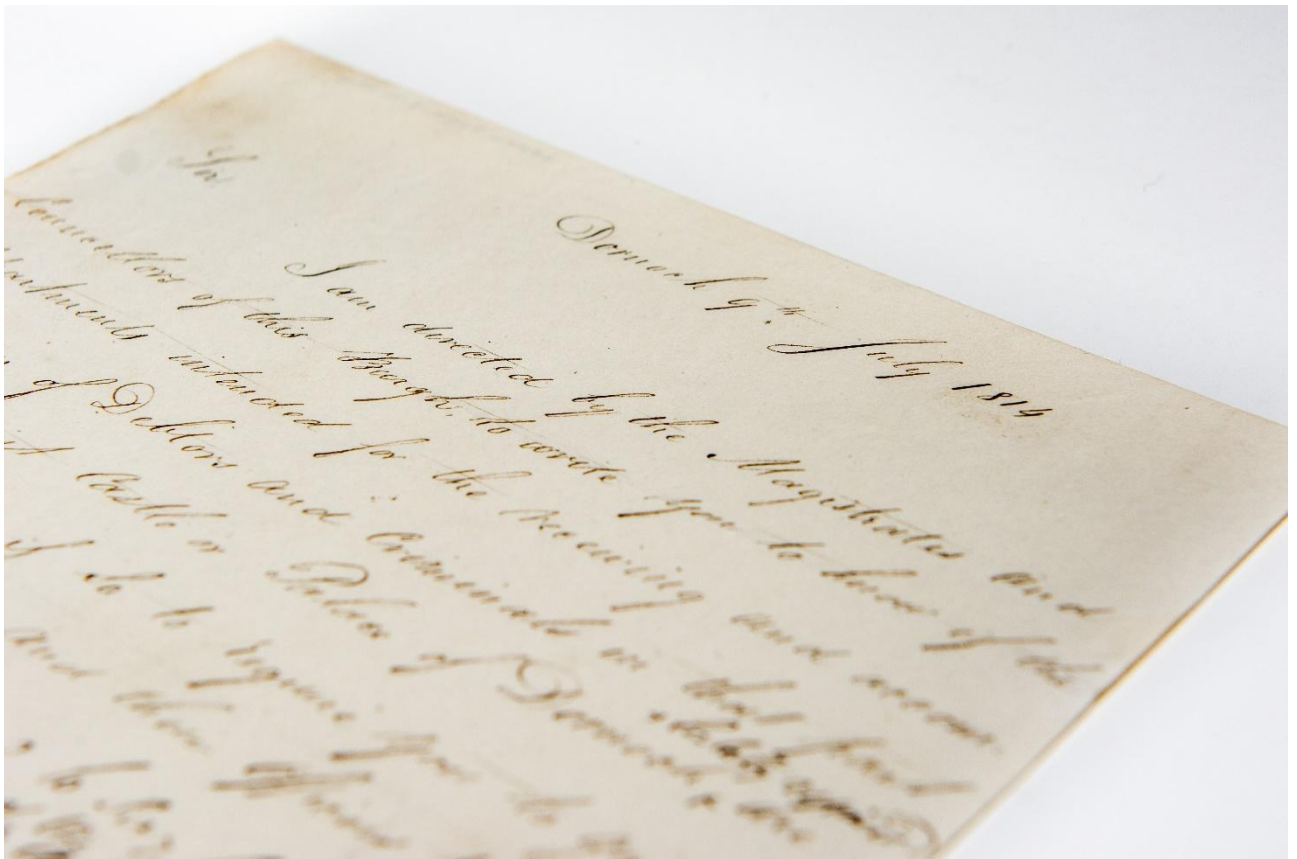


# PGT History Pre-Entry Guide 2025-26



Letter dated July 1814

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## The Centre for History

The University of the Highlands and Islands (UHI) is the only university based in the Highlands and Islands of Scotland. Our campuses and research centres are spread across the Highlands and Islands – from small towns and island communities to the larger towns and busy cities of the region.



View of Dornoch Cathedral

The [Centre for History](#), based in the cathedral town of Dornoch in Sutherland, is a key part of UHI and is internationally recognised for its teaching of Highland, Scottish, European and wider world history at both undergraduate and postgraduate levels. It is similarly recognised for its research, as our excellent results in the UK-wide research assessment bear out.

The Centre has a strong [teaching and curriculum development team](#), including Dr Philippa Woodcock (Programme Leader), Dr Jim MacPherson, Dr Iain Robertson, Dr Lucy Dean, Dr Nicola Martin, Dr Kathrin Zickermann, Dr Linsey Hunter, Dr Elizabeth Ritchie and Dr Alison Chand. The Centre also currently hosts several PhD students.

## Introduction

Our main aim at Masters level is both to build a strong pathway from our undergraduate degree courses into supervised postgraduate research and the employment market, and to meet the needs of mature and part-time learners from the region and across the globe at this level.

All module leaders and tutors on the History modules are research-active, and their teaching is informed and enhanced by this. The aims and outcomes of the programmes place a high importance on promoting a spirit of enquiry amongst the student cohort to enable them to be independent learners and so equip them with the skills required to succeed in life and in work.

These pages outline what you need to know when making an application to the following four Masters programmes:

- MLitt History
- MLitt History of the Highlands and Islands
- MLitt History and Archaeology of the Highlands and Islands
- MLitt Coastal and Maritime Societies and Cultures

They cover information about:

- Teaching and learning methods
- UHI resources
- Student support
- General information about fees, funding and IT requirements
- Programme aims and structure
- Modules offered on each programme

I hope you will find the guide useful. If you have any further queries, please do not hesitate to contact us at [pgthistory@uhi.ac.uk](mailto:pgthistory@uhi.ac.uk).

Best wishes

Dr Philippa Woodcock, Programme Leader, and the Centre for History Team

## Teaching, learning and being a Student at UHI

Below is information which will be useful to you prior to enrolling on one of our postgraduate taught programmes. You will receive a full student handbook at enrolment stage.

### Centre for History teaching staff



Centre for History lecturing staff

All our core teaching staff are actively engaged in research and have a bank of recent and forthcoming publications. You can view staff profiles on the [Centre for History website](#), and you can also find out more about our wide-ranging research expertise on the [Research Alliances](#) pages.

### Enrolment status

Students can enrol on a full-time, part-time structured or part-time unstructured basis, and start in September or January each year:

- A full-time student takes three modules each semester and completes the 60-credit dissertation over the summer.
- A part-time structured student takes three modules in Years 1 and 2 and completes the dissertation in the summer of Year 2. Students may choose to take one module in Semester 1 and two in Semester 2, or vice-versa.
- A part-time unstructured student may take as few modules as they wish each semester or academic year, with no time-limit for completion.

### Personal academic tutor (PAT)

On enrolment, each UHI student is assigned a Personal Academic Tutor (PAT) whose responsibility it is to provide you with academic support throughout the duration of your studies. Your PAT, who will be a member of the [Centre for History lecturing team](#), will be in contact with you at least once each semester to review your academic progress; this is in addition to an introductory meeting at the start of each academic year. You are

welcome to contact your PAT at any time if you wish to discuss any aspect of your studies.

