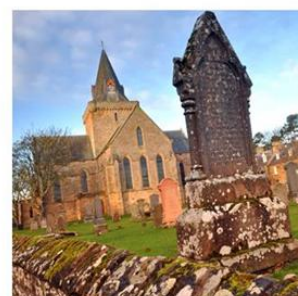


# Humanities Undergraduate Scheme

## First Year Module Options 2025-26



Decorative image of historical sites and figures, students and texts

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## Introduction

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

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

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

## Class Attendance and Expectations

For **full-time students**, regular attendance at 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](mailto:unidesk@uhi.ac.uk) with the code and name of the module you wish to drop and the one you wish to replace it with.

## Disclaimer

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

## Key Staff

Position	Staff member	Email address
Associate Dean of Faculty	Dr Iain MacInnes	<a href="mailto:iain.macinnes@uhi.ac.uk">iain.macinnes@uhi.ac.uk</a>
Archaeology Programme Leader	Dr Ben Elliott	<a href="mailto:benjamin.elliott@uhi.ac.uk">benjamin.elliott@uhi.ac.uk</a>
Culture and Heritage Programme Leader	Lynn Campbell	<a href="mailto:lynn.campbell@uhi.ac.uk">lynn.campbell@uhi.ac.uk</a>
Criminology Programme Leader	Dr Kerry Hannigan	<a href="mailto:kerry.hannigan.perth@uhi.ac.uk">kerry.hannigan.perth@uhi.ac.uk</a>
Gaelic Scotland Programme Leader	Catriona Murray	<a href="mailto:Catriona.murray@uhi.ac.uk">Catriona.murray@uhi.ac.uk</a>
Geography Programme Leader	David Skene	<a href="mailto:David.skene04@uhi.ac.uk">David.skene04@uhi.ac.uk</a>
History Programme Leader	Dr Nicola Martin	<a href="mailto:nicola.martin@uhi.ac.uk">nicola.martin@uhi.ac.uk</a>
History General Enquiries	HistoryHelp	<a href="mailto:historyhelp@uhi.ac.uk">historyhelp@uhi.ac.uk</a>
Literature Programme Leader	Mrs Kirstie Gunn	<a href="mailto:Kirstie.gunn@uhi.ac.uk">Kirstie.gunn@uhi.ac.uk</a>
Philosophy Programme Leader	Dr Jonathan Fraser	<a href="mailto:Jonathan.fraser@uhi.ac.uk">Jonathan.fraser@uhi.ac.uk</a>
Politics Programme Leader	Ronnie Dewar	<a href="mailto:ronnie.dewar.perth@uhi.ac.uk">ronnie.dewar.perth@uhi.ac.uk</a>
Social Science Programme Leader	Ronnie Dewar	<a href="mailto:ronnie.dewar.perth@uhi.ac.uk">ronnie.dewar.perth@uhi.ac.uk</a>
Sociology Programme Leader	Dr Kerry Hannigan	<a href="mailto:kerry.hannigan.perth@uhi.ac.uk">kerry.hannigan.perth@uhi.ac.uk</a>
Sustainable Development Programme Leader	Dr David Skene	<a href="mailto:David.skene@uhi.ac.uk">David.skene@uhi.ac.uk</a>
Theology Programme Leader	Dr Robert Shillaker	<a href="mailto:robert.shillaker@uhi.ac.uk">robert.shillaker@uhi.ac.uk</a>

## Archaeology Degree Structure

Degree	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<b>BA (Hons) Archaeology</b>	Introduction to Archaeology: Approaches and Methods (S1)	Reading the Landscape through Time (S2)	World Archaeology: Politics and Perspectives (S2)	Scheme Option	Scheme Option	Scheme Option
<b>BSc Archaeological Science</b>	Introduction to Archaeology: Approaches and Methods (S1)	Prehistoric Europe: Neanderthals to the Iron Age (S1)	Introduction to Science in Archaeology (S2)	Scheme Option	Scheme Option	Scheme Option
<b>Joint Archaeology degrees</b>	Introduction to Archaeology: Approaches and Methods (S1)	Archaeology Module	Subject B	Subject B	Scheme Option	Scheme Option

## Criminology Degree Structure

Degree	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<b>BA (Hons) Criminology</b>	Introduction to Criminological Theory (S1)	Understanding the Social World (S1)	Comparative Institutions of Justice (S2)	Scheme Option (S1)	Scheme Option (S2)	Scheme Option (S2)
<b>Joint Criminology degrees</b>	Introduction to Criminological Theory (S1)	Comparative Institutions of Justice (S2)	Subject B	Subject B	Scheme Option	Scheme Option

## Culture and Heritage Degree Structure

Degree	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<b>BA (Hons) Culture and Heritage</b>	Scotland's Music (S1)	Scotland, the Brand (S1)	What is Culture? (S2)	Scheme Option	Scheme Option	Scheme Option
<b>Joint Culture and Heritage degrees</b>	Culture & Heritage Module	Culture & Heritage module	Subject B	Subject B	Scheme Option	Scheme Option

Links to module descriptors

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

## Gaelic Studies Degree Structure

Degree	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<b>'With' Gaelic Studies degrees</b>	Subject A	Subject A	Subject A	Gaelic for Learners 1A (S1)	Gaelic for Learners 1B (S2)	Scheme Option

## Geography Degree Structure

Degree	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<b>BA (Hons) Geography</b>	Understanding Sustainable Development (S1)	Climate, Land and People (S2)	Introduction to Human Geography (S2)	Scheme Option	Scheme Option	Scheme Option
<b>Joint Geography degrees</b>	Understanding Sustainable Development (S1)	Introduction to Human Geography (S2)	Subject B	Subject B	Scheme Option	Scheme Option

## History Degree Structure

Degree	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<b>BA (Hons) History</b>	What is History? (S1)	People, Protest and Power: Themes in Modern British History, 1780-1918 (S1)	A Middle Age? Europe c.1100-1500 (S2)	Empire, Environment and Identity: Scotland, 1600-2000 (S2)	Scheme Option	Scheme Option
<b>Joint History degrees</b>	What is History (S1)	History module	Subject B	Subject B	Scheme Option	Scheme Option

Links to module descriptors

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

## Literature Degree Structure

Degree	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<b>BA (Hons) Literature</b>	Reading Fiction: an Introduction (S1)	Theories of Literature: an Introduction (S1)	Travellers in the Wilderness: Literature and the Theme of Exile (S2)	Scheme Option (S1)	Scheme Option (S2)	Scheme Option (S2)
<b>Joint Literature degrees</b>	Theories of Literature: an Introduction (S1)	Travellers in the Wilderness (S2)	Subject B	Subject B	Scheme Option	Scheme Option

