



Course syllabus

Faculty of Arts and Humanities

Department of Cultural Sciences

1HI20Ä Historia I, för ämneslärare, 30 högskolepoäng

1HI20Ä History I, for Secondary School Subject Teachers, 30 credits

Main field of study

History

Subject Group

History

Level of classification

First Level

Progression

G1N

Date of Ratification

Approved by Faculty of Arts and Humanities 2023-02-21

The course syllabus is valid from autumn semester 2023

Prerequisites

General entry requirements + English 6, Civics 1b alt. Civics 1a1 +1a2 and History 1b alt History 1a1+1a2.

Objectives

After completing the course, the student should be able to:

- describe basic characteristics of the teaching profession in relation to the subject and its didactics
- identify and formulate subject-didactic issues in relation to the areas covered by the programme
- describe important historical processes, contexts, and problems by studying political, economic, demographic, social, and cultural conditions and changes, in and outside Europe
- evaluate and critically analyse historical accounts taking aspects such as ethnicity, gender, and class into account
- interpret and analyse today's societies and their collaborations and conflicts, from a historical perspective
- describe basic methods and theories in historical studies
- communicate their knowledge in speech and writing

- base their teaching of history on research and didactics, using information and communications technology (ICT) as an important element.

Individual objectives of each module:

Module 1. Ancient cultures and societies, 7.5 credits

After completing the module, the student should be able to:

- describe and compare the emergence of our oldest cultures
- describe the main features in the history of ancient Greece and the Roman Empire
- discuss the impact of ancient cultures on Western thought
- discuss history as a school subject and the role of history in society.

Module 2. Medieval cultures and societies, 7.5 credits

After completing the module, the student should be able to:

- provide examples of how the power struggle and cooperation between secular lords and the church manifested and changed throughout the course of the Middle Ages
- identify tendencies of centralisation and decentralisation in Europe and the rest of the world during the Middle Ages
- discuss different theories of “When Sweden became Sweden”
- present and explain the causes and effects of the agrarian crisis during the late Middle Ages
- analyse the subject syllabuses and curricula based on subject transition and subject-didactic theory.

Module 3. The early modern world, 7.5 credits

After completing the module, the student should be able to:

- present and explain the processes that connected different parts of the world during the early modern period and discuss the consequences of globalisation for different parts of the world
- discuss and provide examples of the role of religion in conflicts during, above all, the 16th and 17th centuries
- explain the connections between the scientific, industrial, and political revolutions
- interpret Swedish history in relation to the above-mentioned societal changes
- provide examples of how different methods of teaching can be used based on different research and didactic perspectives.

Module 4. Modern times, 7.5 credits

After completing the module, the student should be able to:

- describe the Industrial Revolution, economic changes, and political development
- describe the world wars and the totalitarian states during the 20th century
- discuss the striving for independence and processes of decolonisation, as well as the Cold War
- discuss Swedish history in relation to the above-mentioned historical processes
- present a lesson plan with special focus on selection of material, forms of teaching, and ICT.

Content

The course consists of four modules, which trace human history from prehistory until today. Each module discusses political, economic, social, and cultural conditions of the time period. Each module includes basic exercises in historical theory and methodology, as well as didactic exercises and specialisations. The course provides opportunities for contacts with and field studies at lower and upper secondary schools. All modules use online learning platforms as part of the teaching.

Module 1. Ancient cultures and societies, 7.5 credits

The subject of history is introduced: what are historical studies? The module includes exercises in basic historical theory and methodology. It discusses ancient cultural spheres and their conditions and impact on further historical development – especially in terms of the impact of the ancient ideological and cultural heritage on Western thought. The module problematises history's role in society and its importance to our understanding of the world today, and it also introduces history as a school subject in lower and upper secondary school. Basic concepts of history didactics are introduced.