## **Student Support**

In addition to being supported by your Personal Academic Tutor (PAT) throughout your studies, we are delighted that UHI Inverness is providing our students with additional support should this be required. Explore their [Student Support Services](#) pages to see the types of assistance they are able to provide. Where relevant, students may have their needs assessed by specialist staff, and a Personal Learning Support Plan (PLSP) drawn up. The [UHI website](#) also hosts a wealth of information on a wide range of support services available to all our students, including:

- Accessibility and inclusion support
- Wellbeing and mental health
- Support with your studies
- Financial support

## **Methods of learning and teaching**

The primary means of engagement on most *History* modules will be through the discussion boards on the Virtual Learning Environment (VLE/[Brightspace](#)), where discussions and debates of key weekly topics are monitored and facilitated by the module leader. This allows students to develop responsibility for their own learning, whilst nevertheless being guided by staff. It also allows students the freedom to participate in such discussions at times and on days that suit them, no matter their schedule or time zone.

Engagement on the discussion boards will be enhanced on some modules through the running of occasional live VC sessions, which will take place on a day and time arranged by the module leader at the start of each semester. The live sessions will vary from module to module, but may include seminars on specific topics, individual tutor support, presentation assessment and preparation for, and feedback on assignments.

All live sessions will be recorded and so students who are unable to attend these opportunities will be able to catch up on these sessions in their own time.

In contrast, the majority of *Archaeology* and *Northern Studies* modules have timetabled weekly two-hour VC seminars, which are recorded for those unable to attend in real time. These modules may also use the discussion boards to enhance learning.

UHI uses MS Teams for VC seminars, individual tutor support, presentation assessment and feedback on assignments. Guidance on using MS Teams is available on the [UHI website](#).



## **Online learning resources and the Virtual Learning Environment (VLE)**

All online learning resources, including digitised articles and chapters and links to Ebooks, will be placed on the VLE ([Brightspace](#)), enabling you to study at your own pace, subject to assessment deadlines. The VLE also contains dedicated discussion boards and 'chat' areas for each module, with new topics and threads being introduced on a weekly basis. Discussion board contributions and debates between tutors and fellow students are an important way of enhancing the learning experience and the principal method of weekly interaction. They also help to ensure parity of student experience, a crucial element in any online programme. An [informative guide](#) to using the module discussion boards is available to support students who are unfamiliar with this tool.

## **Self-directed studies**

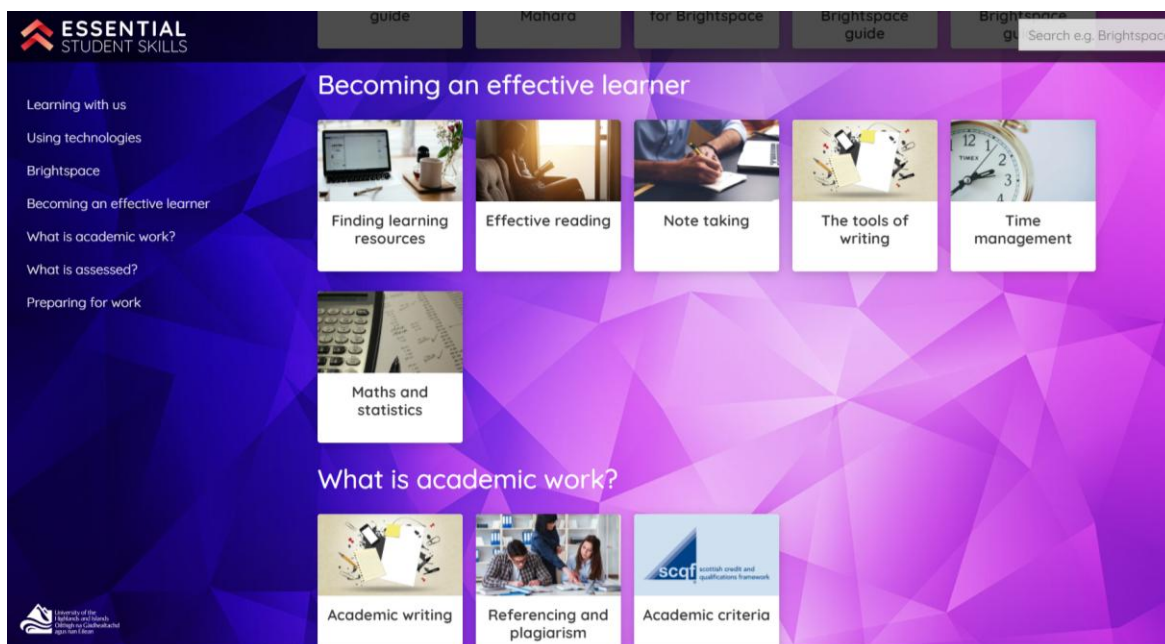
The term "self-directed studies" applies to activities such as directed reading, investigation and information retrieval, preparation of assignments and project work, and the preparation of the Dissertation. You will be expected to develop enhanced self-directed study skills as a postgraduate degree candidate. Ensuring this, and capitalising on it, is crucial to the success of any online delivery programme, as well as success at this level of study, and therefore this forms a major feature of the teaching, with the tutor providing guidance, continuous assessment and feedback, and a resource of written and electronic sources of information.

You will be expected to read books and journal articles which provide up-to-date information about new and developing research within the subject, including works by team members. As our team continues to develop strong links between scholarship, research and teaching, you may be involved in this vibrant research culture through your studies. A prime example of this is an article published in [Northern Scotland journal](#), authored by staff member Dr Elizabeth Ritchie, along with four of our Masters students.

## **Essential Student Skills Guide**

The [Essential Student Skills](#) guide has a multitude of resources available to support you through your studies, including tips for effective reading, note-taking, time-management, academic writing and so on.

Read through 'Becoming an Effective Learner' and 'What is Academic work' sections in preparation for your studies.



Essential Student Skills Guide

## Referencing

History uses a style of referencing known as **Cite them Right MHRA (4th edition)**, which employs footnotes (at the bottom of each page) and a bibliography. You are required to use this referencing system for all of your **History modules**. Guidance on this system and detailed information regarding how to reference most types of sources that you will encounter during your degree is available via [Cite them Right MHRA](#). If you come across a type of source that is not detailed on the Cite them Right MHRA website/textbook, please ask your module leader for guidance regarding how to reference it.

Note that if you are taking modules on other disciplines (eg Archaeology), you may be required to use Cite Them Right *Harvard*. If you are unsure about which form of referencing, you should use for a module please ask your module leader.

## UHI library services

Lecturing staff work closely with UHI library staff to ensure that high-quality electronic resources and support are available for your research. UHI-wide online facilities include the Centre's own 'E-library', E-books, subscriptions to digitised collections of primary sources - for instance, Early English Books Online (EEBO), Eighteenth Century Collections Online (ECCO), Medieval and Early Modern Sources Online (MEMSO) – as well as academic journals (increasingly on a full-text basis), which can be accessed online at any time.

The UHI library catalogue and information about other UHI library services can be found on the [UHI Library](#) website.



UHI provides access to a range of online full text electronic journals, Ebooks and databases to support courses of study and research, and these can all be accessed from home. You can find more information in the [Electronic Resources](#) area.

Once students have enrolled and are in possession of a UHI student ID, they may apply for a [SCONUL card](#) which gives access to many university libraries throughout the UK.

### **Module resource lists**

All applicants gain access to [module resource lists](#), enabling them to start with some preparatory reading before the start of semester. This also gives students the opportunity to explore module content before making their module selections.

### **Online induction**

If any of this seems baffling at this stage, don't worry! The university has prepared an induction package in [Essential Student Skills](#) for you to follow on enrolment.