## Philosophy Degree Structure

Degree	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<b>BA (Hons) Philosophy</b>	Thinking and Writing for Study, Work and Life (S1)	Problems in Philosophy (S2)	Logic and Philosophy (S2)	Scheme Option	Scheme Option	Scheme Option
<b>Joint Philosophy degrees</b>	Thinking and Writing for Study, Work and Life (S1)	Problems in Philosophy (S2)	Subject B	Subject B	Scheme Option	Scheme Option

## Politics Degree Structure

Degree	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<b>BA (Hons) Politics</b>	Ideas and Ideologies in Politics (S1)	The Evolving Politics of the British Isles (S2)	Conflict and the Balance of Power (S2)	Scheme Option (S1)	Scheme Option (S1)	Scheme Option (S2)
<b>Joint Politics degrees</b>	Ideas and Ideologies in Politics (S1)	Politics module (S2)	Subject B	Subject B	Scheme Option	Scheme Option

[Links to module descriptors](#)

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

## Social Sciences Degree Structure

Degree	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<b>BA (Hons) Social Sciences</b>	Ideas and Ideologies in Politics (S1)	Understanding the Social World (S1)	The Enquiring Student (S1)	Psychology of Individual Differences and Development (S2)	An Introduction to Social Interaction (S2)	Scheme Option

## Sociology Degree Structure (joint Honours only)

Degree	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<b>Joint Sociology degrees</b>	Understanding the Social World (S1)	Making Social Lives: The Highlands and Islands (S2)	Subject B	Subject B	Scheme Option	Scheme Option

## Sustainable Development Degree Structure

Degree	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<b>BA (Hons) Sustainable Development</b>	Understanding Sustainable Development (S1)	Introduction to Land Reform and Community Land Ownership (S1)	Exploring Economics in a Changing World (S2)	Scheme Option	Scheme Option	Scheme Option
<b>Joint Sustainable Development degrees</b>	Understanding Sustainable Development (S1)	Exploring Economics in a Changing World (S2)	Subject B	Subject B	Scheme Option	Scheme Option

## Theology Degree Structure (joint Honours only)

Degree	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<b>Joint Theology degrees</b>	Theology module	Theology module	Theology module	Subject B	Subject B	Subject B

[Links to module descriptors](#)

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

## Appendix – List of Modules

### Archaeology / Archaeological Science

#### Semester 1

<b>Module name</b>	<b>UF407102 Introduction to Archaeology: Approaches and Methods</b>
<b>Special note</b>	Core on BA (Hons) Archaeology and all related joint degrees and on BSc Archaeological Science
<b>Module Leader</b>	Dr Julia Cussans ( <a href="mailto:julia.cussans@uhi.ac.uk">julia.cussans@uhi.ac.uk</a> )
<b>Outline</b>	This module will develop a broad understanding of the relationships between data, theory and method in archaeology. The formation of the archaeological record, and the methods by which archaeologists discover, investigate, and further analyse, material remains, are introduced. The professional context of archaeological practice is established by developing an awareness of relevant legislation, professional bodies and the range of specialist roles within the profession. The methods by which archaeological sites, material and interpretation are presented and critically considered, as are the ethics of who owns the past. The history of interpretation in archaeology is examined and a broad understanding of archaeological theory will be developed.
<b>Assessment</b>	<b>Essay – 20%</b> <b>Critique – 30%</b> <b>Online Exam – 50%</b>
<b>VC Timetable</b>	Tuesday 1300-1500

<b>Module name</b>	<b>UV407107 Prehistoric Europe: Neanderthals to the Iron Age</b>
<b>Module Leader</b>	Dr Ben Elliott ( <a href="mailto:benjamin.elliott@uhi.ac.uk">benjamin.elliott@uhi.ac.uk</a> )
<b>Outline</b>	This module introduces students to the vast canvass of European prehistory from the earliest Palaeolithic period, a remarkable moment in the human story when there was more than one variety of human beings in the world, to the end of temperate European prehistory with the rise of Mediterranean State societies and Empires. The module will examine the social, cultural political and economic development of prehistoric societies in a broadly chronological sequence. There are also opportunities for students to engage with the latest archaeological science and interpretative debates.
<b>Assessment</b>	<b>Essay – 25%</b> <b>Essay – 35%</b> <b>Essay – 40%</b>
<b>VC Timetable</b>	Thursday 1500-1700

### Archaeology / Archaeological Science

#### Semester 2

<b>Module name</b>	<b>UL707138 Reading the Landscape through Time</b>
<b>Module Leader</b>	Dr Scott Timpany ( <a href="mailto:scott.timpany@uhi.ac.uk">scott.timpany@uhi.ac.uk</a> )
<b>Outline</b>	This introductory module is designed to demonstrate to students the great complexity of landscape using the Highlands & Islands in a series of case studies. It will encourage awareness that landscape is constructed from

<b>Module name</b>	<b>UL707138 Reading the Landscape through Time</b>
	historical processes played out in physical constraints and human social, economic and political factors. The student will acquire an historical perspective on the state of the Highland landscape and the people who have inhabited it, and those who continue to do so. The student will also be encouraged to consider the major forces in operation in the formation of our Highlands and Islands landscapes from prehistory to the present e.g. agricultural practice, access and movement etc. Therefore, this module also addresses the practicalities of how goods and people (and thus ideas) moved, the constraints on those movements imposed by available technology, and the efforts made to overcome those constraints. The student will develop a clearer vision of present-day problems and ongoing trends and will be set thinking about concepts of “history”, “inheritance” and “heritage” – a difficult and morally imperative topic which runs as a theme through the course.
<b>Assessment</b>	<b>Oral Presentation – 25%</b> <b>Research project – 75%</b>
<b>VC Timetable</b>	Monday 1100-1300

<b>Module name</b>	<b>UV407106 World Archaeology, Politics and Perspectives</b>
<b>Module Leader</b>	Dr Simon Clarke ( <a href="mailto:simon.clarke@uhi.ac.uk">simon.clarke@uhi.ac.uk</a> )
<b>Outline</b>	Using archaeological sites from cultures and civilisations from around the world the module will examine key developments in Human development in the light of different theoretical perspectives and political outlooks.
<b>Assessment</b>	<b>Short essay (500 words) - 20%</b> <b>Essay (1000 words) - 40%</b> <b>Essay (1000 words) - 40%</b>
<b>VC Timetable</b>	Wednesday 1300-1500