Module 2. Medieval cultures and societies, 7.5 credits

The module discusses medieval societies with a special focus on the interaction between politics, economy, culture, and religion, and especially on collaboration and power struggles between secular and religious centres of power. A comparison between societies in and outside Europe, and how these have affected each other, is central to the module. With regard to Swedish history, the creation of Sweden as a nation is especially emphasised, as are different theories on how this process took place and when it was completed. The module also includes exercises in basic historical theory and methodology. Teaching in lower and upper secondary school is problematised. The subject's syllabuses and curricula are analysed, based on subject traditions and subject-didactic theory. On the basis of didactic theory, the students discuss and reflect on the teaching of history and its content in relation to current policy documents and a school characterised by diversity.

Module 3. The early modern world, 7.5 credits

The module covers the rise of strong principalities and its connection to religious upheavals. The time's revolutionary changes in science, politics, and production are central for the understanding of the period. The module takes a global historical approach, studying how different cultures were gradually linked to each other through geographical expansion in conflict with other cultures, thus creating a world system which made the dominance of the West possible. With regard to Swedish history, an understanding of the background to the Swedish empire and its fall is central. The module also includes exercises in basic historical theory and methodology. Teaching in lower and upper secondary school is problematised, and the students practise didactic thought and methodology.

Module 4. Modern times, 7.5 credits

This module covers over 200 years of history. It discusses the 19th century industrial revolutions and their effects, as well as the political development including political ideologies. Migration and European expansion, along with their consequences, are studied. The economic conditions and crises of the 20th century, as well as the world wars and 20th century totalitarian political systems are discussed, as are the struggles for independence in Africa and Asia. The focus also lies on the period after 1945, with its struggles for independence, its decolonisation, the Cold War, and the ensuing events. As regards Swedish history, the focus lies on the industrialisation, the road to democracy, and the emergence of the welfare society. The module also includes

exercises in basic historical theory and methodology. Teaching in lower and upper secondary school is problematised. During this module, the students also conduct an exercise on interpreting the content of relevant policy documents and implementing it in a lesson plan. A great deal of focus is placed on aspects such as choice of material, methodology, and the use of digital tools (ICT), based on the conditions and requirements of the subject of history.

Professional, subject-didactic, and scholarly progression

Each module includes didactic elements. The subject didactic tasks that the student carries out are based on basic subject didactics. Some teaching on campus is conducted with teaching methods and activities used in school to illustrate how they can be used with pupils.

The teacher's perspective is the focus, and through assignments, and in contact with schools, the student gets to familiarise themselves with the subject as described in school policy documents and implement parts of these documents in subject didactic assignments. The student gains an early insight into the responsibilities and conditions of the teaching profession, for example through observations of active teachers' teaching. The assignments from the days in school are documented, processed, and presented. The teaching includes oral and written presentations aimed at contributing to an understanding of a teacher's communicative competence and of the importance of different forms of expression. In connection with subject didactic assignments, academic writing is practiced.

Type of Instruction

Teaching is delivered in the form of lectures, group exercises, seminars, field-study days in schools.

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 specified in writing when the course starts. The subject knowledge of the modules is examined through written exams and oral and written seminar assignments, whereas the subject-didactic parts are examined through written hand-in assignments and oral seminar assignments.

Module 1

- The examination element *Ancient cultures and societies, 6 credits*, consists of a written exam (Fail, Pass, Pass with Distinction).
- The examination element *Seminars – ancient cultures and societies, 0.5 credits*, consists of a seminar (Fail, Pass).
- The examination element *Didactics - Ancient cultures and societies, 1 credit*, consists of a written didactic assignment, which will also be discussed in a seminar (Fail, Pass).

Module 2

- The examination element *Medieval cultures and societies, 6 credits*, consists of a written exam (Fail, Pass, Pass with Distinction).
- The examination element *Seminars – Medieval cultures and societies, 0.5 credits*

consists of two seminars.

- The examination element *Didactics - Medieval cultures and societies*, 1 credit, consists of a written subject-didactic assignment, which will also be discussed in a seminar.

Module 3

- The examination element *The early modern world*, 6 credits, consists of a written exam (Fail, Pass, Pass with Distinction).
- The examination element *Seminars – The early modern world*, 0.5 credits, consists of a seminar (Fail, Pass).
- The examination element *Didactics – The early modern world*, 1 credit, consists of a written subject-didactic assignment, which will also be discussed in a seminar (Fail, Pass).