The Centre for History also has its own Longitudinal Induction which students can complete in weekly chunks. Students will have access to an extensive Student Handbook and a Referencing and Assessment Guide to support them through the more technical aspects of studying with us. And finally, all successful applicants to the PGT History programmes will be invited to an online induction where they will get to meet staff, fellow students, and discuss some of the main elements of their studies.

### **Technology and IT support**

Extensive information on using the various [Technologies at UHI](#) is available online. The UHI IT support facility, [Servicedesk](#), is available to all university students and staff requiring support for queries and problems with any service provided by the university. You can contact the Servicedesk by [email](#), [self-service form](#) or [live chat](#).

### **Email**

You will be given an email account that is used to send and receive messages from module leaders and Personal Academic Tutors (PATs), and to provide feedback on assessments. It will also facilitate communication with other students. For GDPR reasons, once enrolled, email correspondence will only be sent to your UHI address, so please ensure that you check this regularly.

### **Computer requirements and specifications**

Given the online nature of the Masters programmes, access to good broadband speeds is essential. If you are considering buying a new device, please refer to [UHI's specifications](#).

## UHI academic calendar 2025-26

You can access the academic calendar on the [UHI website](#). Semester 1 runs from early September to mid-December and Semester 2 from late January to mid-May each year. Full-time students complete the dissertation over the summer, submitting in late July.

## Fees and funding

Check the [UHI website](#) for up-to-date details of postgraduate taught fees. Note that all modules are worth 20 credits with the exception of the MLitt Dissertation, which is worth 60 credits and, as such, costs three times the amount of a 20-credit module.

Eligible Scotland-domiciled students can access loans from the [Student Awards Agency for Scotland \(SAAS\)](#). Students from the rest of the UK who meet the eligibility requirements may be able to apply for a loan from the [Student Loan Company](#).

For students who are self-funding, we invoice on a module-by-module basis each semester. Please contact [pgthistory@uhi.ac.uk](mailto:pgthistory@uhi.ac.uk) for payment options and see the UHI website for the [Fees Policy](#).

## Wider engagement

The Programme Leader will update you with information about seminars, conferences and training events via the PGT History Student Support module on Brightspace, the [Centre for History's website](#) and social media – [Facebook](#) and X (@UHIHistory). All students are encouraged to attend our online and in-person talks when expert speakers share their cutting-edge research on a wide range of topics. These talks are recorded and freely available to watch again and can be accessed on the [Past Talks and Recordings](#) page on the Centre for History website.

## Privacy notices

All privacy notices relevant to your studies may be found on the [UHI website](#).

# Programme Structure

## MLitt History

This is a wide-ranging and ambitious online History programme, both thematically and geographically, reflecting the Centre for History staff's growing body of research and publication in the fields of port, coastal, maritime and diaspora history, palaeography and languages of the North Atlantic, as well as historiography, that is, the 'history of history'. It is designed to be of particular interest to at least two types of graduates: those of you looking at doing a Masters in History as a pathway towards employment or else enrolment on a research degree; those of you seeking to return to studies by way of

a challenging and rewarding online History masters course taught by a research-active and dynamic team of scholars.

Programme	MLitt History
<b>Core modules</b> x 2 (40 credits)	<p>You must take <b>Arguments and Alternatives in History</b> and <b>Primary Sources in History*</b></p> <p><b>*Note:</b> These two core modules will be replaced in 2026/27 by a 40-credit core module, 'Research Skills in History'. Full-time students enrolling in 2025-26 must take Arguments and Alternatives and Primary Sources in History. Part-time students have the choice of taking the current two 20-credit core modules or waiting until 2026-27 to take the new Research Skills in History module, starting in the meantime with restricted options or options. Please contact <a href="mailto:pgthistory@uhi.ac.uk">pgthistory@uhi.ac.uk</a> for guidance.</p>
<b>Restricted option</b> x 1 (20 credits)	You must take <b>Unlocking Languages and Palaeography for Historians</b> or <b>Voices from the Past: understanding and using Oral History</b> . You may take both if you wish.
<b>Option modules</b> x 3 (60 credits)	<p>Please see list of modules available under <a href="#">History modules</a>. You may take one option from MLitt History of the Highlands and Islands if you wish.</p> <p>Students are also able to select one Level 10 (fourth year) undergraduate History module as an option. If you wish to do so, please note that whilst the module will count towards overall credits, the grades will not be taken into consideration when calculating the degree classification. Please contact your PAT or <a href="mailto:pgthistory@uhi.ac.uk">pgthistory@uhi.ac.uk</a> for further details.</p>
<b>Dissertation</b> (60 credits)	Your dissertation should be in <b>History</b>

**Note:** If you wish to exit with a PGCert, you must complete 60 credits, including at least one of the core modules. If you wish to exit with a PGDip, you must complete 120 credits, including the two core modules and a restricted option.

## MLitt History of the Highlands and Islands

This Masters programme is the first ever taught postgraduate course to focus on the complex and colourful history of the Highlands and Islands of Scotland, from medieval times to the twentieth century. It is a truly interactive course that involves extensive use of primary source material, including oral history testimony, archives, newspapers and

digitised materials. You will study a range of subjects that should not only spark your interest and emotions, but which will also cause you to reflect on the presentation of certain stereotypes and cherished myths.

Programme	MLitt History of the Highlands and Islands
Core modules x 2 (40 credits)	<p>You must take <b>Arguments and Alternatives in History</b> and <b>Primary Sources in History</b>*</p> <p><b>*Note:</b> These two core modules will be replaced in 2026/27 by a 40-credit core module, 'Research Skills in History'. Full-time students enrolling in 2025-26 must take Arguments and Alternatives and Primary Sources in History. Part-time students have the choice of taking the current two 20-credit core modules or waiting until 2026-27 to take the new Research Skills in History module, starting in the meantime with restricted options or options. Please contact <a href="mailto:pgthistory@uhi.ac.uk">pgthistory@uhi.ac.uk</a> for guidance.</p>
Restricted options x 1 (20 credits)	<p>You must take <b>Unlocking Languages and Palaeography for Historians</b> or <b>Voices from the Past: understanding and using Oral History</b>. You may take both if you wish.</p>
Option modules x 3 (60 credits)	<p>Please see list of modules available under <a href="#">Highlands and Islands History modules</a>. You may take one option from MLitt History if you wish.</p> <p>Students are also able to select one Level 10 (fourth year) undergraduate History module as an option. If you wish to do so, please note that whilst the module will count towards overall credits, the grades will not be taken into consideration when calculating the degree classification. Please contact your PAT or <a href="mailto:pgthistory@uhi.ac.uk">pgthistory@uhi.ac.uk</a> for further details.</p>
Dissertation (60 credits)	<p>Your dissertation should be in <b>Highlands and Islands History</b></p>

**Note:** If you wish to exit with a PGCert, you must complete 60 credits, including at least one of the core modules. If you wish to exit with a PGDip, you must complete 120 credits, including the two core modules and a restricted option.

## MLitt History and Archaeology of the Highlands and Islands

This programme brings together the disciplines of archaeology and history through the study of our region, the Highlands and Islands of Scotland, representing an innovative approach to masters-level provision in Scotland. It will be of interest to those of you wishing to develop transferable skills in the study of the past from a chronologically wide, landscape-based perspective, as well as to those seeking employment in local government, heritage and museums.