<b>Module name</b>	<b>UF407103 Introduction to Science in Archaeology</b>
<b>Module Leader</b>	Dr Jen Miller ( <a href="mailto:jennifer.miller@uhi.ac.uk">jennifer.miller@uhi.ac.uk</a> )
<b>Outline</b>	<p>This first-year module introduces students to the principles, ideas and methods that are used in lab-based archaeology science, providing students with a wide-ranging introduction to the methods and techniques we use. (Please note that this is a networked introductory class and as such, it does not include any practical lab work.) We will be providing examples from our own research into environmental archaeology, including sampling strategies, bone analysis of mammals, birds, and shells, and the study of plant remains. Other methods that we will introduce will include human evolution and human osteoarchaeology. Artefact studies will be introduced, including pottery and lithics, and the questions we can ask of them. Soils science will be introduced, as will conservation of archaeological materials. Finally, we will discuss the role of experimental archaeology in testing our theories and expectations.</p> <p>Examples and case studies will be drawn from world-wide examples, without the geographical or chronological restrictions applied to our other modules. We will encourage student discussion throughout all classes, with set seminar readings held most weeks. In addition, we will be making use of our ‘Virtual Labs’ project (completed in January 2017): this series of videos shows various staff members discussing artefacts and ecofacts from their own research, set in the Archaeology Institute labs. A variety of media will be used in addition to the</p>

<b>Module name</b>	<b>UF407103 Introduction to Science in Archaeology</b>
	set texts, including video and popular publications, in order to make the subject approachable.
<b>Assessment</b>	<b>Critique – 30%</b> <b>Report – 40%</b> <b>Poster – 30%</b>
<b>VC Timetable</b>	Thursday 1500-1700

## **Criminology Semester 1**

<b>Module name</b>	<b>UM907002 Introduction to Criminological Theory</b>
<b>Module Leader</b>	Roddy Lonie ( <a href="mailto:roddy.lonie.perth@uhi.ac.uk">roddy.lonie.perth@uhi.ac.uk</a> )
<b>Outline</b>	The main aims of this module are to, firstly, study the development of criminology as a field of research, secondly, to introduce students to the different debates found within this area of study and lastly, to engage with the diversity of theoretical approaches found within this subject.
<b>Assessment</b>	<b>Essay – 50%</b> <b>Academic Poster – 40%</b> <b>Peer review of academic poster – 10%</b>
<b>VC Timetable</b>	Thursday 1100-1300

<b>Module name</b>	<b>UL307196 Understanding the Social World</b>
<b>Module Leader</b>	Scott Jeffery ( <a href="mailto:scott.jeffery.perth@uhi.ac.uk">scott.jeffery.perth@uhi.ac.uk</a> )
<b>Outline</b>	The module introduces students to the idea that the social world can be studied and how they can begin to think sociologically. The module provides students, at an introductory level, with a brief account of how sociology developed. This precedes an introduction to key sociological terms, concepts and schools of thought. The key terms, concepts and schools of thought are illustrated by asking and attempting to answer a range sociological questions, such as what is human nature?; how are identities constructed and performed?; how do we learn to be human?; how is social order maintained? Sociological thinking is then applied to the module topics: social construction of gender and sexuality; urbanisation; consumer society; individual and collective resistance; and deviance and crime.
<b>Assessment</b>	<b>Discussion Board Tasks - 40%</b> <b>Essay – 60%</b>
<b>VC Timetable</b>	Monday 0900-1100

## **Criminology Semester 2**

<b>Module name</b>	<b>UM907001 Comparative Institutions of Justice</b>
<b>Module Leader</b>	Roddy Lonie ( <a href="mailto:roddy.lonie.perth@uhi.ac.uk">roddy.lonie.perth@uhi.ac.uk</a> )
<b>Outline</b>	The module introduces learners to the varying institutions of justice within the UK as well as some out-with the UK. The module provides learners, at an introductory level, an understanding of the role of the state and non-

<b>Module name</b>	<b>UM907001 Comparative Institutions of Justice</b>
	governmental agencies. In addition, the social and historical development of the main institutions involved in crime control in different locations will be introduced. Learners are introduced to the criminal justice systems of Scotland, England, Wales and Northern Ireland. Learners are then introduced to the governance of criminal and youth justice, and other crime control processes as well as the development of penal and alternative policies in different locations and their relationship to social change. The main forms of sentence and alternatives; the governance, roles and structure of the agencies involved will also be presented and discussed with learners. The final section of the module provides, at an introductory level, legislation relating to civil liberties and human rights by reference to the EU and UN and how they can impact on/support/hinder UK legislation. Throughout the module learners will also be instructed on the use and analysis of legislation in criminological research.
<b>Assessment</b>	<b>Presentation – mandatory formative Project – 100%</b>
<b>VC Timetable</b>	Monday 0900-1100

## Culture and Heritage Semester 1

<b>Module name</b>	<b>UN807194 Scotland the Brand</b>
<b>Module Leader</b>	Lynn Campbell ( <a href="mailto:lynn.campbell@uhi.ac.uk">lynn.campbell@uhi.ac.uk</a> )
<b>Outline</b>	This module is self-led, there are no live tutorials apart from the introductory session. Picture Scotland, with its vibrant kilts, soul-stirring bagpipes, timeless patterns of tartan, and the comforting aroma of freshly baked shortbread. In this module, we invite you to embark on a journey exploring the essence of 'Scotland the Brand.' We'll delve into how this rich cultural tapestry has evolved over centuries and how it is portrayed today through tourism, retail, media, heritage, and more. You will investigate sites and shops in our own community, and together we'll uncover what truly defines Scotland's unique identity. You'll compare your initial impression with your newfound insights from studying the module and discover the heart and soul of Scotland's unmistakable 'Brand' along the way.
<b>Assessment</b>	<b>Case study and presentation - 20% Case study and presentation – 35% Discussion board participation – 45%</b>
<b>VC Timetable</b>	This module is fully online with no weekly lectures. There are no taught classes other than the introductory tutorial in week one.

