



Course syllabus

Faculty of Arts and Humanities
Department of Cultural Sciences

2GG2EU Geografi för lärare i gymnasiet, 1-90 hp - ingår i lärarlyftet II, 90 högskolepoäng

Geography for Teachers, 1-90 credits, 90 credits

Main field of study

Geography

Subject Group

Earth Sciences

Level of classification

First Level

Progression

G2E

Date of Ratification

Approved by Faculty of Arts and Humanities 2015-03-02
The course syllabus is valid from autumn semester 2015

Prerequisites

Degree in Upper Secondary Education.

Objectives

Objectives for the course as a whole

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

- distinguish and account for basic characteristics of the teaching profession in relation to the subject and its didactics,
- identify and formulate subject-didactic problems in relation to the areas covered by the education,
- in general terms account for didactic models used in the teaching of geography,
- from a subject-didactic perspective problematise the selection of material and forms of teaching used in geography, on the basis of Gy 11,
- apply didactic theories and learning processes and assess policy documents,
- use the knowledge and competence they have acquired to plan teaching in upper secondary school,
- identify and apply aspects which strengthen the applicability of the teaching,
- in general terms account for the content and development of geography as a subject, including its development in schools,
- collect, process and present geographic information in both written and spoken forms,
- in general terms problematise the world's food production in relation to sustainable water use,
- discuss sustainable development from a number of geographic perspectives,
- account for and discuss the water cycle, meteorological processes, the climate and climate change,

- apply simple forms of geographic information systems (GIS),
- identify and analyse vulnerable areas in terms of natural risks and human activity,
- account for changes and processes in society and relate these to the effects they have on cityscapes and cultural landscapes as well as people,
- distinguish and account for central processes in the earth sciences and geomorphological processes relevant to the impact on landscapes and the climate,
- account for the human impact on vegetation, earth, water resources, the atmosphere and the climate, as well as geomorphological processes,
- distinguish and account for central processes in and consequences of globally unequal socio-economic development,
- identify and analyse parts and dimensions of the process of globalisation,
- with a certain degree of independence formulate research questions relevant to human geography and the earth sciences,
- discuss the method of field studies on the basis of geographical phenomena,
- discuss the method of excursions as a form of teaching with clear applicability.

Content

The course includes the following 11 modules (the teachers will inform the students about compulsory parts):

Module 1 Global water use and food production 7.5 credits

Objectives

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

- analyse parts of the world's food production and its environmental impact,
- in general terms problematise the world's food production in relation to sustainable water use,
- demonstrate an understanding of human exploitation of resources in connection to food production and its environmental impact,
- in general terms account for the content and development of geography as a subject, including its development in schools.

Content

The students acquire knowledge and understanding of human exploitation of resources in connection to food production and its environmental impact. Issues concerning sustainable water use are discussed in the module. By studying food production and water use the students develop their understanding of global connections. This module introduces a holistic, global perspective. The module includes an introduction to the content and development of geography as a subject. The development of geography as a school subject is especially emphasised.

Module 2 Meteorology, climate and climate change 7.5 credits

Objectives

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

- explain the meteorological bases for different climatic regions on Earth and explain natural and anthropogenic reasons for climate change,
- discuss human exploitation of resources and environmental impact from the perspective of sustainability,
- discuss geographical perspectives which strengthen the applicability of the teaching,
- discuss Gy 11 in relation to geography.

Content

The module includes an introduction to meteorology, climate and climate change and their consequences for people and the environment. Sustainable development is discussed in relation to the content of the module. Gy 11 is introduced and discussed in relation to geography. The module discusses general geographical perspectives which strengthen the applicability of classroom teaching.

Module 3 Communications and sustainable development 7.5 credits

Objectives

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

- discuss how people's increasing mobility affects geography, the media and the virtual world, in terms of spatial and social planning for sustainable development,
- analyse the numerous dimensions of globalisation,
- exemplify the phenomenon of time geography in their own case study,
- in general terms account for didactic models used in the teaching of geography,
- discuss the method of field studies as a form of applicable teaching, by using geographical concepts.