N.B. All History modules on this programme are administered directly through the Centre for History, while the archaeology modules are administered by the university's Archaeology Institute.

**Note:** whilst the Highlands and Islands History modules are online, Archaeology modules have a weekly two-hour timetabled VC seminar. The VC seminars are recorded for those unable to attend in real time.

Programme	MLitt History and Archaeology of the Highlands and Islands
Core modules x 2 (40 credits)	<p>You must take <b>Think like an Archaeologist</b> and <b>Primary Sources in History*</b></p> <p><b>*Note:</b> Primary Sources in History will be replaced in 2026/27 by a 40-credit core module, 'Research Skills in History'. Full-time students enrolling in 2025-26 must take Primary Sources in History. However, part-time students have the choice of either taking Primary Sources in 2025-26 or, if they plan to do a History dissertation, waiting until 2026-27 to take the new module, Research Skills in History. Please contact <a href="mailto:pgthistory@uhi.ac.uk">pgthistory@uhi.ac.uk</a> for guidance.</p>
Option modules x 4 (80 credits)	You will need to take two <a href="#">Highlands and Islands History modules</a> and two <a href="#">Archaeology modules</a>
Dissertation (60 credits)	<p>You must choose a subject in either <b>History</b> or <b>Archaeology</b>.</p> <p>If you choose to do an Archaeology Dissertation, then you must take and pass the option module <b>Research and Dissertation Skills</b> in semester 2 before you will be allowed to proceed.</p> <p><b>NOTE:</b> There are two pathways through the <b>Archaeology Dissertation</b> depending on whether the student is full-time or part-time and each pathway has a set of milestones to meet. All students begin the module on the Monday of week 39 of the UHI Exam Board Calendar year; full-time students take this module over 12 weeks in the summer semester (with a notional full-time</p>

Programme	MLitt History and Archaeology of the Highlands and Islands
	<p>commitment of 40 hours per week), whilst part-time students take this module over 24 weeks (with a notional part time commitment of 20 hours per week) over the summer semester and semester 1.</p> <p>Both full-time and part-time student dissertations will be ratified at the February Exam Board.</p>

**Note:** If you wish to exit with a PGCert, you must complete 60 credits, ie both core modules and one option. If you wish to exit with a PGDip, you must complete 120 credits, including the two core modules.

## MLitt Coastal and Maritime Societies and Cultures

Marine highways have often led to peoples living along adjacent coastlines experiencing closer ties with each other than with their hinterlands. A coastal and maritime focused MLitt allows you to explore littoral and maritime communities as places of ‘dreams’ and ‘nightmares’, as well as in terms of environmental science and marine tourism, for example. Port, firth, island and other coastal and maritime locations are all explored on this programme, not only from within the Highlands and Islands, but from elsewhere in Scotland and beyond. Starting with history, the programme will, however, be an interdisciplinary one, bringing in perspectives also from coastal and marine archaeology, and littoral literatures and languages.

All History modules on this programme are administered directly through the Centre for History, while the Archaeology Institute and Institute for Northern Studies modules are administered by module leaders drawn from those two teams.

**Note:** whilst the History modules are online, Archaeology and Northern Studies modules have a weekly two-hour timetabled VC seminar. The VC seminars are recorded for those unable to attend in real time.

Programme	MLitt Coastal and Maritime Societies and Cultures
Core modules x 3 (60 credits)	You must take the core module from each subject area: (1) <b>Rivers, Ports and Coasts in European History</b> , (2) <b>Think like an Archaeologist</b> and (3) <b>From Atlantis to Utopia: the nature of ‘islandness’</b>
Option modules x 3 (60 credits)	You must take one module from each of the three subject areas, as listed under <a href="#">Coastal and Maritime Societies and Cultures modules</a> .



Programme	MLitt Coastal and Maritime Societies and Cultures
Dissertation (60 credits)	<p>You must choose a subject in either <b>History, Archaeology</b> or <b>Northern Studies</b>.</p> <p>If you choose to do an Archaeology Dissertation, then you must take and pass the option module <b>Research and Dissertation Skills</b> in semester 2 before you will be allowed to proceed.</p> <p><b>NOTE:</b> There are two pathways through the <b>Archaeology Dissertation</b> depending on whether the student is full-time or part-time and each pathway has a set of milestones to meet. All students begin the module on the Monday of week 39 of the UHI Exam Board Calendar year; full-time students take this module over 12 weeks in the summer semester (with a notional full-time commitment of 40 hours per week), whilst part-time students take this module over 24 weeks (with a notional part time commitment of 20 hours per week) over the summer semester and semester 1.</p> <p>Both full-time and part-time student dissertations will be ratified at the February Exam Board.</p>

**Note:** If you wish to exit with a PGCert, you must complete 60 credits, including at least two core modules. If you wish to exit with a PGDip, you must complete 120 credits, including the three core modules.

## Module Information

This lists all core and provisional option modules for 2025-26. Please note that availability of modules varies from year to year and that option modules run subject to minimum numbers being achieved. For details of semester dates, check the [UHI Academic Calendar](#).

## History modules

(for further information on History modules, go to the [Centre for History](#) website)

### Semester 1

#### UV211980 Arguments and Alternatives in History (core module)

What is history? And how do historians study the past? What approaches and theories can we make use of? How do we draw on other disciplines such literature,

anthropology, political science, and environmental studies to enrich our understanding of the primary sources we use to explore the past?

This core module investigates these questions through an exploration of the models, interpretations, and approaches that have influenced historical study since it was first professionalised in the nineteenth century. Each week, students will consider a different approach to studying the past and discuss how historians have used these approaches in their work. Students will be invited to reflect critically on the ways in which historians approach the study of the past and develop a toolkit of approaches they can use in their future research.

This module will provide students with the tools required to research at postgraduate level and is essential preparation for the Masters dissertation.

#### Method of Delivery

This module will be taught by a combination of online and live discussions and sessions. The primary means of engagement will be through the module Discussion Board. This will be enhanced through the running of occasional live sessions, which will take place on a day and time to be confirmed before the start of semester. All live sessions will be recorded and so students who are unable to attend these opportunities will be able to view the recordings in their own time.

#### Coursework

Annotated Bibliography – 20%

Blog Post – 30%

Historiographical Project – 50%

### **UV211997 Unlocking Languages and Palaeography for Historians** (restricted option)

This module gives you the tools you need to get started with deciphering older scripts written in several northern European languages. It is team-taught, relying on the expertise and research background of several Centre for History staff. Students taking it should have an interest in languages prior to enrolling but a knowledge of other languages is not compulsory so don't be afraid! Drawing on a wide range of digitised English, Scots, Latin and, latterly, German original materials drawn from staff's own research in north European (including Scandinavian) archives, as well as freely available online palaeographical and language-based materials, the module allows you to develop the skills required for historians to transcribe and critique manuscript sources, from medieval to modern, while critically assessing also the importance of language for historians of northern Europe. You will thus explore linguistic nationalism, considering, for example, issues around literacy, spelling, dates, place names, personal names and the history of dictionaries.

#### Method of Delivery

This module will be taught by a combination of online and live discussions and sessions. The primary means of engagement will be through the module Discussion Board. This will be enhanced through the running of occasional live sessions, which will

take place on a day and time to be confirmed before the start of semester. All live sessions will be recorded and so students who are unable to attend will be able to view the recordings in their own time.