<b>Module name</b>	<b>UV207224 Scotland's Music</b>
<b>Lecturer</b>	Paul Malgrati ( <a href="mailto:paul.malgrati@uhi.ac.uk">paul.malgrati@uhi.ac.uk</a> )
<b>Outline</b>	<p>The module aims to provide the student with a sound knowledge and understanding of the music and song of the Highlands and Islands, and Scotland, from historical and social perspectives, leading right up to the present day.</p> <p>The instruments focused on include the bagpipe, fiddle and harp. By studying the characteristics of music in a Scottish context, students are better equipped</p>

<b>Module name</b>	<b>UV207224 Scotland's Music</b>
	to address the nature and extent of historical change and innovation. The module investigates the various facets of such change.
<b>Assessment</b>	<b>Essay 1 – 40%</b> <b>Essay 2 – 60%</b>
<b>VC Timetable</b>	Friday 1300-1500

## Culture and Heritage Semester 2

<b>Module name</b>	<b>UV907203 What is Culture?</b>
<b>Module Leader</b>	Lynn Campbell ( <a href="mailto:lynn.campbell@uhi.ac.uk">lynn.campbell@uhi.ac.uk</a> )
<b>Outline</b>	This module will explore concepts of culture as proposed by a range of disciplines. It will then examine aspects of traditional culture in Scotland, focusing mainly on the Highlands and Islands, but including comparisons out with the region and beyond; and with reference to the larger theoretical context. Classes cover traditional narrative (myth, legend, folktale, anecdote), placelore/onomastics, material culture (including vernacular architecture, costume, and food), music, song, dance and oral history. The project allows students to research a relevant topic of their own choice, devising a research proposal that reflects their specific interests.
<b>Assessment</b>	<b>Class participation – 25%</b> <b>Essay – 25%</b> <b>Project – 50%</b>
<b>VC Timetable</b>	Friday 0900-1100

## Gaelic Studies Semester 1

<b>Module name</b>	<b>UQ507236 Gaelic for Learners 1A</b>
<b>Special note</b>	Students must pass this module before progressing to Gaelic for Learners 1B
<b>Module Leader</b>	Raonaid Alcorn ( <a href="mailto:ra3.smo@uhi.ac.uk">ra3.smo@uhi.ac.uk</a> )
<b>Outline</b>	<p>This module offers students with no previous knowledge of Gaelic the opportunity to develop skills in speaking, reading and writing the language. By the end of the module students can expect to participate with confidence in simple conversation, and to recognise and apply the distinctive orthographic conventions of Gaelic. The module is designed as the first of a pathway of four modules (1A, 1B, 2A, 2B).</p> <p>Students will require access to the VLE for on-line core learning materials (both text and sound files) and a good quality internet connection for the weekly Webex tutorial. All course learning materials will be available to students on-line. It is essential that students have access to suitable ICT equipment in order to download or use course materials. Students should have the facility to record the reading assessment as a sound file. Students must have a computer with a webcam and microphone in order to take this module.</p>
<b>Assessment</b>	<b>Reading Aloud Exercise – 25%</b> <b>Written Assessment – 25%</b> <b>Oral Assessment – 50%</b>

<b>Module name</b>	<b>UQ507236 Gaelic for Learners 1A</b>
<b>VC Timetable</b>	This module is fully online with a weekly MS Teams tutorial.

## Gaelic Studies Semester 2

<b>Module name</b>	<b>UQ507237 Gaelic for Learners 1B</b>
<b>Special note</b>	Only available to students who have successfully completed Gaelic for Learners 1A
<b>Module Leader</b>	Raonaid Alcorn ( <a href="mailto:ra3.smo@uhi.ac.uk">ra3.smo@uhi.ac.uk</a> )
<b>Outline</b>	This module allows students who began as ab-initio learners of Gaelic with Gaelic for Learners 1A to progress and build upon their previous learning. Students must have a computer with a webcam and microphone in order to take this module.
<b>Assessment</b>	<b>Folio of written assessment – 50%</b> <b>Oral Assessment – 50%</b>
<b>VC Timetable</b>	This module is fully online with a weekly MS Teams tutorial.

## Geography Semester 1

<b>Module name</b>	<b>UF907188 Understanding Sustainable Development</b>
<b>Module Leader</b>	David Skene ( <a href="mailto:david.skene04@uhi.ac.uk">david.skene04@uhi.ac.uk</a> )
<b>Outline</b>	With a climate emergency and accelerating biodiversity loss, the need for an understanding of Sustainable Development has never been more important. To understand the concept and its current applications, the history of the sustainability concept is traced, and the key challenges and obstacles faced are explored with real-life examples. Students learn in a supportive and collaborative environment to share experience and understanding and envision our own idea of a sustainable future.
<b>Assessment</b>	<b>Essay – 70%</b> <b>Continuous Assessment – 30%</b>
<b>VC Timetable</b>	Tuesday 1100-1300

## Geography Semester 2

<b>Module name</b>	<b>UF807002 Introduction to Human Geography</b>
<b>Module Leader</b>	David Skene ( <a href="mailto:david.skene04@uhi.ac.uk">david.skene04@uhi.ac.uk</a> )
<b>Outline</b>	The aim of this module is to introduce students to Human Geography, which looks at the inter-relationships between people, place, and the environment and how these vary spatially across and between places. It will explore how human geography has developed as an academic discipline and how it fits within the social sciences and humanities, sharing many of its approaches and methods. Four key themes that run through human geography will be explored; the histories, philosophies, and politics; the theories, methods, and practices; space, place, and landscape; and nature, environment and human ecology.

<b>Module name</b>	<b>UF807002 Introduction to Human Geography</b>
	These will be brought to life by case studies of different regions, which will look at the interactions between humans, places, and nature.
<b>Assessment</b>	<b>Article Critique – 50%</b> <b>Essay/Report – 50%</b>
<b>VC Timetable</b>	Monday 1500-1700

<b>Module name</b>	<b>UF807001 Climate, Land and People</b>
<b>Module Leader</b>	Dr Charlie Main ( <a href="mailto:Charlie.main@uhi.ac.uk">Charlie.main@uhi.ac.uk</a> )
<b>Outline</b>	<p>An understanding of the links between the climate of the atmosphere, land (land-use, land-cover) and people (individual cultures, nation states) on both regional and global scales will be increasingly important during the 21<sup>st</sup> century due to increasing population pressure, the Climate Emergency and increased environmental awareness, especially in an international context.</p> <p>The module explains how climate, land and people combine to form a continuous system when viewed in a systematic and holistic framework, and where changes in one part of the system have a knock-on effect in another.</p> <p>Starting with an introduction to weather, climate and earth processes, the module will explore concepts such as climate determinism and climate possibilism, and the interdependence of land cover, land type and soil type on natural processes. We will also explore concepts such as resilience and fragility of human / ecosystems, and whether climate can ultimately determine and direct the character of the people that settle on and exploit the land.</p>
<b>Assessment</b>	Essay/Report – 60% Continuous Assessment – 40%
<b>VC Timetable</b>	Thursday 1100-1300

