Community / Union has raised questions across Europe about the kind of Europe now being built and about the nature of European democracy. The widening of the EU to incorporate many eastern states, the discourse about common EU economic and security policies, the possibility of yet further additions to the EU all in the context of slow growth of liberal democracy in Russia and concerns about international relations add urgency to these debates.
Assessment	Essay – 60% Documentary analysis – 40%
VC Timetable	Wednesday 0900-1100

Module name	UL209653 Devolution, Federalism and Territorial Politics: A Comparative Perspective (<i>Politics option</i>)
Module Leader	Lucy Huby (lucy.huby.moray@uhi.ac.uk)
Outline	This module explores the political mechanisms that support devolution and federalism, alongside the subjective experiences of nationalism and belonging. The module focuses on the qualitative as well as quantitative influences such as the role played by personality in the devising of policy, the role of national identity in the drawing of political boundaries and the efficacy of intergovernmental relationships in achieving compromise. It will examine the different political systems but then explore concepts such as sovereignty and legitimacy from the perspective of national identity. Students are encouraged to look at the human factors aspect of political decision making and examine how certain types of political systems encourage certain types of politicians. By the end of the module students will confidently be able to make links between the structural aspects of governance, the resulting policies and the influence of political identity on the success of those policies.
Assessment	Project – 3500 words – 100%
VC Timetable	Thursday 1300-1500

Module name	UC809679 Behavioural Neuroscience (<i>Psychology option</i>)
Special note	This module has prerequisites and is only available to students on BA (Hons) Social Sciences as a Psychology option.
Module Leader	Claire Taylor (claire.taylor.perth@uhi.ac.uk)
Outline	The module will allow students to examine the biological underpinnings of behaviour and how neuroscience enhances the understanding of psychology. The module will start by allowing students to understand the basic mechanisms of genetics, the nervous and endocrine systems and how these impact on key areas of human psychology including sleep, perception and body image. Students will learn about the research methods employed within neuroscience and the strengths and weaknesses of these methods. Students will have an opportunity to develop practical academic skills including developing an academic poster.
Assessment	Essay – 50% Poster – 50%
VC Timetable	This module is fully online

Module name	UL309727 Sociology: Contemporary Scottish Issues (<i>Sociology option</i>)
Module Leader	David Ness (David.ness.moray@uhi.ac.uk)
Outline	The module develops a sociological understanding of contemporary Scotland. It investigates the changing nature of personal, cultural and national identity in Scotland against a backdrop of recent constitutional change and the international geometry of power – local, regional, national and global. Areas for investigation include the sociology of nationalism, Scotland’s changing relationship with the British state, Scottish identity and culture, national identity in press and broadcasting, sectarianism, emigration and recent immigration, as well as Scotland’s role in an increasing globalised world.
Assessment	Essay 1 – 50% Essay 2 – 50%
VC Timetable	Tuesday 1500-1700

Module name	UM209568 Gender, Crime and Justice (<i>Sociology option</i>)
Module Leader	Dr Kerry Hannigan (kerry.hannigan.perth@uhi.ac.uk)
Outline	The material issues covered in this module are situated at the intersection of debates in socio-legal studies, gender studies and the history of sexuality. It is designed for students who may not have a working knowledge of law and legal processes but is written to make the workings of law transparent. The law is implicated in our everyday lives, notwithstanding the tendency to think that it only becomes relevant when something goes wrong (eg divorce/ accident/ assault). It is said to frame our lives by making available a series of constructed ‘legal subjects’ (eg as victims; as unreliable witnesses; as likely offenders). Foucault argued that legal subjects are constructed through discourse. Law then is a form of power deployment through discourse, which often finds itself in competition with other powerful discourses (medical/ political) for ownership of ‘the subject’. Current Western societies increasingly look to the law to resolve the ‘big’ issues: eg the right to life; the right to die; the right to marry; a person’s gender; issues of responsibility for harm; ownership of living tissue; individual corporeal autonomy. After discussing and examining the role of law in society and the ideas of Michele Foucault (1970, 1972) on discourse, this module will examine some debates involved in questions around the law, gender and sexuality by looking at series of cases studies.
Assessment	Mandatory Formative assessment (PowerPoint presentation of case study plan) - 0% Extended essay – 3500 words – 100%
VC Timetable	Wednesday 1300-1500

Module name	UL709713 Frontiers, Landscapes and Journeys: how we make the World (<i>Sociology option</i>)
Module Leader	Steven Timoney (steven.timoney.perth@uhi.ac.uk)
Outline	The module provides an opportunity for students to investigate the relationship between people and their environment: how people have adapted landscapes to fit their needs; and how they have had to adapt to the world around them within the context of the social sciences (and related disciplines). Students will explore key concepts including, space/place, identity, exploration and movement, settlement and urbanisation. We will investigate these concepts at various scales and contextualise them with examples from around the world.