#### Coursework

Palaeographic exercise (30%)

Essay (70%)

### **UV411015 Rivers, Ports and Coasts in European History**

This module looks both to sea and inland and to the 'coastscape' in between. It explores ideas and concepts relating to rivers and ports, introduces major themes in coastal and maritime history and identifies how these relate to current issues in marine and coastal environmental science. We then examine late medieval and early modern Europe, covering rivers, estuaries ports and coasts from around the North Sea, Baltic and Mediterranean, and apply all these concepts and approaches to the Highlands and Islands, focusing on the Northern Isles, the Moray Firth and areas of the west coast.

#### Method of Delivery

This module will be taught by a combination of online and live discussions and sessions. The primary means of engagement will be through the module Discussion Board. This will be enhanced through the running of occasional live sessions, which will take place on a day and time to be confirmed before the start of semester. All live sessions will be recorded and so students who are unable to attend these opportunities will be able to view the recordings in their own time.

#### Coursework

Essay (2000-2500 words): 50%

Primary Source Exercise (1500) words: 40%

Reflective Blog Entry (500 words): 10%

### **UV211972 Castles in Context**

Castles are one of the most visible, iconic and even imposing reminders of our past. The buildings and ruins that we encounter represent dynamic changes over hundreds of years and reflect significant developments in society, culture, politics and military technology. The study of castles facilitates interdisciplinary research. In this module, you will investigate castles in their historical, geographical and chronological context using archaeological evidence, landscape and architecture alongside written documents. You will consider how people of different time periods shifted from viewing these buildings as purely military installations to a more complex understanding of their social, political and symbolic functions. This module will scrutinize the architectural development of the castle from its twelfth-century Norman origins to its Victorian re-invention and its persistence to the present day.

### Method of Delivery

This module will be taught by a combination of online and live discussions and sessions. The primary means of engagement will be through the module Discussion Board. This will be enhanced through the running of occasional live sessions, which will take place on a day and time to be confirmed by the module leader at the start of semester. All live sessions will be recorded and so students who are unable to attend these opportunities will be able to view the recordings in their own time.

### Coursework

Case Study presentation and poster (15-minute recorded presentation and 2000-word poster, 50%)

Essay (3000 words, 50%)

## **UV211016 Faith, Fury and Fraternity: The Making of Modern Europe, 1500-1800**

Between 1500 and 1800, Europe was remodelled, reformed, reimagined and revolutionised. The lines on maps were redrawn hundreds of times as cultures and nations rose and fell. Faith, Fury and Fraternity provides an overview of the major developments in European political and religious history during the early modern period. Each week students research and debate important themes or events of the early modern period, including the impact of the Reformations, the influence of the Ottoman Empire and the legacy of the Enlightenment. While providing an overview of the development of early modern Europe, this module also highlights key areas of research and scholarly debate. This will provide students with useful context for their own research, as well as their other modules.

### Method of Delivery

This module is taught through live classes and an online Discussion Board. There are weekly one-hour live video-conference sessions, which will take place on a day and time to be confirmed before the start of semester. All live sessions will be recorded and so students who are unable to attend will be able to view the recordings in their own time.

### Coursework

Source Analysis – 1500 words, 40%

Essay – 3000 words, 60%%

## **Level 10 History modules available in Semester 1**

**Note:** If you wish to take a Level 10 option, please be aware that whilst the module will count towards overall credits, the grades will not be taken into consideration when calculating the Masters degree classification. Please contact your PAT or [pgthistory@uhi.ac.uk](mailto:pgthistory@uhi.ac.uk) for further details.

- UV110003 Deviants, rebels, outcasts and villains: history from the margins in medieval and early modern society (module with weekly two-hour VC seminar)
- UV110004 Empire and 'Others': the shaping of British Imperialism in North America (module with a weekly 2-hour VC seminar)

## Semester 2

### **UV211981 Primary Sources in History** (core module)

This module is key to working with – and enjoying - primary sources of whatever type that a historian might encounter. Each week will involve the interrogation of primary materials and their nature, from maps to letters, government minutes to medieval myths. Where possible, we will focus on sources drawn directly from the contributing lecturers' scholarship, exposing students to the latest research-led teaching. We will also delve into historically themed and historiographical debates about the use of primary sources. Students will be sent to the four-corners of the digital archival world and encouraged to get to know their local resources and collections.

#### Method of Delivery

This module will be taught by a combination of online and live discussions and sessions. The primary means of engagement will be through the module Discussion Board. This will be enhanced through the running of occasional live sessions, which will take place on a day and time to be confirmed before the start of semester. All live sessions will be recorded and so students who are unable to attend these opportunities will be able to view the recordings in their own time.

#### Coursework

Primary Source Analysis (1500 words, 30%)

Presentation (10%)

Extended Primary Source Task (3000 words, 60%)

### **UV211987 Voices from the Past: Understanding and Using Oral History** (restricted option)

This module has a twin and interconnected focus. One strand offers a through grounding in the theoretical and methodological contexts to the collection and use of oral evidence. The second strand engages with the ways in which memory is made material in the process of memorialisation. Here consideration is given to the cultural role of landscape with a particular focus on the ways in which individual and collective memory gets written into place.

For the methodological focus students will engage with the following themes:

- What is the nature and role of oral history and where does it sit in the broader field of historical scholarship?
- What is the role of the interviewer in the collection of oral evidence?
- What is the significance of voice in oral history evidence?
- What is best technical and interview practice in the recording of oral history?
- How do the ethical responsibilities of the oral historian differ from those in other areas of history?

### Method of Delivery

This module will be taught by a combination of online and live discussions and sessions. The primary means of engagement will be through the module Discussion Board. This will be enhanced through the running of occasional live sessions, which will take place on a day and time to be confirmed before the start of semester. All live sessions will be recorded and so students who are unable to attend these opportunities will be able to view the recordings in their own time.

### Coursework

Essay (40%)

Case study report (40%)

Reflective Blog Entry (20%)

## **UV211017 Migration, Community and Identity in Early Modern Northern Europe**

Migration and the control of migration are common phenomena in the human experience. Looking at the consequences of Brexit for the freedom of movement or the catastrophic impact of war on the Ukrainian population, it is obvious that migration remains most topical for our society today. As in our time, people of the early modern period were confronted with the movement of people, either by migrating themselves to places which promised a better fortune or by meeting immigrants in their own communities. The migrants' experience will be at the forefront of this module which will engage with the diverse reasons for early modern migratory movements and analyse the formation of foreign communities in places around the North Sea and Baltic region. In doing so, the module will not only focus on different groups of migrants such as merchants, soldiers, academics, and religious refugees but also engage with the question of how these expats and refugees integrated into their host communities, formed foreign communities and shaped their identities over time.

These questions necessitate a thorough understanding of the attitudes of the migrants' host communities as authorities in the Dutch Republic, Sweden, Pommerania, or Poland-Lithuania sought to control, support or restrict early modern migration in different ways. The perception of the strangers and the engagement with 'Otherness' also varied from region to region and depended on the type of migrant the indigenous population became confronted with. By focusing on the migrants' impact on their host communities' culture and their commercial success, this module will not only explore the importance of early modern migration but also encourage a thorough engagement with diverse territories in the North Sea and Baltic region and highlight the importance of the seas, rivers and other waterways for the movement of people and ideas.



### Method of Delivery

This module is taught through live classes and an online Discussion Board. There are weekly one-hour live video-conference sessions, which will take place on a day and time to be confirmed before the start of semester. All live sessions will be recorded and so students who are unable to attend will be able to view the recordings in their own time.