## History Semester 1

<b>Module name</b>	<b>UV207228 What is History?</b>
<b>Module Leader</b>	Dr Nicola Martin ( <a href="mailto:nicola.martin@uhi.ac.uk">nicola.martin@uhi.ac.uk</a> )
<b>Outline</b>	<p>This foundational module provides students with the essential tools necessary to study the past. Interactive lectures, workshops, and discussions introduce the key questions of what history is and how we approach its study. Weekly classes focus on building key skills around a range of sources and historical time periods, as well as exploring key developments in the discipline from Ancient Greece to the present, such as the move from ‘great men’ to people’s history, the cultural turn, and the role of public history and active citizens. Assessments equip students with the tools to critically read historiography, analyse primary sources, and communicate their ideas effectively, providing a practical basis for future study.</p>
<b>Assessment</b>	<b>Research and Bibliographic Online Exercise – 20%</b> <b>Primary Source Exercise – 30%</b> <b>Research Project – 50%</b>
<b>VC Timetable</b>	Thursday 0900-1100

<b>Module name</b>	<b>UV107224 People, Protest and Power: Themes in Modern British History, 1780-1918</b>
<b>Module Leader</b>	Dr Jim MacPherson ( <a href="mailto:jim.macpherson@uhi.ac.uk">jim.macpherson@uhi.ac.uk</a> )
<b>Outline</b>	<p>This module introduces students to British history from the eighteenth century to the early twentieth century. It explores the connections between British political, social and economic developments during this period, examining how phenomena such as the industrial revolution and the First World War were profoundly shaped by interactions between the British state, its Empire and its peoples.</p> <p>People, Protest and Power focuses on the experience of ordinary people – how they responded to the challenges of a rapidly industrialising economy and an urbanising society; how they sought greater political representation; and how the British imperial state expanded its power and partially reformed over the course of the nineteenth and early twentieth centuries.</p>
<b>Assessment</b>	<b>Primary Source Exercise – 40%</b> <b>Essay – 60%</b>
<b>VC Timetable</b>	Wednesday 1100-1300

## History Semester 2

<b>Module name</b>	<b>UV207227 A Middle Age? Europe c.1100-1500</b>
<b>Module Leader</b>	Dr Linsey Hunter ( <a href="mailto:linsey.hunter@uhi.ac.uk">linsey.hunter@uhi.ac.uk</a> )
<b>Outline</b>	<p>Our modern world is built on medieval foundations. Our geographical borders, political relationships, and cultural identities often directly evidence the changes and processes occurring well before the 18<sup>th</sup> century Age of Revolutions and the birth of modernity. For example, events from the medieval period are used by both Russia and Ukraine as points of origin for their oppositional perspectives on their intentions for the future status of Ukraine as either a region of Russia or as an independent and sovereign state. This module provides a thematic introduction to the medieval period from c.1100-c.1500 which seeks to highlight the complex nature of the medieval world. This module will showcase to students a diverse and exciting range of themes such as rulership by kings and queens, warfare and crusade, experiences of men, women and children, Jewish and Muslim lives, the growth of national identities, saints' cults, heretics, diseases like the bubonic plague, and much more! Students will be encouraged to explore a full range of primary sources from medieval maps to chronicles, poems, illustrations, and material culture such as castles and cathedrals, learning how to uncover the secrets of the middle ages.</p> <p>If you'd like to know why medieval people knew that the earth was round, to understand why the witch trials were a feature of the early modern period and to understand why so many contemporary far-right political movements and terrorists are drawn to the medieval period, this module is for you!</p>
<b>Assessment</b>	<b>Essay – 60%</b> <b>Primary Source Exercise – 40%</b>
<b>VC Timetable</b>	Friday 0900-1100

<b>Module name</b>	<b>UV107225 Empire, Environment and Identity: Scotland, 1600-2000</b>
<b>Module Leader</b>	Dr Alison Chand ( <a href="mailto:alison.chand@uhi.ac.uk">alison.chand@uhi.ac.uk</a> )
<b>Outline</b>	Some key questions surrounding Scottish culture today concern the environment, identity and the legacy of empire. This module explores how these themes shaped Scotland in the past and introduces students to the changing relationship between land, people, and society in Scotland from the seventeenth to the twentieth century. The module explores key events and developments in modern Scottish history including the Covenanting movement, the union of 1707, changing land use, Jacobitism, industrialisation, and deindustrialisation. Rather than providing an all-encompassing survey, the focus is on the themes of empire, environment, and identity, all of which continue to be political and pertinent. This allows students to see the developments within these themes across four centuries and to consider geographical continuities and variations.
<b>Assessment</b>	<b>Online test – 20%</b> <b>Project plan – 30%</b> <b>Project – 50%</b>
<b>VC Timetable</b>	Wednesday 0900-1100

## Literature Semester 1

<b>Module name</b>	<b>UQ307199 Reading Fiction: an Introduction</b>
<b>Module Leader</b>	Dr Ian Blyth ( <a href="mailto:ian.blyth@uhi.ac.uk">ian.blyth@uhi.ac.uk</a> )
<b>Outline</b>	This module explores the novel as a literary form, and builds on the comparative element of modules at SCQF 7 and 8 to develop a strong focus on comparative analysis. It allows students to look in more depth at the theoretical background to the comparative approach, and offers the opportunity to look at canonical Scottish novels in an unfamiliar light, making comparisons with other works in English and also with non-English works in translation.
<b>Assessment</b>	<b>Essay – 45%</b> <b>Essay – 50%</b> <b>Reading Quizzes – 5%</b>
<b>VC Timetable</b>	Tuesday 1500-1700

<b>Module name</b>	<b>UQ307202 Theories of Literature: an Introduction</b>
<b>Module Leader</b>	Dr Ian Blyth ( <a href="mailto:ian.blyth.ic@uhi.ac.uk">ian.blyth.ic@uhi.ac.uk</a> )
<b>Outline</b>	This module introduces students to the study of literature as a university discipline. With reference to several core texts and extracts from texts, it examines how we read and write about fiction, poetry, drama, and literature in translation at degree level. The module covers a number of important theoretical concepts – including classical and early modern, formalist, and intersectional approaches – as well as a range of key skills such as close reading, essay writing, and the use of secondary criticism.
<b>Assessment</b>	<b>Essay 1 (1500 words) – 50%</b> <b>Essay 2 (1500 words) – 50%</b>
<b>VC Timetable</b>	Friday 1100-1300

