



## Course syllabus

Faculty of Arts and Humanities

Department of Cultural Sciences

1HI40Ä Historia II, för ämneslärare, 30 högskolepoäng

1HI40Ä History II, for Secondary School Subject Teachers, 30 credits

### **Main field of study**

History

### **Subject Group**

History

### **Level of classification**

First Level

### **Progression**

G1F

### **Date of Ratification**

Approved 2023-04-24

Revised 2023-11-07 by Faculty of Arts and Humanities. Revised literature.

The course syllabus is valid from spring semester 2024

### **Prerequisites**

At least 22.5 credits from 1HI20Ä – History I, for Secondary School Subject Teachers, or the equivalent.

## Objectives

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

- present and discuss the historical processes, contexts, and problems covered in the specialisation modules
- interpret and analyse a historical event or phenomenon and relate it to today's society, in the form of a small written independent assignment
- identify and analyse aspects of the teaching profession in relation to the subject and its didactics
- discuss, analyse and take subject-didactic positions on the professional domains that the programme prepares for.

### **Module 1. Extended Studies in Early History: The History of Family and Childhood, 5 credits**

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

- describe different kinds of families and their connections to the general structure of society
- discuss the significance of family for men's, women's and children's roles and positions in society
- analyse similarities and differences between conceptions of sexuality, marriage, masculinity, and femininity in different time periods
- give examples of conceptions of children and childhood that have changed through history
- analyse and present how the themes of the module have been dealt with in different contexts, including museums, film, and fiction.

**Module 2. Extended Studies in Modern History: the Holocaust and other Genocides, 5 credits**

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

- define and discuss the concept of genocide
- present and analyse the main historical facts about the Holocaust and a selection of other genocides
- identify and discuss underlying forces driving genocide.

**Module 3. History Didactics - Knowledge, Uses of History and Assessment, 5 credits**

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

- present and discuss aspects of knowledge and use of history in history teaching
- discuss assessment and grading of pupils' knowledge of history based on concrete examples and current policy documents
- analyse how a chosen historical time period is described and discussed in textbooks and other teaching material
- identify and analyse pupils' and teachers' encounters with and conceptions of history
- identify and analyse the use of history and discuss this in relation to history teaching.

**Module 4. Working with History: Theory and method, 7.5 credits**

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

- work with different kinds of source material and texts
- perform information searches using different kinds of databases
- transcribe simple hand-written old texts.

**Module 5. Working with history: Independent Project, 7.5 credits**

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

- gather, process, and analyse source material about a historical issue in an essay adhering to elementary requirements of historical scholarship
- discuss in the essay how subject knowledge can be applied in didactic practice, and reflect on the possibilities and challenges associated with this.

**Content**

The first three modules of the course are specialisation modules. The first one focuses on early history, the second one on modern history, and the third one on history didactics. Modules 4 and 5 integrate the theories and methods of historical studies with practical application. The course includes contact with and field study days at lower

and upper secondary schools.

**Module 1. Extended Studies in Early History: The History of Family and Childhood, 5 credits**

This module studies a thematic problem area in early history. It studies the history of family and childhood, focusing on the Western world during the Middle Ages and early modern times. It problematises the link between family formation, gender relations, and the position of children, and makes comparisons with today's society.

**Module 2. Extended Studies in Modern History: the Holocaust and other Genocides, 5 credits**

This module combines different perspectives in order to describe and explain the phenomenon of genocide. It starts with problematising what constitutes genocide, focusing in particular on definitions of the concept of genocide, historical context, and underlying driving forces and ideologies. Next, it moves on to studying examples of genocide. The Holocaust serves as the main example, but other examples from Europe, Africa, and Asia are also discussed.

**Module 3. History Didactics - Knowledge, Uses of History and Assessment, 5 credits**

This is a didactic module, focusing on knowledge, the use of history, and assessment. Based on experiences from field study days at schools, the relationship between pupils' and teachers' conceptions of history and policy documents for the teaching of history is discussed. Examples of the use of history, including how these examples can be used in the teaching of history, are studied and discussed. Grading and assessment are discussed from the point of view of current policy documents. Concrete examples of pupils' answers are analysed and discussed in relation to the grading criteria. The students also practise planning a sequence of lessons and formulating examination assignments.

**Module 4. Working with History: Theory and method, 7.5 credits**

This module focuses on methodological and theoretical issues. The students practise working with different kinds of sources, posing questions, and analysing the results. The module also includes an introduction to how to use libraries and archives to find source material.

**Module 5. Working with history: Independent Project, 7.5 credits**

In this module, the students practise working with different kinds of sources, posing questions, analysing the results, and summarising the results in a short text. The students also learn how to defend projects of their own, and critically review others' projects.

*Professional, subject-didactic, and scholarly progression*

In examination tasks, the students get to relate subject-specific didactic research to teaching and assessment. Additionally, the perspective of pupils is brought to the fore by prompting the students to reflect on pupils' perceptions of history and history education. During field study days at schools, the students get the chance to plan, execute, and evaluate some teaching under supervision, transitioning from observing the teacher's role to taking it on themselves. This course allows students to learn more about the profession through field study days in schools as well as through theoretical knowledge about the teaching profession.

The students also get to practise working with different kinds of sources, posing

questions, analysing results, and summarising results in an independent project of 7.5 credits. This way, the foundation is laid for subsequent independent projects in the subject. The students also practise defending and critically reviewing projects at a final seminar.

### Type of Instruction

Teaching is delivered in the form of lectures, group exercises, seminars, and field study days at school. In module 5, teaching is also delivered in the form of supervision, individually or in groups.