### Coursework

Source Analysis, 1000 words (40%)

Essay, 3000 words (60%)

## **UV211018 The Wars of the Covenant: Scotland and the British Civil Wars, 1638-1655**

From the moment the National Covenant was first signed in Edinburgh on 28 February 1638, it set into motion theological and constitutional forces which produced an unprecedented assault upon the status quo, reshaping the political landscape of the British Isles in the process. This module traces the narrative of the civil wars in Scotland from the signing of the National Covenant to the final defeat of anti-Cromwellian resistance in 1655. While the course focuses on Scotland, it remains attuned to the interconnectedness of the conflicts which are now commonly referred to as the Wars of the Three Kingdoms or the British Civil Wars. While covering the high politics of this complex and dramatic period, each week students will also engage with the most pressing debates within the historiography, including topics such as the growth of popular politics, gender and the role of women, 'British' history, the 'Celtic Fringe', and the development of competing identities. Students will also engage in primary source analysis using a range of different material, such as printed pamphlets, handwritten correspondence and material culture.

### Method of Delivery

This module is taught through live classes and an online Discussion Board. There are weekly one-hour live video-conference sessions, which will take place on a day and time to be confirmed before the start of semester. All live sessions will be recorded and so students who are unable to attend will be able to view the recordings in their own time.

### Coursework

Presentation (15-minute presentation and a single-side A4 handout) (40%)

Essay, 3000 words (60%)

## **Level 10 History modules available in Semester 2**

**Note:** If you wish to take a Level 10 option, please be aware that whilst the module will count towards overall credits, the grades will not be taken into consideration when calculating the Masters degree classification. Please contact your PAT or [pgthistory@uhi.ac.uk](mailto:pgthistory@uhi.ac.uk) for further details.

- UV110001 Reaching the ‘Estate of Manhood’ in Medieval and Early Modern Europe (module with a weekly 2-hour VC seminar)
- UV310810 Death and Destruction: the Social Impact of the Thirty Years’ War (module with weekly 2-hour VC seminar)

## Highlands and Islands History modules

(for further information on these modules, go to the [Centre for History](#) website)

### Semester 1

#### **UV211980 Arguments and Alternatives in History** (core module)

This module develops a comprehensive understanding of the key models, interpretations and debates of relevance in the study of history. By taking a historiographical approach, this module will consider different ways of considering and interpreting the past, as well as the history of the study of history. This way students will be engaged with the development of the discipline and receive training on how to approach history, as well as how to approach the writing of history by established figures in the field. By the end of the module, students will be able to reflect critically on these elements and to present their ideas effectively. They will also receive a grounding in the tools required for writing history at postgraduate level.

#### Method of Delivery

This module will be taught by a combination of online and live discussions and sessions. The primary means of engagement will be through the module Discussion Board. This will be enhanced through the running of occasional live sessions, which will take place on a day and time to be confirmed before the start of semester. All live sessions will be recorded and so students who are unable to attend these opportunities will be able to view the recordings in their own time.

#### Coursework

Annotated Bibliography – 20%

Blog Post – 30%

Historiographical Project – 50%

#### **UV211997 Unlocking Languages and Palaeography for Historians** (restricted option)

This module gives you the tools you need to get started with deciphering older scripts written in several northern European languages. It is team-taught, relying on the expertise and research background of several Centre for History staff. Students taking it should have an interest in languages prior to enrolling but a knowledge of other languages is not compulsory so don't be afraid! Drawing on a wide range of digitised English, Scots, Latin and, latterly, German original materials drawn from staff's own research in north European (including Scandinavian) archives, as well as freely available online palaeographical and language-based materials, the module allows you

to develop the skills required for historians to transcribe and critique manuscript sources, from medieval to modern, while critically assessing also the importance of language for historians of northern Europe. You will thus explore linguistic nationalism, considering, for example, issues around literacy, spelling, dates, place names, personal names and the history of dictionaries.

#### Method of Delivery

This module will be taught by a combination of online and live discussions and sessions. The primary means of engagement will be through the module Discussion Board. This will be enhanced through the running of occasional live sessions, which will take place on a day and time to be confirmed before the start of semester. All live sessions will be recorded and so students who are unable to attend these opportunities will be able to view the recordings in their own time.

#### Coursework

Palaeographic exercise (30%)

Essay (70%)

### **UV411015 Rivers, Ports and Coasts in European History**

This module looks both to sea and inland. It begins with an exploration of ideas and concepts relating to rivers and ports, introduces major themes in coastal and maritime history and identifying how these relate to current issues in marine and coastal environmental science. Subsequent weeks explore late medieval and early modern Europe covering rivers, estuaries ports and coasts in the North Sea, Baltic and Mediterranean. The last part of the module applies these concepts and approaches to the Highlands and Islands, focusing on the Northern Isles, the Moray Firth and areas of the west coast.

#### Method of Delivery

This module will be taught by a combination of online and live discussions and sessions. The primary means of engagement will be through the module Discussion Board. This will be enhanced through the running of occasional live sessions, which will take place on a day and time to be confirmed before the start of semester. All live sessions will be recorded and so students who are unable to attend these opportunities will be able to view the recordings in their own time.

#### Coursework

Essay (2000-2500 words): 50%

Primary Source Exercise (1500) words: 40%

Reflective Blog Entry (500 words): 10%

### **UV211972 Castles in Context**

Castles are one of the most visible, iconic and even imposing reminders of our past. The buildings and ruins that we encounter represent dynamic changes over hundreds of

years and reflect significant developments in society, culture, politics and military technology. The study of castles facilitates interdisciplinary research. In this module, you will investigate castles in their historical, geographical and chronological context using archaeological evidence, landscape and architecture alongside written documents. You will consider how people of different time periods shifted from viewing these buildings as purely military installations to a more complex understanding of their social, political and symbolic functions. This module will scrutinize the architectural development of the castle from its twelfth-century Norman origins to its Victorian re-invention and its persistence to the present day.

#### Method of Delivery

This module will be taught by a combination of online and live discussions and sessions. The primary means of engagement will be through the module Discussion Board. This will be enhanced through the running of occasional live sessions, which will take place on a day and time to be confirmed by the module leader at the start of semester. All live sessions will be recorded and so students who are unable to attend these opportunities will be able to view the recordings in their own time.

#### Coursework

Case Study presentation and poster (15-minute recorded presentation and 2000-word poster, 50%)

Essay (3000 words, 50%)

## **Semester 2**

### **UV211981 Primary Sources in History (core)**

This module equips you with the skills required to analyse primary sources at Masters level in history. Each week will involve the interrogation of primary materials, which will in turn raise historical and historiographical debates. You will reflect critically on a range of documentary sources from archives as well as, for example, maps, literary, visual sources, the oral record and objects. The module uses, as its base, records relating to the history of the Highlands and Islands region, while also exploring materials and issues of wider relevance to the theme.

#### Method of Delivery

This module will be taught by a combination of online and live discussions and sessions. The primary means of engagement will be through the module Discussion Board. This will be enhanced through the running of occasional live sessions, which will take place on a day and time to be confirmed before the start of semester. All live sessions will be recorded and so students who are unable to attend these opportunities will be able to view the recordings in their own time.

