



Course syllabus

Faculty of Arts and Humanities

Department of Cultural Sciences

1GGÄ14 Geografi II - inriktning mot arbete i gymnasieskolan, 30 högskolepoäng

1GGÄ14 Geography II - for Upper Secondary School Teachers, 30 credits

Main field of study

Geography

Subject Group

Educational Sciences/Theoretical Subjects

Level of classification

First Level

Progression

G1F

Date of Ratification

Approved 2022-06-17

Revised 2022-11-01 by Faculty of Arts and Humanities. Revised prerequisites and literature.

The course syllabus is valid from spring semester 2023

Prerequisites

Geography I – for secondary school teachers 30 credits, or the equivalent.

Objectives

Module 1: Physical geography – advanced studies, 7.5 credits

After completing the module, the student should be able to

- exemplify, analyse, and discuss natural and anthropogenic factors that affect the climate
- describe the water cycle, including important concepts
- identify and discuss fundamental oceanographic processes, including links to the climate
- exemplify local climatological characteristics of different kinds of landscape.

Module 2: Development geography, 7.5 credits

After completing the module, the student should be able to

- explain the conditions and possibilities facing people in the Global South of today
- explain the basics of development geographical concepts and traditions
- explain global relations of power and dependence
- compare demographic trends, urbanisation, the development of the rural landscape, supply, and migration.

Module 3: Research methodology and subject didactics, 7.5 credits

After completing the module, the student should be able to

- describe some central theoretical perspectives
- identify and master relevant methods for collecting and analysing material in response to spatial problems
- describe and reflect upon fundamental ethical norms for scientific studies
- analyse the excursion in its capacity of a didactic tool
- identify and formulate subject-didactic problems based on the content of the three preceding modules
- discuss assessment and grading of pupils' knowledge of geography, based on concrete examples and current policy documents.

Module 4: Independent project, 7.5 credits

After completing the module, the student should be able to

- formulate a scientific problem of relevance for human or physical geography, with a certain degree of independence
- select and use an appropriate theoretical framework, data collection method, and analytical method to address the chosen problem, with a certain degree of independence
- use established methods for academic writing
- include didactic perspectives in their writing.

Content

The course consists of four modules.

Module 1: Physical geography – advanced studies, 7.5 credits

The module broadens and deepens the student's knowledge of physical geography – and especially of oceanographics, hydrology, and climatology, including climate change and local climatology. This also includes anthropogenic factors affecting processes of change pertaining to the above aspects.

Module 2: Development geography, 7.5 credits

The module provides in-depth insights into the emergence and characteristics of the Global South, and its position in the world. Focus lies on urban and rural environments, global relations of dependence, developmental theories, and questions pertaining to gender, resources, and the environment. Concepts such as livelihoods, welfare, health, gender, and development are reviewed from different theoretical perspectives, by means of case studies.

Module 3: Research methodology and subject didactics, 7.5 credits

The module provides an overview of different methods of collecting and analysing material, and ways in which these methods can be linked to the professional role of teachers. Human-geographical applications of methods within the social sciences, as well as different field and analytical methods used in the field of physical geography are discussed. Different data collection and analytical methods are discussed in relation

to theoretical (epistemological) dimensions of relevance to the subject field. The various stages in the research process, along with the pros and cons of different methods, are discussed. Subject didactics constitutes a major part of the module. Didactic perspectives are problematised and discussed, based on school policy documents and the content of the three preceding modules. In addition to this, the course also problematises and discusses the teaching of geography in upper secondary school, focusing on assessment and grading. The module also includes an excursion.

Module 4: Independent project, 7.5 credits

In this module, students practise their skills in planning, implementing, and presenting a scientific study, using geographical theories, sources, and methods. The topic for the study is chosen in consultation with the supervisor. Students get the chance to deepen their knowledge in the field of human or physical geography. The study should take a subject-didactic approach, and include a hands-on, problem-focused analysis of an authentic case.