Assessment	Essay – 50% Report – 50%
VC Timetable	Thursday 1100-1300

Sociology

Semester 1

Module name	UL309729 Advanced Social Research Methods
Special note	Students on Sociology joint honours programmes may take Advanced Social Research Methods OR the core module from the joint Discipline, depending on which dissertation they wish to undertake at Level 10.
Module Leader	Dr Emma Clayes (emma.clayes.perth@uhi.ac.uk)
Outline	<p>The purpose of this module is to introduce students to the existence of important stages in social scientific research, and to give them the experience of conceptualising and preparing a proposal. This is a core research methods module for social science students. Students are asked to choose to write either a proposal that designs an empirical research project OR a literature-based review that explores a topic of their own choosing. The style of proposal will be determined by the topic chosen; students may choose to write a review of existing literature on a subject; a topic that requires the testing of a hypothesis will require the capture of evidence, and the proposal will be designed accordingly. In both instances, this module may serve as a revision of research methods in preparation for the dissertation module at Level 10.</p> <p>A literature-based proposal will involve students in how to select their topic; how to plan and begin their search for literature; how to keep organised; time management; how to identify sources and build a bibliography and so on. Students will develop their skills in seeking out existing scholarly, social scientific knowledge on a topic of their own choosing; analyse the debates, concepts and ideas; discuss the information within a review that shows the development of the existing knowledge in that field. Students are expected to use high quality academic sources, consisting mainly of journal articles.</p> <p>An Empirical Research Proposal will involve students in how to test a hypothesis using an appropriate method. Students will review appropriate studies in order to identify their hypothesis and then revise research methods in order to plan their proposal. Students will be encouraged to consider the strengths and weaknesses of their chosen method with regards to suitability for their topic. Methodological issues will be covered including sampling, design, ethics and procedure. This will be done in order for students to review the practical issues involved in carrying out evidence-based research and the implications of these for the reliability and validity of their proposed study. Students will be encouraged to reflect on the type of data that would be collected and identify suitable statistical tests.</p>
Assessment	Research proposal (3,000 words) – 75% Presentation (approximately 10 PowerPoint slides with commentary) – 25%
VC Timetable	Wednesday 1300-1500

Module name	UL709706 Work and Society
Special note	Core on Sociology joint degrees. This module has a pre-requisite: UL308475 Sociological Theory: Continuity and Change
Module Leader	Scott Jeffery (scott.jeffery.perth@uhi.ac.uk)
Outline	This module aims to build upon students grasp of a range of sociological frameworks (Marxism, Durkheim, Weber, postmodernity, feminism) as well as introducing them to a more detailed and substantive field, that of the sociology of work. The unit will provide students with an opportunity to consider and critically assess the area of sociology of work in depth, and to apply and extend their knowledge of some of the theories and concepts they will have encountered in Sociological Theory and Beliefs, Culture and Communities. The module also provides students with the opportunity to conduct their own qualitative interview, thus giving them the opportunity to 'do sociology', through their conducting their own research.
Assessment	Research Project - 100%
VC Timetable	Wednesday 1100-1300

Module name	UM909001 Victimology
Module Leader	Roddy Lonie (rodny.lonie.perth@uhi.ac.uk)
Outline	Victimology has gained greater prominence in criminology however structural and ideological challenges continue to contest its validity and relevance to criminal justice approaches. This module will provide the tools to research and critically analyse current theory and practice regarding victimology. A range of related issues such as age, race, gender, class, globalisation, new technologies, civil liberties and human rights will be considered in the context of changing perceptions of victims and victimisation.
Assessment	Plan – mandatory formative assessment Case Study – 3500 words – 100%
VC Timetable	Monday 1100-1300

Sociology Semester 2

Module name	UL309727 Sociology: Contemporary Scottish Issues
Module Leader	David Ness (David.ness.moray@uhi.ac.uk)
Outline	The module develops a sociological understanding of contemporary Scotland. It investigates the changing nature of personal, cultural and national identity in Scotland against a backdrop of recent constitutional change and the international geometry of power – local, regional, national and global. Areas for investigation include the sociology of nationalism, Scotland's changing relationship with the British state, Scottish identity and culture, national identity in press and broadcasting, sectarianism, emigration and recent immigration, as well as Scotland's role in an increasing globalised world.
Assessment	Essay 1 – 50% Essay 2 – 50%
VC Timetable	Tuesday 1500-1700