Module 4

- The examination element *Modern times*, 5.5 credits, consists of a written exam (Fail, Pass, Pass with Distinction).
- The examination element *Seminars – Modern times*, 1 credit, consists of a written assignment, which will also be discussed in a seminar (Fail, Pass).
- The examination element *Didactics – Modern times*, 1 credit, consists of a written subject-didactic assignment, which will also be discussed in a seminar (Fail, Pass).

In order to receive the grade of Pass with Distinction for the entire course, the student must receive this grade for at least 17.5 credits.

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. The course evaluation is anonymous.

Credit Overlap

The course cannot be included in a degree along with the following course/courses of which the content fully, or partly, corresponds to the content of this course: 1HIÄ01 History I - for lower secondary school teachers, 30 credits.

1HIÄ02 History I - for Upper Secondary Teachers, 30 credits.

Other

The course constitutes the first semester's studies in history within the Teacher programme, Upper Secondary School (LAIGY). Some teaching is conducted in schools. Any costs in connection with travel to and from the school where the student is placed are covered by the student.

Required Reading and Additional Study Material

Module 1 Ancient cultures and societies, 7.5 credits

Bjarne Larsson, Gabriela, *Forma historia. Metodövningar*, Studentlitteratur, the latest edition, pp. 9–89.

Eriksson Gunnar & Frängsmyr Tore, *Idéhistoriens huvudlinjer*, Wahlström & Widstrand, print-on-demand, the latest edition, selected parts, 40 pp.

Janson, Tore, *Romarinnor och romare: livet i antiken*, Wahlström & Widstrand, the latest edition, 239 pp.

Wiesner-Hanks, Merry E., et al, *A History of World Societies*, Bedford/St.Martin's, the latest edition, selected parts, ca 150 pp.

Söderberg, Johan, *Vår världs ekonomiska historia. Den förindustriella tiden*, SNS förlag, the latest edition, selected parts, 125 pp.

Research articles available on the course learning platform, ca 350 pp.

Didactic literature

Eliasson, Per, "En historieundervisning med förmåga och innehåll", in *Noter* no. 183, December 2009. 7 pp.

Karlsson, Klas-Göran och Zander, Ulf (eds.), *Historien är närvarande: historiedidaktik som teori och tillämpning*, Studentlitteratur, the latest edition, pp. 13–70.

Pietras, Jens & Poulsen, Jens Aage, *Historiedidaktik*, Gyldendal, the latest edition, pp. 41–47 (7). Available on the course learning platform.

Module 2 Medieval cultures and societies, 7.5 credits

Bjarne Larsson, Gabriela, *Forma historia. Metodövningar*, Studentlitteratur, the latest edition. pp. 91–135.

Eksell, Kerstin, *Andalus: energier i gränsrum*, Studentlitteratur, selected parts, ca 170 pp.

Eriksson Gunnar & Frängsmyr Tore, *Idéhistoriens huvudlinjer*, Wahlström & Widstrand, print-on-demand, the latest edition, selected parts, 60 pp.

Fröjmark, Anders, "Medeltidsmänniskan och kyrkan" in *Kalmar län 1996–1997*, pp. 19–28, lnu.divaportal.org/smash/record.jsf?searchId=1&pid=diva2:312142

Fröjmark, Anders, *Religiösa ordnar under medeltiden*, Linnaeus University, the latest edition, lnu.divaportal.org/smash/record.jsf?searchId=1&pid=diva2:352592, 7 pp.

Fröjmark, Anders, *Sverige under Kalmarunionens tid*, Kalmar University 2009, lnu.divaportal.org/smash/record.jsf?searchId=2&pid=diva2:233477, 24 pp.

Lindkvist, Thomas & Sjöberg, Maria, *Det svenska samhället 800–1720*, Studentlitteratur, the latest edition, selected parts. 200 pp.

Wiesner-Hanks, Merry E., et al, *A History of World Societies*, Bedford/St. Martin's, the latest edition, selected parts, ca 200 pp.

Söderberg, Johan, *Vår världs ekonomiska historia. Den förindustriella tiden*, SNS-förlag, the latest edition, selected parts, 125 pp.

Current research articles about European medieval history. Available on the course learning platform. Ca 200 pp.