## Literature Semester 2

<b>Module name</b>	<b>UQ307206 Travellers in the Wilderness: Literature and the Theme of Exile</b>
<b>Module Leader</b>	Kyle Smith ( <a href="mailto:kyle.smith.perth@uhi.ac.uk">kyle.smith.perth@uhi.ac.uk</a> )
<b>Outline</b>	This module is primarily intended to introduce students to analysing poetry, prose and drama. This introduction will be given its central focus through the theme of exile. Students will engage with this issue largely through the work of a variety of authors across the genres of prose, poetry and drama which reflect a sense of marginalisation. The module will give the students an opportunity to develop their understanding of a variety of techniques and strategies used by poets, prose writers and playwrights. They will apply this understanding to a selection of texts that engage with the theme of exile.
<b>Assessment</b>	<b>Essay - 50%</b> <b>Essay - 50%</b>
<b>VC Timetable</b>	Thursday 1100-1300

## Philosophy Semester 1

<b>Module name</b>	<b>UV507004 Thinking and Writing for Study, Work and Life</b>
<b>Module Leader</b>	Mark Lindley-Highfield ( <a href="mailto:mark.lindley-highfield@uhi.ac.uk">mark.lindley-highfield@uhi.ac.uk</a> )
<b>Outline</b>	This option module, about writing logically and persuasively, has been designed to provide a foundation in academic writing skills that is underpinned by some teaching of philosophy. Nonetheless, this course can be studied without any prior module requirements and is also available to students outside of the Philosophy programme, as it introduces both academic writing and philosophy at a level suitable for students beginning their Higher Education journey. It allows learners to develop their knowledge and understanding of the logical construction of an argument and the persuasive force of rhetoric. The aim of the module is to strengthen students' academic writing skills and to introduce them to some basic principles of philosophy.
<b>Assessment</b>	<b>Exercise and Reflection – 50%</b> <b>Essay – 50%</b>
<b>VC Timetable</b>	Friday 0900-1100

## Philosophy Semester 2

<b>Module name</b>	<b>UV507001 Problems in Philosophy</b>
<b>Module Leader</b>	Jonathan Fraser ( <a href="mailto:jonathan.fraser@uhi.ac.uk">jonathan.fraser@uhi.ac.uk</a> )
<b>Outline</b>	This module focuses on important philosophical questions and answers, such as: Do our senses of sight, touch, hearing, taste and smell present us with a true picture of the world around us? Does every event have a cause? If every event does have a cause, is this incompatible with being able to make free choices? Are minds separable from bodies? Does God exist? When we judge that

<b>Module name</b>	<b>UV507001 Problems in Philosophy</b>
	<p>someone has done something morally good (or bad), are we doing any more than expressing our own personal views? Can morality be anything other than subjective? Is it the duty of government to redress the imbalance of wealth within society or does government lack the legitimacy to do this? Would attempts at redistribution wealth be morally equivalent to slave labour?</p> <p>Three areas within philosophy are covered: (1) metaphysics – a focus on questions about the nature of the world at the most abstract level; (2) epistemology – that is, asking whether or not we can have (reliable or any) knowledge of this world and how we know what we know; and (3) moral and political philosophy – with the focus on questions of conduct within the world.</p>
<b>Assessment</b>	<b>Essay – 50%</b> <b>Essay – 50%</b>
<b>VC Timetable</b>	Thursday 1300-1500

<b>Module name</b>	<b>UV507005 Logic and Philosophy</b>
<b>Module Leader</b>	Dr Innes Kennedy ( <a href="mailto:innes.kennedy@uhi.ac.uk">innes.kennedy@uhi.ac.uk</a> )
<b>Outline</b>	This module is an accessible introduction to argument and logic that, besides philosophy students, may be taken successfully by students across the university disciplines. Upon its conclusion students will be able to successfully identify and apply formal logic in argument.
<b>Assessment</b>	<b>Exercise 1 (1500 words) – 50%</b> <b>Exercise 2 (2500 words) – 50%</b>
<b>VC Timetable</b>	Friday 1100-1300

## Politics Semester 1

<b>Module name</b>	<b>UL207174 Ideas and Ideologies in Politics</b>
<b>Module Leader</b>	Laura Kelly ( <a href="mailto:laura.kelly.perth@uhi.ac.uk">laura.kelly.perth@uhi.ac.uk</a> )
<b>Outline</b>	<p>This is an introductory module which involves the examination of the key systems of moral and political thought which have shaped the modern world during the last three centuries. These systems of thought, known as political ideologies, have provided guidance and inspiration for people looking for practical ways of changing human societies for the better. They are thus often identified with political movements which seek to change the world, sometimes by violent or revolutionary means – fascism, communism and anarchism come quickly to mind in this regard. Some, of course, seek to do the opposite of this – conservatism, for example – and offer justifications for keeping and preserving what others seek to overthrow.</p> <p>The aim of the module is to understand the structure of political ideologies – their characteristic features and the logic of their arguments. We explore how they respond to each other's arguments, value judgements and factual claims - for ideologies have often emerged as the result of critical reflection on some existing and influential ideology (as socialism emerged in large part in response to the dominance of liberalism). We examine the actual effects of ideologies on political events and examine the arguments of those who claim that it is</p>

<b>Module name</b>	<b>UL207174 Ideas and Ideologies in Politics</b>
	advisable to avoid ideological thinking entirely, or that there is no longer a need for political ideology.
<b>Assessment</b>	<b>Essay – 50%</b> <b>Exam – 50%</b>
<b>VC Timetable</b>	Monday 1300-1500

## Politics Semester 2

<b>Module name</b>	<b>UL207169 The Evolving Politics of the British Isles</b>
<b>Module Leader</b>	Kevin Lowrie ( <a href="mailto:kevin.lowrie.moray@uhi.ac.uk">kevin.lowrie.moray@uhi.ac.uk</a> )
<b>Outline</b>	The main purpose of this module is to provide students with a broad foundation in the constitutional arrangements and the role of the various nationalisms in the British Isles. The module will focus mainly on the post-1945 period though some earlier references will be needed for Ireland. In the process of this study, students will receive a foundation in important political concepts and in the institutional arrangements of the UK and Republic of Ireland. At a time of significant constitutional change, this module will be highly relevant to the student who wants to make sense of society. The role of the media in Politics' topic is taught by contrasting reinforcement theory with direct effects theory. Another example, specific theories of prime ministerial government and cabinet government are contrasted. Elsewhere in the course nationalism and unionism are contrasted e.g. for Scottish and Irish politics.
<b>Assessment</b>	<b>Essay – 50%</b> <b>Essay – 50%</b>
<b>VC Timetable</b>	Thursday 0900-1100