Type of Instruction

Teaching is delivered in the form of lectures, seminars, exercises, excursions and supervision. Exercises, field studies and excursions are compulsory.

Examination

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

In order to receive the grade of Pass, the student must achieve the objectives. Grading criteria for the grade of Pass with Distinction will be communicated in writing when the course starts. In order to receive the grade of Pass with Distinction for the entire course, the student must have received this grade for at least three of the modules.

Module 1 is examined through a written examination.

Module 2 is examined through a case study and a written examination.

Module 3 is examined through memoranda and oral presentations.

Module 4 is examined through a written essay which is defended at a seminar.

Resit examination is offered in accordance with Local regulations for courses and examination at the first and second-cycle level at Linnaeus University. If the university has decided that a student is entitled to special pedagogical support due to a disability, the examiner has the right to adapt the exam or to let the student conduct the exam in an alternative way.

Course Evaluation

During or shortly after the course, a course evaluation should be conducted. The result and analysis of the course evaluation should be promptly communicated to the students who have taken the course. Students who are taking the course when it is offered the next time should be informed of the result at the course introduction.

Required Reading and Additional Study Material

Module 1 Physical geography – advanced studies 7,5 credits

Andréasson, Per-Gunnar (ed.). *Geobiosfären: en introduktion*. Studentlitteratur. The latest edition, ca. 200 p. in selection.

Bogren, Jörgen; Gustavsson, Torbjörn; Loman Göran: *Klimatförändringar. Naturliga och antropogena orsaker*. Studentlitteratur. The latest edition, 270 p.

Skolverket: *Läroplan för gymnasieskolan, Gy 2011*. skolverket.se. Digital resource, ca. 50 p. in selection.

Additional texts of relevance for the module, provided on the online learning platform, ca 300 p.

Module 2 Development geography, 7.5 credits

Skolverket: *Läroplan för gymnasieskolan, Gy 2011*. skolverket.se. Digital resource, ca. 50 p. in selection.

Potter, Robert; Binns, Tony; Elliot, Jennifer A; Nel, Etienne; Smith, David W: *Geographies of Development: An introduction to Development Studies*. Oxford: Routledge. Latest edition, ca 610 p.

Momsen, Janet: *Gender and Development*. London: Routledge, Latest edition, ca 323 p.

Research articles on development issues/developing countries, provided on the online learning platform, ca 250 p.

Module 3 Research methodology and subject didactics, 7.5 credits

Bryman, Alan. *Samhällsvetenskapliga metoder*. Malmö: Liber. The latest edition, 690 p.

Gren, Martin; Hallin, Per-Olof. *Kulturgeografi: en ämnesteoretisk introduktion*. Malmö: Liber. SThe latest edition, 20 p.

Jones, Mark; Lambert, David. *Debates in geography education*. Abingdon, Oxon, Routledge. The latest edition, 312 p.

Sanderorth, Ingrid. *Plats, identitet, lärande: närområdesstudier i skolan*. Studentlitteratur, Lund. SThe latest edition, 267 p.

Skolverket: *Läroplan för gymnasieskolan, Gy 2011*. skolverket.se. Digital resource, ca. 50 p. in selection.

Current geography-didactic research (provided on the course learning platform), ca 200 p.

Module 4 Independent project, 7.5 credits

Literature is chosen in consultation with the supervisor.

Additional study material

Augustsson, Gunnar. *Akademisk Skribent: Om att utveckla sitt vetenskapliga skrivande*. Lund: Studentlitteratur. The latest edition, 168 p.

Backman, Jarl. *Rapporter och uppsatser*. Studentlitteratur, Lund. The latest edition, 223 p.

Björklund, Maria; Paulsson, Ulf. *Seminarieboken: att skriva, presentera och opponera*. Lund: Studentlitteratur. The latest edition, 147 p.

Reinecker, Lotta; Stray Jørgensen, Peter. *Att skriva en bra uppsats*. Malmö: Liber. The latest edition, 349 p.

Språkrådet. *Svenska skrivregler*. Stockholm: Liber. The latest edition, 308 p.