Didactic literature

Karlsson, Klas-Göran & Zander, Ulf (eds.), *Historien är närvarande: historiedidaktik som teori och tillämpning*, Studentlitteratur, the latest edition, pp. 249–272 (Ch 5).

Kommentarmaterial till kursplanen i historia, Skolverket Available on the course learning platform. 46 pp.

Kommentarmaterial till ämnesplanen i historia, Skolverket the course learning platform. Ca 10 p.

Läroplan för grundskolan, förskoleklassen och fritidshemmet, Lgr 11, Skolverket. the course learning platform. Ca 20 pp.

Läroplan, examensmål och gymnasiegemensamma ämnen för gymnasieskola 2011, Skolverket. Available on the course learning platform. Ca 20 pp.

Module 3 The early modern world, 7.5 credits

Bjarne Larsson, Gabriela, *Forma historia. Metodövningar*, Studentlitteratur, the latest edition, selected parts, ca 50 pp.

Eriksson Gunnar & Frängsmyr Tore, *Idéhistoriens huvudlinjer*, Wahlström & Widstrand, print-on-demand, the latest edition, selected parts, ca 90 pp.

Hedenborg, Susanna & Kvarnström, Lars, *Det svenska samhället 1720–2000*, Studentlitteratur, the latest edition, selected parts, ca 100 pp.

Lindkvist, Thomas & Sjöberg, Maria, *Det svenska samhället 800–1720*, Studentlitteratur, the latest edition, selected parts, ca 200 pp.

Wiesner-Hanks, *A History of World Societies*, Bedford/St. Martin's, the latest edition, selected parts, ca 200 pp.

McPhee, Peter, *The French Revolution, 1789–1799*, Oxford University Press, the latest edition, 240 pp.

Söderberg, Johan, *Vår världs ekonomiska historia. Den förindustriella tiden*, SNS förlag, the latest edition, selected parts, ca 60 pp.

Research articles available on the course learning platform, ca 50 pp.

Didactic literature

Hermansson Adler, Magnus, *Historieundervisningens byggstenar – grundläggande pedagogik och ämnesdidaktik*, Liber, the latest edition, selected parts, ca 50 pp.)

Läroplan för grundskolan, förskoleklassen och fritidshemmet, Lgr 11, Skolverket. Available on the course learning platform. Ca 20 pp.)

Läroplan, examensmål och gymnasiegemensamma ämnen för gymnasieskola 2011, Skolverket. Available on the course learning platform. Ca 20 pp.

Module 4 Modern times, 7.5 credits

Backlund, Berith & Sjö Dahl Hayman, Anna (eds.), *Kvinnohistoria i Sverige*, Göteborg: [KvinnSam], 134 pp. Digital resource.

Bjarne Larsson, Gabriela, *Forma historia. Metodövningar*, Studentlitteratur, the latest edition, pp. 213–297.

Eriksson Gunnar & Frängsmyr Tore, *Idéhistoriens huvudlinjer*, Wahlström & Widstrand, print-on-demand, the latest edition, selected parts, ca 40 pp.

Hedenborg, Susanna & Kvarnström, Lars, *Det svenska samhället 1720–2000*, Studentlitteratur, the latest edition, selected parts, ca 200 pp.

Wiesner-Hanks, Merry E., et al, *A History of World Societies*, Bedford/St.Martin's, the latest edition, selected parts, ca 300 pp.

Schön, Lennart, *Vår världs ekonomiska historia. Den industriella tiden*, SNSförlag, the latest edition, selected parts, ca 350 pp.

Didactic literature

Hermansson Adler, Magnus, *Historieundervisningens byggstenar – grundläggande pedagogik och ämnesdidaktik*, Liber, the latest edition, in selection, ca 50 pp.

Läroplan för grundskolan, förskoleklassen och fritidshemmet, Lgr 11, Skolverket. Available on the course learning platform. Ca 20 pp.

Läroplan, examensmål och gymnasiegemensamma ämnen för gymnasieskola 2011, Skolverket. Available on the course learning platform. Ca 20 p.

Research articles and other material available on the course learning platform, ca 50 pp.