<b>Module name</b>	<b>UV107223 Conflict and the Balance of Power in Europe 1789-1945</b>
<b>Module Leader</b>	Kirsty Moran ( <a href="mailto:kirsty.moran.moray@uhi.ac.uk">kirsty.moran.moray@uhi.ac.uk</a> )
<b>Outline</b>	An introduction to the diplomatic history, system of international relations and roots of conflict in Europe from the French Revolution to the end of the Second World War. On completion of the module students will be able to demonstrate an understanding of the key features of and events in European diplomatic history and international relations from the French revolution to the end of the Second World War; have developed an understanding of the connections linking the histories of the leading European countries in the period and have developed a sound knowledge of key concepts such as the Balance of Power, the Alliance System and Total War.
<b>Assessment</b>	<b>Essay – 50%</b> <b>Exam – 50%</b>
<b>VC Timetable</b>	Tuesday 1100-1300

## Social Sciences Semester 1

<b>Module name</b>	<b>UX207002 The Enquiring Student</b>
<b>Module Leader</b>	Dr Mei-Li Roberts ( <a href="mailto:mei-li.roberts.perth@uhi.ac.uk">mei-li.roberts.perth@uhi.ac.uk</a> )
<b>Outline</b>	Critical thinking and critical analysis are key skills for degree level study. This module aims to develop students' critical thinking, critical inquiry and critical analysis skills by introducing them to key theoretical approaches to knowledge, including the research process and research methodologies. In addition, students will learn how to identify appropriate sources, construct and evaluate an argument.
<b>Assessment</b>	<b>Portfolio – 100%</b> <b>Graduate Attributes Reflection – 0%</b> (NB: Students must submit their reflection of the Graduate Attributes on the Assessment Coversheet 'Reflect on the process you undertook to complete this assessment including how this met the identified graduate attributes in the module descriptor'. By completing this reflection, this assessment will be awarded a pass, if no reflection is submitted then this assessment will be awarded a fail and the module will not be passed.)
<b>VC Timetable</b>	This module is fully online

<b>Module name</b>	<b>UL207174 Ideas and Ideologies in Politics</b>
<b>Module Leader</b>	Laura Kelly ( <a href="mailto:laura.kelly.perth@uhi.ac.uk">laura.kelly.perth@uhi.ac.uk</a> )
<b>Outline</b>	<p>This is an introductory module which involves the examination of the key systems of moral and political thought which have shaped the modern world during the last three centuries. These systems of thought, known as political ideologies, have provided guidance and inspiration for people looking for practical ways of changing human societies for the better. They are thus often identified with political movements which seek to change the world, sometimes by violent or revolutionary means – fascism, communism and anarchism come quickly to mind in this regard. Some, of course, seek to do the opposite of this – conservatism, for example – and offer justifications for keeping and preserving what others seek to overthrow.</p> <p>The aim of the module is to understand the structure of political ideologies – their characteristic features and the logic of their arguments. We explore how they respond to each other's arguments, value judgements and factual claims - for ideologies have often emerged as the result of critical reflection on some existing and influential ideology (as socialism emerged in large part in response to the dominance of liberalism). We examine the actual effects of ideologies on political events and examine the arguments of those who claim that it is advisable to avoid ideological thinking entirely, or that there is no longer a need for political ideology.</p>
<b>Assessment</b>	<b>Essay – 50%</b> <b>Exam – 50%</b>
<b>VC Timetable</b>	Monday 1300-1500

<b>Module name</b>	<b>UL307196 Understanding the Social World</b>
<b>Module Leader</b>	Scott Jeffery ( <a href="mailto:scott.jeffery.perth@uhi.ac.uk">scott.jeffery.perth@uhi.ac.uk</a> )
<b>Outline</b>	The module introduces students to the idea that the social world can be studied and how they can begin to think sociologically. The module provides students, at an introductory level, with a brief account of how sociology developed. This precedes an introduction to key sociological terms, concepts and schools of thought. The key terms, concepts and schools of thought are illustrated by asking and attempting to answer a range sociological questions, such as what is human nature?; how are identities constructed and performed?; how do we learn to be human?; how is social order maintained? Sociological thinking is then applied to the module topics: social construction of gender and sexuality; urbanisation; consumer society; individual and collective resistance; and deviance and crime.
<b>Assessment</b>	<b>Discussion Board Tasks – 40%</b> <b>Essay – 60%</b>
<b>VC Timetable</b>	Monday 0900-1100

## Social Sciences Semester 2

<b>Module name</b>	<b>UL507189 An Introduction to Social Interaction</b>
<b>Module Leader</b>	Katie Spence ( <a href="mailto:katie.spence.perth@uhi.ac.uk">katie.spence.perth@uhi.ac.uk</a> )
<b>Outline</b>	This module provides an introduction to social explanations of human behaviour. It considers how social relationships are first developed and how these interactions link into adult relationships. It also considers how we interact in groups by touching on the areas of conformity, obedience, aggression, and altruism. Theoretical knowledge is discussed alongside empirical findings.
<b>Assessment</b>	<b>Essay 1 (1250 words) – 50%</b> <b>Essay 2 (1250 words) – 50%</b>
<b>VC Timetable</b>	Tuesday 1300-1500

<b>Module name</b>	<b>UC807192 Psychology of Individual Differences and Development</b>
<b>Special note</b>	Only available to students on BA (Hons) Social Sciences
<b>Module Leader</b>	Jennifer Larsen ( <a href="mailto:jennifer.larsen.ic@uhi.ac.uk">jennifer.larsen.ic@uhi.ac.uk</a> )
<b>Outline</b>	<p>This module introduces the student to the study of development and individual differences. It will explore theoretical explanations of development and the influences on development through the age span. This module will also investigate the debates implicit to an exploration of development and individual differences, namely: nature / nurture; continuous / discontinuous development; and the role of ethics in studying development.</p> <p>Students will have an opportunity to investigate the developmental and individual difference theories, perspectives, literature and issues with particular focus on children and young people.</p>
<b>Assessment</b>	<b>Assessment 1 – 50%</b> <b>Assessment 2 – 50%</b>
<b>VC Timetable</b>	This module is fully online

## Sociology Semester 1

<b>Module name</b>	<b>UL307196 Understanding the Social World</b>
<b>Module Leader</b>	Scott Jeffery ( <a href="mailto:scott.jeffery.perth@uhi.ac.uk">scott.jeffery.perth@uhi.ac.uk</a> )
<b>Outline</b>	The module introduces students to the idea that the social world can be studied and how they can begin to think sociologically. The module provides students, at an introductory level, with a brief account of how sociology developed. This precedes an introduction to key sociological terms, concepts and schools of thought. The key terms, concepts and schools of thought are illustrated by asking and attempting to answer a range sociological questions, such as what is human nature?; how are identities constructed and performed?; how do we learn to be human?; how is social order maintained? Sociological thinking is then applied to the module topics: social construction of gender and sexuality; urbanisation; consumer society; individual and collective resistance; and deviance and crime.
<b>Assessment</b>	<b>Discussion Board Tasks – 40%</b> <b>Essay – 60%</b>
<b>VC Timetable</b>	Monday 0900-1100