Content

People's increasing mobility is discussed with regard to geography, the media and the virtual world, and how this affects the ways in which society is planned in terms of sustainable development. The content aims to develop the students' knowledge of communications. The time geographic perspective is covered in regional analyses in case studies. Didactic models for teaching geography are analysed and tested. On the basis of geographical concepts and phenomena, the module discusses the method of field studies as a form of applicable teaching.

Module 4 Conceptions of the world, maps and GIS 7.5 credits

Objectives

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

- account for the use of simple forms of geographic information systems,
- account for different ways to view, map and represent the world,
- from a subject-didactic perspective discuss forms of teaching used in geography, on the basis of Gy 11,
- discuss perspectives which strengthen the applicability of teaching outside the classroom.

Content

The module focuses on different ways to view and represent the world through pictures, reports, maps and geographic information systems (GIS). In terms of subject didactics, the module covers forms of teaching used in geography, on the basis of Gy 11. The module discusses perspectives which strengthen the applicability of teaching outside the classroom.

Module 5 Independent project 7.5 credits

Objectives

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

- with a certain degree of independence formulate research questions relevant to human geography and the earth sciences,
- with a certain degree of independence identify and apply appropriate theories and methods for information retrieval and analysis in relation to their research questions,
- apply established methods for academic writing.

Content

In this module the students practise planning, conducting and presenting a scientific study using geographical theories, sources and methods. The topic is chosen in consultation with the supervisor. The students have the possibility to develop their knowledge in both human geography and the earth sciences. The student's work is presented in a paper adhering to the written guidelines on the learning platform.

Module 6 Cities, population and cultural landscapes 7.5 credits

Objectives

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

- account for the ways in which the processes of industrialisation, urbanisation and globalisation have affected and still affect settlement patterns and cultural landscapes,
- discuss the development and urbanisation of cities and the development of cultural landscapes,
- discuss the method of excursions as a form of teaching with clear applicability.

Content

The module covers the development of modern, urban society. Cities as a form of settlement and their development are discussed, as well as the development of cultural landscapes. Issues concerning populations and urbanisation in relation to sustainable development are central parts. The module problematises the fast global process of urbanisation with growing cities and the impact this has on the development of society. The module demonstrates and discusses the method of excursions as a form of teaching with clear applicability.

Module 7 The geography of the developing world 7.5 credits

Objectives

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

- account for basic concepts in development theory,
- explain the impact of colonialism on global interdependence,
- compare the developing world to the developed world regarding population development, urbanisation, the development of rural areas and migration,
- discuss and reflect on an aspect within the subject area of developing countries, in the form of a group project.

Content

The module discusses the ways in which a changing world contributes to an understanding of people's different living conditions. A spatial awareness is developed through comparisons of places and regions. The students develop their knowledge of how unequal geographical development, including the development of so called developing countries, can be understood in the light of societal changes such as colonialism and globalisation. These changes are discussed in relation to allocation of resources, exploitation of resources and environmental impact. On the basis of the curriculum and syllabus of the subject of geography, a group project working with some aspect of the subject area of developing countries is planned.

Module 8 Geomorphology and vulnerable areas 7.5 credits

Objectives

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

- in general terms account for geomorphological and hydrometeorological processes related to natural disasters or accidents,
- discuss conflicts of interest concerning land and water from the perspective of sustainability,
- analyse natural risks of human activities,
- discuss and analyse central geographical concepts and phenomena,
- identify and formulate subject-didactic issues.

Content

The module includes an introduction to geomorphology, vulnerable areas and natural risks such as earthquakes, droughts, landslides and floods. Central geographical concepts and phenomena are discussed and analysed. Subject-didactic issues are identified and formulated.

Module 9 The economic and political landscape 7.5 credits

Objectives

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

- account for central concepts relevant to economic and political processes of globalisation,
- account for and explain the connections between global and local economic and political processes,
- discuss and reflect on some current issues in society and research concerning globalisation,
- problematise the teaching of geography in upper secondary school through field studies in schools, focusing on aspects concerning grading and assessment.