### Examination

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

Modules 1, 2, 3 and 4 are examined through written hand-in assignments or a written exam and oral seminar assignments. Module 5 is examined through an independent project discussed at a seminar, in which the students practice defending their own project and critically reviewing someone else's project.

#### *Module 1*

The examination element *Extended Studies in Early History, 5 credits*, consists of a written hand-in assignment, a presentation, and a seminar (Fail, Pass, Pass with Distinction).

#### *Module 2*

The examination element *Extended Studies in Modern History, 5 credits*, consists of a written exam or two written hand-in assignments, of which one is discussed at a seminar (Fail, Pass, Pass with Distinction).

#### *Module 3*

The examination element *Seminar Assignments – History Didactics, 1 credit*, consists of a written hand-in assignment which is also discussed at a seminar (Fail, Pass).

The examination element *History Didactics - Knowledge, Uses of History and Assessment, 4 credits* consists of a written hand-in assignment (Fail, Pass, Pass with Distinction).

#### *Module 4*

The examination element *Seminar Assignments – Theory and Method, 2.5 credits* consists of a visit to an archive, two exercises in transcribing hand-written texts, and two seminars (Fail, Pass).

The examination element *Theory and Method, 5 credits* consists of a written hand-in assignment discussed at a seminar. (Fail, Pass, Pass with Distinction).

#### *Module 5*

The examination element *Independent Project, 7.5 credits* consists of an independent project and a discussion seminar (Fail, Pass, Pass with Distinction).

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. In order to receive the grade of Pass with Distinction for the entire course, the student must have received this grade for at least 21.5 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: 1HIÄ03 History II – for lower secondary school teachers, 30 credits.

1HIÄ04 History II - for upper secondary school teachers, 30 credits.

1HIÄ09 History II - for lower secondary school teachers, 15 credits.

1HIÄ14 History II - for upper secondary school teachers, 30 credits.

### Other

The course constitutes the second semester of history studies in the teacher education programme for secondary school. Some of the teaching is conducted at schools. Any costs in connection with travel to and from schools are paid by the student.

### Required Reading and Additional Study Material

#### **Module 1. Extended Studies in Early History: The History of Family and Childhood, 5 credits**

Goody, Jack, *The European Family*, Blackwell publishers, the latest edition (in selection), approx. 100 pages.

Heywood, Colin, *Barndomshistoria*, Studentlitteratur, the latest edition, 337 pages.

Recent thesis in the field individually chosen in consultation with the teacher, approx. 250 pages.

#### **Module 2. Extended Studies in Modern History: the Holocaust and other Genocides, 5 credits**

Gerner, Kristian & Karlsson, Klas-Göran, *Folkmordens historia: perspektiv på det moderna samhällets skuggsida*, Atlantis, the latest edition, approx. 250 sidor.

Elective reading, approx. 200 pages. A list of titles will be provided when the course starts.

#### **Module 3. History Didactics - Knowledge, Uses of History and Assessment, 5 credits**

Ammert, Niklas (ed.), *Att spegla världen: Läromedelsstudier i teori och praktik*. Studentlitteratur, the latest edition, (in selection) approx. 100 pages.

*Betyg och provning – kommentarer till Skolverkets allmänna råd om betyg och provning*, Skolverket, 2022 (digital resource), 64 pages.

Husbands, Chris, Alison Kitson & Anna Pendry, *Understanding History Teaching:*

*Teaching and learning about the past in secondary schools*, Maidenhead and Philadelphia: Open University Press, the latest edition, 173 pages.

Jönsson, Anders, *Lärande bedömning*. Gleerups, the latest edition, 181 s.

Karlsson, Klas-Göran & Zander, Ulf (eds.), *Historien är närvarande: historiedidaktik som teori och tillämpning*. Studentlitteratur, the latest edition (in selection), approx. 100 pages.

*Läroplan för grundskolan, förskoleklassen och fritidshemmet, Lgr 11*, Skolverket (digital resource), approx. 20 pages.

*Läroplan, examensmål och gymnasiegemensamma ämnen för gymnasieskola 2011*, Skolverket (digital resource), approx. 20 pages.

Sandberg, Karin, "Manligt och kvinnligt i skolämnet historia. Vad har det för konsekvenser för elevernas historiekultur?", in *Nordidactica*, NORDIDACTICA – JOURNAL OF HUMANITIES AND SOCIAL SCIENCE EDUCATION ISSN 2000-9879, 2019:1 56-77, 22 pages.

Relevant material concerning results on national tests (digital resource), approx. 25 pages.

#### **Module 4. Working with History: Theory and method, 7.5 credits**

Berggren, Ulf & Thorsell, Elisabeth, *Vad står det? Handbok i handskriftsläsning*, Sveriges släktforskarförbund, the latest edition, 104 pages.

Florén, Anders & Ågren, Henrik, *Historiska undersökningar. Grunder i historisk teori, metod och framställningssätt*, Studentlitteratur, the latest edition, 164 pages.

Lindkvist, Thomas (ed), *Metodövningar i historia 2. Historisk teori, metod och källkritik*, Studentlitteratur, the latest edition, 200 pages.

#### **Module 5. Working with history: Independent Project, 7.5 credits**

Florén, Anders & Ågren, Henrik, *Historiska undersökningar. Grunder i historisk teori, metod och framställningssätt*, Studentlitteratur, the latest edition, 164 pages.

and

literature and sources needed to produce a small project, approx. 700 pages.

#### **Additional study material**

*Att skriva historia. Studieguide till självständigt arbete/examensarbete i historia vid Linnéuniversitetet*, provided on the course learning platform.

Textbooks in history for lower and upper secondary school.

*Svenska skrivregler utgivna av svenska språknämnden*, Almqvist & Wiksell, the latest edition, 250 pages.