Module name	UL709713 Frontiers, Landscapes and Journeys: how we make the World
Module Leader	Steven Timoney (steven.timoney.perth@uhi.ac.uk)
Outline	The module provides an opportunity for students to investigate the relationship between people and their environment: how people have adapted landscapes to fit their needs; and how they have had to adapt to the world around them within the context of the social sciences (and related disciplines). Students will explore key concepts including, space/place, identity, exploration and movement, settlement and urbanisation. We will investigate these concepts at various scales and contextualise them with examples from around the world.
Assessment	Essay – 50% Report – 50%
VC Timetable	Thursday 1100-1300

Module name	UM209568 Gender, Crime and Justice
Module Leader	Dr Kerry Hannigan (kerry.hannigan.perth@uhi.ac.uk)
Outline	The material issues covered in this module are situated at the intersection of debates in socio-legal studies, gender studies and the history of sexuality. It is designed for students who may not have a working knowledge of law and legal processes but is written to make the workings of law transparent. The law is implicated in our everyday lives, notwithstanding the tendency to think that it only becomes relevant when something goes wrong (eg divorce/ accident/ assault). It is said to frame our lives by making available a series of constructed 'legal subjects' (eg as victims; as unreliable witnesses; as likely offenders). Foucault argued that legal subjects are constructed through discourse. Law then is a form of power deployment through discourse, which often finds itself in competition with other powerful discourses (medical/ political) for ownership of 'the subject'. Current Western societies increasingly look to the law to resolve the 'big' issues: eg the right to life; the right to die; the right to marry; a person's gender; issues of responsibility for harm; ownership of living tissue; individual corporeal autonomy. After discussing and examining the role of law in society and the ideas of Michele Foucault (1970, 1972) on discourse, this module will examine some debates involved in questions around the law, gender and sexuality by looking at series of cases studies.
Assessment	Mandatory Formative assessment (PowerPoint presentation of case study plan) - 0% Extended essay – 3500 words – 100%
VC Timetable	Wednesday 1300-1500

Sustainable Development Semester 1

Module name	UL309729 Advanced Social Research Methods
Special note	Core on BA (Hons) Sustainable Development. Students on Sustainable Development joint honours programmes may take Advanced Social Research Methods OR the core module from the joint Discipline, depending on which dissertation they wish to undertake at Level 10.
Module Leader	Dr Emma Claves (emma.claves.perth@uhi.ac.uk)
Outline	The purpose of this module is to introduce students to the existence of important stages in social scientific research, and to give them the experience of conceptualising and preparing a proposal. This is a core research methods module for social science students. Students are asked to choose to write either a proposal that designs an

Module name	UL309729 Advanced Social Research Methods
	<p>empirical research project OR a literature-based review that explores a topic of their own choosing. The style of proposal will be determined by the topic chosen; students may choose to write a review of existing literature on a subject; a topic that requires the testing of a hypothesis will require the capture of evidence, and the proposal will be designed accordingly. In both instances, this module may serve as a revision of research methods in preparation for the dissertation module at Level 10.</p> <p>A literature-based proposal will involve students in how to select their topic; how to plan and begin their search for literature; how to keep organised; time management; how to identify sources and build a bibliography and so on. Students will develop their skills in seeking out existing scholarly, social scientific knowledge on a topic of their own choosing; analyse the debates, concepts and ideas; discuss the information within a review that shows the development of the existing knowledge in that field. Students are expected to use high quality academic sources, consisting mainly of journal articles.</p> <p>An Empirical Research Proposal will involve students in how to test a hypothesis using an appropriate method. Students will review appropriate studies in order to identify their hypothesis and then revise research methods in order to plan their proposal. Students will be encouraged to consider the strengths and weaknesses of their chosen method with regards to suitability for their topic. Methodological issues will be covered including sampling, design, ethics and procedure. This will be done in order for students to review the practical issues involved in carrying out evidence-based research and the implications of these for the reliability and validity of their proposed study. Students will be encouraged to reflect on the type of data that would be collected and identify suitable statistical tests.</p>
Assessment	Research proposal (3,000 words) – 75% Presentation (approximately 10 PowerPoint slides with commentary) – 25%
VC Timetable	Wednesday 1300-1500

Module name	UF809759 Globalisation and Sustainable Development
Module Leader	Dr Charlie Main (Charlie.main@uhi.ac.uk)
Outline	The module aims to extend the students' conceptual knowledge of how 'sustainability' may be implemented in the global development context. The module will also compare and contrast sustainability issues and globalisation from the perspective of the developed and developing nations. Students will be required to interpret new and developing research with a with regard to globalisation and sustainable development and to reflect on the extent to which these two goals are compatible.
Assessment	Essay – 65% Continuous Assessment – 35%
VC Timetable	Monday 1300-1500

Module name	UF809760 Climate Change
Module Leader	Dr Edward Graham (eddy.graham@uhi.ac.uk)
Outline	The aim of the module is to develop the student's knowledge and understanding of how the Earth's climate system works, methods of detecting climate change, how the climate has changed in the past (on both geological and human timescales), and how it