#### Coursework

Primary Source Analysis (1500 words, 30%)

Presentation (10%)

Extended Primary Source Task (3000 words, 60%)

## **UV211987 Voices from the Past: Understanding and Using Oral History** (restricted option)

This module has a twin and interconnected focus. One strand offers a through grounding in the theoretical and methodological contexts to the collection and use of oral evidence. The second strand engages with the ways in which memory is made material in the process of memorialisation. Here consideration is given to the cultural role of landscape with a particular focus on the ways in which individual and collective memory gets written into place.

For the methodological focus students will engage with the following themes:

- What is the nature and role of oral history and where does it sit in the broader field of historical scholarship?
- What is the role of the interviewer in the collection of oral evidence?
- What is the significance of voice in oral history evidence?
- What is best technical and interview practice in the recording of oral history?
- How do the ethical responsibilities of the oral historian differ from those in other areas of history?

### Method of Delivery

This module will be taught by a combination of online and live discussions and sessions. The primary means of engagement will be through the module Discussion Board. This will be enhanced through the running of occasional live sessions, which will take place on a day and time to be confirmed before the start of semester. All live sessions will be recorded and so students who are unable to attend these opportunities will be able to view the recordings in their own time.

### Coursework

Essay (40%)

Case study report (40%)

Reflective Blog Entry (20%)

## **UV211986 Gender and the Family in the Highlands, 1700-1900**

The study of Highland history tends to be dominated by big political and economic themes such as the Jacobites or the Clearances. But what about the ordinary lives of men, women and children? This module follows crofters and gentry through their life courses, examining themes such as marriage, pregnancy, sexuality, childhood, religious faith and working lives during two centuries of extraordinary change. We take a gendered approach, always aware of similarities and differences of experience between males and females.

### Method of Delivery

This module will be taught by a combination of online and live discussions and sessions. The primary means of engagement will be through the module Discussion

Board. This will be enhanced through the running of occasional live sessions, which will take place on a day and time to be confirmed before the start of semester. All live sessions will be recorded and so students who are unable to attend these opportunities will be able to view the recordings in their own time.

#### Coursework

Essay 1, 2500 words, 50%

Essay 2, 2500 words, 50%

### **Level 10 Scottish/Highland History module available in Semester 2**

**Note:** If you wish to take a Level 10 option, please be aware that whilst the module will count towards overall credits, the grades will not be taken into consideration when calculating the Masters degree classification. Please contact your PAT or [pgthistory@uhi.ac.uk](mailto:pgthistory@uhi.ac.uk) for further details.

- UV210838 Empire strikes back: how the British Empire shaped Scotland (module with weekly two-hour VC seminar)

## **Archaeology modules**

### **Semester 1**

#### Method of Delivery of Archaeology modules

There are 10 live video-conference sessions for the majority of the Archaeology modules, each of 2 hours, which will take place on a day and time to be confirmed before the start of semester. All live sessions will be recorded and so students who are unable to attend these opportunities will be able to 'catch up'. Students may also be required to engage with the Discussion Board for each weekly topic.

### **UV411020 Think like an Archaeologist** (core module with weekly VC seminars)

This module provides students with the resources to understand the history and practice of archaeological interpretation. It is an introduction to advanced theory in archaeology and how archaeologists 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 archaeological interpretations, and how interpretation itself is pursued.

As part of the assessment strategy a specially designed reflective project involves students in a piece of original research to construct their own archaeological interpretation and critically reflect on their interpretative choices.



A special aspect of the module involves the delivery of a variety of real-world applications of contemporary archaeological theory via a range of perspectives offered by archaeology staff who introduce their own current interpretative tools and research projects. These perspectives variously range from thinking through 'others' to experiencing landscapes and 'sites', and from recognising the potential of multi-species perspectives to documenting the vitality of artefacts.

#### Coursework

Presentation, 1500 words, 30%

Reflective Project, 3500 words, 70%

### **UV411997 Archaeology of the Highlands & Islands** (module with weekly VC seminars)

This module introduces the student to the archaeology of the Highlands and Islands and utilises this resource as a lens through which to consider issues with wide application: theory and philosophy of archaeology, the relationship between theory, practice and Science, landscape archaeology, cultural resource management, heritage, ethics and politics.

#### Coursework

Essay, 2000 words, 40%

Essay, 3000 words, 60%

### **UV411004 Human Remains in Archaeology** (module with weekly VC seminars)

The remains of the dead and the monuments erected to them provide a rich source of information about health, diet, mortality rates, belief and social practices in the past. Similarly, the interpretation of more recent human remains and their deposition sites in a forensic context can add invaluable information to help support police investigation. The first part of this module will provide an overview of burial and funerary rites over time and the methods employed to interpret them that puts the module into context. It will explore the practical, professional, legislative, and ethical contexts of recovery, treatment and museum display of remains of the archaeological dead. It will also provide an understanding of how and why archaeology is utilised within forensic investigation, including the obligations of the archaeologist acting as an expert within any type of court or public enquiry setting. Class discussion will address ethical issues and legal requirements in different scenario situations. Assignment 1 will test understanding of the overarching professional requirements of an archaeologist dealing with human remains in different circumstances.

The remainder of the module deals with the excavation, recording, methods of analysis and interpretation of human remains in archaeological and forensic contexts. This section provides underpinning theory supported by hands-on study of human skeletal material, museum quality models and photographs that will provide familiarity with the identification of human bones and factors affecting them. This includes aging and sexing of the human skeleton, determining stature, how bones can be affected by disease and trauma and how this information can be used to determine forensic

identity. The role of biomolecules in providing information on health, diet, provenance and more will be explored. Students have the option of attending Orkney at the end of the semester for an optional week of practical hands-on experience in the laboratory. This will provide the opportunity for those who wish it to undertake additional personal study of the osteological material. Assignment 2 will test knowledge of the human skeleton and criteria used to interpret both individual characteristics and population dynamics in the format of a professional osteological report with recommendations for further work, using data supplied.

#### Coursework

Briefing Report, 2500 words, 50%

Professional Report, 2500 words, 50%

### **UV411008 Vikings and Norse in the North Atlantic** (module with weekly VC seminars)

The impact of the Vikings and Norse on the Islands of the Highlands and Islands is still to be read in the landscape, and figures highly in current popular imagination. This module aims to present an overview of the archaeological evidence for the period c700 to 1300AD, selectively focusing on the North Atlantic region. Evidence from a wide range of sources is studied including archaeological, historical/literary and toponymic.

#### Coursework

Essay, 2000 words, 40%

Essay, 3000 words, 60%

## **Semester 2**

### **UV411001 Research and Dissertation Skills** (core if undertaking a dissertation in Archaeology, module with VC seminars)

This module is mandatory for students wishing to complete a dissertation on an Archaeological subject and is designed to develop the student's skills as an archaeological researcher within an academic context.

Emphasis is placed upon preparing the student for the masters dissertation, including the sourcing and critical analysis of information, as well as the relevant skills needed to successfully communicate the results of such research to a range of audiences and through a variety of media.

#### Coursework

Critique 30%

Oral Presentation 20%

Essay 50%

### **UV411002 Iron Age Scotland in the Atlantic World** (module with weekly VC seminars)

Students of this module are embarked upon a survey of the Iron Age period of Scotland from around 800 BC to AD 800. The archaeology of this long period is substantial, rich, diverse and complex. The Iron Age represents an extremely significant period for understanding the formation of many important human relationships and practices within the Scottish landscape and the establishment of a legacy that has had important influences on social and economic life, and far-reaching implications for many Scottish landscapes and communities, to this day.