Content

The module focuses on the development of the economic and political landscape from pre-capitalist societies to today's international and globalised economy. Globalisation is not seen solely as an economic process, but is also connected to political and cultural phenomena. The module identifies important forces behind this development and its consequences for people in different parts of the urban world. Consequences of economic and cultural processes of globalisation are discussed. In terms of subject didactics, the module covers the selection of material in geography, on the basis of Gy 11. The teaching of geography is problematised through field studies in upper secondary schools, focusing on aspects concerning grading and assessment.

Module 10 Human impact on nature 7.5 credits

Objectives

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

- account for the human impact on the bedrock, earth, landscapes, the water cycle and the climate, as well as human exploitation of natural resources,
- problematise sustainable development from the perspective of exploitation of natural resources,
- use the knowledge and competence they have acquired to plan teaching in upper secondary school.

Content

In this module the students develop their knowledge of people's interplay with the natural environment, focusing on sustainable development. The course focuses on the human impact on vegetation, earth, water resources, the atmosphere and the climate, as well as geomorphological processes and landforms. Knowledge and competence acquired in the course as a whole is used to plan teaching in upper secondary school.

Module 11 Independent project with research methods 15 credits

Objectives

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

- independently formulate and define geographically relevant research questions in relation to relevant theories, methods and previous results,
- independently select, apply and critically evaluate appropriate theories and methods,
- systemically collect, select and critically evaluate material and sources,
- constructively and critically discuss their own and other students' texts,
- identify, apply and reflect on relevant research ethics and norms.

Content

The students practise their ability to independently plan, conduct and present a scientifically based, geographically relevant study by using geographical theories and methods. The students have the possibility to develop their knowledge in both human geography and the earth sciences. The study is presented in a paper. The students also practise communication by critically reviewing and commenting on other students' independent projects.

Type of Instruction

The course is completely distance-based and includes no meetings on campus. Teaching is delivered in the form of lectures, seminars, exercises, laboratory sessions and supervision.

The teaching is carried out on the online learning platform MyMoodle, and some teaching might be carried out through Adobe Connect. Students must have access to a computer (PC or Mac) no more than three years old, and broadband or ADSL of at least 2 MB, as well as a web camera and a USB headset with a built-in microphone. Some parts of the teaching will be recorded for the students.

Examination

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

The modules are examined through written assignments. Assessment of the students' performance is usually provided in written form, in connection to each module. In order to receive the grade of Pass, the intended learning outcomes must be achieved. In order to receive the grade of Pass with Distinction, the student must have received the grade of Pass with Distinction on at least 45 credits. For students who do not pass the first examination, retake examinations are provided in accordance with local regulations at Linnaeus University.

Course Evaluation

At the end of the course, a course evaluation is conducted and compiled into a report, which is made available to students. The report is presented to departmental bodies and the program advisory board concerned, and is archived by the department responsible for the course.

Other

Validation is offered to enable credit transfer from previous studies.

Required Reading and Additional Study Material

Links to digital resources are available on the learning platform.

Didactic literature for all modules

Møller, Jens Peter, (2003): *Geografididaktik. Perspektiv och exempel*. Stockholm: Liber. ISBN: 914705140X. 120 p.

Skolverket: *Läroplan för gymnasieskolan, Gy 2011*. skolverket.se. 204 p.

Current research within geography didactics (article compendium) ca. 500 p.

Module 1 Global water use and food production 7.5 credits

Comprehensive Assessment of Water Management in Agriculture (2007): *Water for Food, Water for Life: A Comprehensive Assessment of Water Management in Agriculture*. London: Earthscan, and Colombo: International Water Management Institute. Swedish summary. Digital resource. 48 p.

Daniels, Peter, Bradshaw, Michael, Shaw, Denis & Sidaway, James. (2012). *An introduction to human geography: Issues for the 21st century*. 3rd edition. Harlow: Pearson Education. ISBN: 9780273740704. Chapters. 7 and 15, ca 40 p.