## Sociology Semester 2

<b>Module name</b>	<b>UL707137 Making Social Lives: the Highlands and Islands</b>
<b>Module Leader</b>	David Holland-Smith ( <a href="mailto:david.holland-smith.perth@uhi.ac.uk">david.holland-smith.perth@uhi.ac.uk</a> )
<b>Outline</b>	This is an interdisciplinary module with a sociological emphasis that seeks to provide students with the knowledge, skills and ways of thinking that will enable them to develop an understanding of the Highlands and Islands as a peripheral region of the North Atlantic. The module also seeks to provide students with the opportunity to review and evaluate the main development issues that have and currently shaping the Highlands and Islands.
<b>Assessment</b>	<b>Essay – 50%</b> <b>Essay – 50%</b>
<b>VC Timetable</b>	Wednesday 1500-1700

## Sustainable Development Semester 1

<b>Module name</b>	<b>UF907188 Understanding Sustainable Development</b>
<b>Module Leader</b>	David Skene ( <a href="mailto:david.skene04@uhi.ac.uk">david.skene04@uhi.ac.uk</a> )
<b>Outline</b>	With a climate emergency and accelerating biodiversity loss, the need for an understanding of Sustainable Development has never been more important. To understand the concept and its current applications, the history of the sustainability concept is traced, and the key challenges and obstacles faced are explored with real-life examples. Students learn in a supportive and collaborative environment to share experience and understanding and envision our own idea of a sustainable future.

<b>Module name</b>	<b>UF907188 Understanding Sustainable Development</b>
<b>Assessment</b>	<b>Essay – 70%</b> <b>Continuous Assessment – 30%</b>
<b>VC Timetable</b>	Tuesday 1100-1300

<b>Module name</b>	<b>UD407000 Introduction to Land Reform and Community Land Ownership</b>
<b>Module Leader</b>	Dr Eilidh MacPhail ( <a href="mailto:eilidh.macphail@uhi.ac.uk">eilidh.macphail@uhi.ac.uk</a> )
<b>Outline</b>	This module introduces students to the concept of land reform and the historical context of how policy and legislation in this field has developed within Scotland. It will explore this within an international context of land reform and consider its relationship with human rights. The module will give students an awareness of current patterns of land ownership within Scotland and consider how this impacts upon sustainable rural development. The module will introduce students to different models of community land ownership and the opportunities and challenges this can present for rural, and urban, areas.
<b>Assessment</b>	<b>Essay – 70%</b> <b>Continuous Assessment – 30%</b>
<b>VC Timetable</b>	Monday 1100-1300

## Sustainable Development Semester 2

<b>Module name</b>	<b>UL107119 Exploring Economics in a Changing World</b>
<b>Module Leader</b>	David Skene ( <a href="mailto:david.skene04@uhi.ac.uk">david.skene04@uhi.ac.uk</a> )
<b>Outline</b>	Major changes in the way our society works have been driven by economic theory – for better or worse. This module introduces key ideas which have shaped our world and are essential for understanding how we have arrived here and how we can move forward. The module explores the main economic actors and institutions and embraces a pluralistic approach to learning about Economics – with a range of theories explored. The module integrates sustainability to provide the skills for students to become both active thinkers and informed citizens.
<b>Assessment</b>	<b>Essay/Report - 65%</b> <b>Continuous Assessment – 35%</b>
<b>VC Timetable</b>	Wednesday 1100-1300

## Theology Semester 1

<b>Module name</b>	<b>UV607205 Introduction to Systematic Theology</b>
<b>Module Leader</b>	Dr Robert Shillaker ( <a href="mailto:robert.shillaker@uhi.ac.uk">robert.shillaker@uhi.ac.uk</a> )
<b>Outline</b>	In this module, we will first identify the forms, methods and criteria for decision-making before moving through the main sub-divisions within the discipline of systematic theology. In particular, we will look at the following doctrines: Revelation, Scripture, God, Anthropology, Christology, Atonement, Redemption, Ecclesiology and Eschatology.
<b>Assessment</b>	<b>Study Skills – 10%</b> <b>Essay – 45%</b> <b>Exam – 45%</b>

<b>Module name</b>	<b>UV607205 Introduction to Systematic Theology</b>
<b>VC Timetable</b>	Wednesday 0900-1100

<b>Module name</b>	<b>UV607203 Jesus and the Gospels</b>
<b>Module Leader</b>	Dr David Kirk ( <a href="mailto:david.kirk@uhi.ac.uk">david.kirk@uhi.ac.uk</a> )
<b>Outline</b>	This module is an introduction to the life and teachings of Jesus and the canonical Gospels. The historical figure of Jesus will be placed within his social and cultural context. Key aspects of his teaching are explored. The student is introduced to the central issues of each of the canonical gospels.
<b>Assessment</b>	<b>Study Skills – 10%</b> <b>Essay – 45%</b> <b>Exam – 45%</b>
<b>VC Timetable</b>	Thursday 0900-1100

## Theology Semester 2

<b>Module name</b>	<b>UV307204 Protestant Reformation</b>
<b>Module Leader</b>	Dr Nick Needham ( <a href="mailto:nick.needham@uhi.ac.uk">nick.needham@uhi.ac.uk</a> )
<b>Outline</b>	This module constitutes an introduction to the history of the Protestant Reformation, from its antecedents in the Renaissance to the response of the Roman Catholic Church codified at the Council of Trent.
<b>Assessment</b>	<b>Study Skills – 10%</b> <b>Essay – 45%</b> <b>Exam – 45%</b>
<b>VC Timetable</b>	Tuesday 1300-1500

<b>Module name</b>	<b>UV607207 The Pentateuch</b>
<b>Module Leader</b>	Dr Hector Morrison ( <a href="mailto:hector.morrison@uhi.ac.uk">hector.morrison@uhi.ac.uk</a> )
<b>Outline</b>	This module considers the basic structure, unity, themes and theology of the Pentateuch as a whole; and looks at the distinctive contribution (some of the) individual books make to the whole. It also introduces students to the practice of exegesis.
<b>Assessment</b>	<b>Essay – 40%</b> <b>Exam – 60%</b>
<b>VC Timetable</b>	Tuesday 0900-1100