Students are equipped with the tools to critically examine and engage in the major academic debates that have emerged and continue to occupy Scottish Iron Age studies as well as those of British archaeology, more generally. The concept of a 'Scottish Iron Age' is set within the broader context of Atlantic Europe and the British Isles, including Ireland. Students become acquainted with the results and implications of contemporary scientific, analytical, theoretical and methodological developments in archaeological research that have impacted upon our knowledge and understanding of the Iron Age.

Through a series of workshops the students are introduced to the specifics of the material culture of the Iron Age and more generally become acquainted with ways of understanding and exploring prehistoric materials.

#### Coursework

Essay, 1500 words, 30%

Project, 4000 words, 70%

### **UV411012 Early Medieval Archaeology in Scotland (online module)**

Early Medieval Archaeology seeks to develop an understanding of the places and spaces in which medieval communities lived, worked and worshipped in what is now defined as Scotland. The module concentrates on the period c.600AD to c.1200AD, from a predominately archaeological perspective, seeks to provide students with an understanding of the key themes of this period while developing the essential skills required for studying Early Medieval Societies. To this end, the module will be divided into two parts with key introductory lectures preceding a series of case studies highlighting seminal and current research projects (drawing on staff's own research).

#### Coursework

Seminar Contribution Portfolio – 100%

### **UV411005 Digital Analysis in Archaeology** (module with weekly VC seminars)

This module aims to develop practical skills in the use of historic information, alongside a critical understanding of current theoretical debates and issues the use of digital media in archaeology. It will explore methods of retrieving data from existing information sources, for example, Digimap, Canmore, National Archives, census

records and historical maps. Ways of introducing, managing and combining this material with your own information and non-digital datasets.

#### Coursework

Essay, 40%

Project, 60%

#### **UV411006 Excavation** (fieldwork module with some introductory lectures)

The practice of excavation is a key research tool. Students will gain knowledge of method and techniques applicable in the many situations encountered within evaluation and mitigation or research excavations. The emphasis of this module is on gaining competence or on developing existing competence in the broad range of techniques involved in excavation. Students will gain experience in a range of excavation techniques through working on site and will become conversant with on-site artefacts processing and environmental sampling techniques and rationale, as well as become knowledgeable in health and safety considerations.

You will work on projects emanating from either Orkney College Archaeology Department or ORCA (Orkney Research Centre for Archaeology), or those run by other universities or other contract units who work in the region. This module can alternatively be undertaken in another part of the Highlands and Islands, according to availability of suitable projects and staff.

Please note that you will be required to pay for your own transport and accommodation during the excavation.

#### Coursework

Practical, 60%

Reflective Journal, 40%

## **Coastal and Maritime Societies and Cultures modules**

#### Method of Delivery of Archaeology and Northern Studies modules

There are 10 live video-conference sessions for these modules, each of 2 hours, which will take place on a day and time to be confirmed before the start of semester. All live sessions will be recorded and so students who are unable to attend these opportunities will be able to 'catch up'. Students may also be required to engage with the Discussion Board for each weekly topic.

## Semester 1

### History modules

UV411015 Rivers, Ports and Coasts in European History (core, online module with occasional live VC sessions)

UV211972 Castles in Context: from medieval to modern (online module with occasional live VC sessions)

UV211980 Arguments and alternatives in history (online module with occasional live VC sessions)

UV211997 Unlocking Languages and Palaeography for Historians (online module with occasional live VC sessions)

### Archaeology modules

UV411020 Think like an Archaeologist (core module with weekly VC seminars)

UV411997 Archaeology of the Highlands & Islands (module with weekly VC seminars)

UV411004 Human Remains in Archaeology (module with weekly VC seminars)

UV411008 Vikings and Norse in the North Atlantic (module with weekly VC seminars)

### Northern Studies modules

**UQ311907 From Atlantis to Utopia: the nature of ‘islandness’** (core, module with weekly VC seminars)

This module comprises a philosophical, sociological, cultural and literary exploration of the nature of ‘Islandness’, that existential quality shared by island communities despite their individual cultural inheritance and the geographical peculiarities of their particular islands. The module explores definitions and typologies of islands and investigates the extent to which islands can be regarded as forming an ontological category. It also explores the dichotomous nature of islands, as both places of cultural conservatism, sometimes admired at other times vilified, and of innovation.

#### Coursework

Research project, 3000 words, 60%

Oral presentation, 40%

**UQ311908 From Muckle Flugga to Pladda: the Scottish islands** (module with weekly VC seminars)

The mainland of Scotland is surrounded by some 96 inhabited islands which form an important part of the cultural fabric of the nation. This module explores why some islands are more successful than others. It takes a comparative, multi-disciplinary look at the range of cultures and identities expressed by the inhabitants of the Hebrides, Orkney and Shetland and life in these islands today, encompassing history, an examination of cultural identity, language, literature and politics.

### Coursework

Essay, 3000 words, 60%

Oral presentation, 40%

### **UV211992 Vikings in the Scottish Islands and Irish Sea region: settlement, burial and ritual** (module with weekly VC seminars)

This module makes a comparative analysis of the Viking and Norse history of the Scottish Islands and the Irish Sea region in the period from AD 790 - AD 1150. It assesses and analyses the different stages of Viking settlement in the area and the societies that followed. The module explores settlement and place names; impact of the Vikings on Pictland; new kingdoms (Dublin, Man etc) and the Jarldom of Orkney; Norse centres of power; religion; Christianisation; Norse administrative organisation; urbanisation; ongoing contact with the homelands.

### Coursework

Essay 1, 50%

Essay 2, 50%

## **Semester 2**

### **History modules**

UV211017 Migration, Community and Identity in Early Modern Northern Europe (module with weekly one-hour VC seminar)

UV211981 Primary Sources in History (online module with occasional live VC sessions)

UV211987 Voices from the Past: understanding and using oral history (online module with occasional live VC sessions)

### **Archaeology modules**

UV411001 Research and dissertation skills (core if doing a Dissertation in Archaeology, module with VC seminars)

UV411006 Excavation (fieldwork module with some introductory lectures)

UV411012 Early Medieval Archaeology (online module)

UV411002 Iron age Scotland in the Atlantic world (module with weekly VC seminars)

### **Northern Studies modules**

### **UQ311911 Selling 'cold' islands** (module with weekly VC seminars)

This module will explore the increasingly important phenomenon of island tourism in cooler destinations. Islands in the cooler climes are clearly selling their attractions to the discerning tourist. Ever more cruise ships visit the islands of the North and South Atlantic. 62 ships visited Kirkwall in 2011, while 50,000 cruise passengers will visit Stanley in the Falklands in the 2013 season. Cold islands can attract large numbers - Iceland currently attracts 600,000 visitors a year. What exactly is being sold? Are there lessons?



#### Coursework

Case study, 3000 words, 60%

Oral presentation, 40%

#### **UQ311909 Governance in Small Islands** (module with weekly VC seminars)

Small islands often have particular needs, which are not always met by their respective continents, leading to islands seeking and exercising varying degrees of self-government: from insular local authorities like Shetland, to nation-states like Malta. This module will look at how small islands are governed. It will compare and contrast a wide range of islands and their systems of governance, including comparisons between the powers exercised in places such as Shetland, Orkney, Man and the Faroe Islands.

#### Coursework

Essay, 3000 words, 60%

Oral presentation, 40%