Module name	UF809760 Climate Change
	is now being changed by human activity due to anthropogenic global warming. Students will learn about climate models, projections and scenarios of climate in the future, including ways (from individual to global scales) of mitigating, geo-engineering and adapting to future climate change. Students will gain the historical perspective necessary to assess our recent changes in climate and the scientific basis to analyse and assess policy issues related to climate change and global warming. Students will also learn how to react robustly and deal with complex socio-political and ethical issues such as climate attribution, climate denial, climate ethics and climate justice.
Assessment	Article Critique – 40% Essay – 60%
VC Timetable	Tuesday 1300-1500

Sustainable Development Semester 2

Module name	UN809802 Sustainable Tourism and the Environment
Module Leader	Dr Charlie Main (Charlie.main@uhi.ac.uk)
Outline	Tourism is one of the world's biggest industries and this module's central purpose is the detailed exploration of tourism activity within the context of sustainable development. This module examines and critically evaluates man's use of his natural resources in the modern tourism context, green tourism, the apparent hypocrisies, paradoxes, contradictions, and the consequent implications for development at the community, national and international level.
Assessment	Essay – 65% Continual assessment – 35%
VC Timetable	Tuesday 1300-1500

Module name	UD409203 Community-based Economic Development
Module Leader	David Skene (david.skene@uhi.ac.uk)
Outline	With a growing emphasis on a different type of development, and particularly community-led approaches, such as community wealth building, this module will leave students well placed to understand and evaluate such activities. The module will explore the 'why, what, how and who' of local and community-based development, both in terms of theory and practice, using a range of case studies from all across the United Kingdom.
Assessment	Essay – 70% Continuous Assessment – 30%
VC Timetable	Thursday 1500-1700

Theology Semester 1

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

Module name	UV609747 Project (Theological Studies)
Special note	This module runs over two semesters. Students on Theology joint honours programmes may take this module OR the core module from the joint discipline, depending on which dissertation they wish to undertake at L10.
Module Leader	Dr David Kirk (david.kirk@uhi.ac.uk)
Outline	This module allows the student to follow up an area of personal interest in any of the main theological disciplines. Students, in discussion with the appropriate tutor, decide on a research topic, project or investigation and conduct their research under supervision. The project must reflect the methodologies and skills appropriate to the subject area in which they are working. This module allows students to develop their theological thinking in a systematic capacity, subject to the constraints and rigours of research methods appropriate to the respective disciplines. As part of the supervision process the students will present regular summaries of their progress to the tutor, and receive feedback on the progress of their proposal.
Assessment	Essay (5000 words) – 100%
VC Timetable	N/A

Module name	UV609744 Hebrews
Module Leader	Dr David Kirk (david.kirk@uhi.ac.uk)
Outline	This module constitutes a study of the Epistle to the Hebrews in English or Greek with attention given to exegesis of the letter and its theological message. Hebrews will be placed within its ancient context and connected with contemporary Jewish thought and early Christianity. Key theological themes will be explored.
Assessment	Exegesis – 50% Essay – 50%
VC Timetable	Tuesday 0900-1100

Module name	UV209748 Scottish Church History
Module Leader	Dr Alasdair MacLeod (alasdair.macleod@uhi.ac.uk)
Outline	This module constitutes an introduction to the history of Scottish Christianity, from the beginnings with Ninian and Columba, to the 20th century, with an emphasis on the Presbyterian tradition. There is also a particular interest in the Highlands and Islands.
Assessment	Essay – 50% Exam – 50%
VC Timetable	Thursday 1100-1300

Theology Semester 2

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

Module name	UV609743 Wisdom Literature
Module Leader	Dr Jamie Grant (Jamie.grant@uhi.ac.uk)
Outline	This module provides a general overview of and introduction to the OT wisdom literature in its ANE context. As well as providing an introduction to Hebrew poetry and the themes of OL Wisdom Literature, it also gives an overview of the books of Proverbs and Ecclesiastes. This module also examines the Book of Job with a greater measure of exegetical and theological depth.
Assessment	Essay – 35% Exegesis paper – 35% Book review – 30%
VC Timetable	Thursday 0900-1100

Module name	UV609746 Doctrine of God
Module Leader	Dr Robert Shillaker (Robert.shillaker@uhi.ac.uk)
Outline	The module covers the topics of apologetics and the doctrine of God. It will look at some of the classical arguments for the existence of God and contemporary Reformed approaches. It will then look at God as Trinity, and the attributes of God presented by classical theology and modern re-evaluations.
Assessment	Essay – 50% Essay – 50%
VC Timetable	Thursday 1300-1500