Jägerskog, A., Clausen, T.J. (eds.), (2012): *Feeding a Thirsty World – Challenges and Opportunities for a Water and Food Secure Future*. Report Nr. 31. SIWI. Digital resource. 52 p.

Jägerskog, A., Clausen, T. J., Holmgren, T., Lexen, K., (eds.), (2014): *Energy and Water: The Vital Link for a Sustainable Future*. Report Nr. 33. SIWI. Digital resource, 64 p.

Lundqvist, J., de Fraiture, C., Molden, D. (2008): *Saving Water: From Field to Fork – Curbing Losses and Wastage in the Food Chain*. SIWI Policy Brief. SIWI. Digital resource, 36 p.

Nellemann, C., MacDevette, M., Manders, T., Eickhout, B., Svihus, B., Prins, A. G., Kaltenborn, B. P. (Eds), (2009): *The environmental food crisis – The environment's role in averting future food crises. A UNEP rapid response assessment*. United Nations Environment Programme, GRID-Arendal, www.grida.no. ISBN: 978827701

0540. 104 p.

SIWI-IWMI (2004): *Water – More Nutrition Per Drop*. Stockholm International Water Institute. Digital resource, 36 p.

United Nations Development Programme (UNDP), (2006): *Beyond scarcity: Power, poverty and the global water crisis*. Human Development Report. ISBN 0230 50058-7. Swedish summary. Digital resource, 68 p.

Compendia provided by the department. Texts about water and food relevant to the module: extracts from literature and reports and articles, ca 350 p.

Module 2 Meteorology, climate and climate change, 7.5 credits

Andréasson, Per-Gunnar (ed): *Geobiosfären, en introduktion*. Lund: Studentlitteratur. The latest edition. 300 p.

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

Additional literature chosen in consultation with the teacher. ca. 200 p.

Module 3 Communications and sustainable development, 7.5 credits

Rodrigue JeanPaul, Comtois, Claude and Slack, Brian. (2013). *The Geography of Transport Systems*. (3 ed.), Abingdon: Routledge. ISBN 9780415822541. 416 p.

Thulin, Eva and Vilhelmson, Bertil (2010): *The Internet, Mobile Phones and the Geography of Everyday Life*. In: Hermelin, Brita & Jansson, Ulf (eds) *Placing Human Geography: Sweden through Time and Space*. Ymer (årsbok). The Swedish Society for Anthropology and Geography. Stockholm. pp. 277-309.

Compendia provided by the department. Texts about communications and sustainable development relevant to the module: extracts from literature and reports and articles, ca 350 p.

Module 4, Conceptions of the world, maps and GIS, 7.5 credits

Gren, Martin and Per-Olof Hallin (2003): *Kulturgeografi: en ämnesteoritisk introduktion*. Malmö: Liber. ISBN: 9147065044. ca. 200 p.

Hall, Ola; Alm, Göran; Ene, Stefan; Jansson, Ulf: *Introduktion till kartografi och geografisk information*. Studentlitteratur. Latest edition. ca. 200 p.

Additional literature chosen in consultation with the teacher. ca. 200 p.

Module 5 Independent project, 7.5 credits

Björklund, Maria and Paulsson, Ulf (2003): *Seminarieboken: att skriva, presentera och opponera*. Lund: Studentlitteratur. ISBN: 914404125X. 138 p.

Trost, J. (2008): *Att skriva uppsats med akribi*. 3rd [revised] edition. Lund, Studentlitteratur. ISBN: 9789144053400. 88 p.

Module 6 Cities, population and cultural landscapes, 7.5 credits

Daniels, P., Bradshaw, M., Shaw, D. & Sidaway, J. (2012): *An introduction to human geography: Issues for the 21st century*. (3rd ed.). Harlow: Pearson Education. ISBN: 9780273740704. Chapters. 4-5, 9-11. ca 100 p.

Jansson, U & Wästfelt, A. (2010): *Rural Landscape Changes from a Longterm Perspective: Farming, Policy, Economy and Society from 1750 to Today*. In: Hermelin, B. & Jansson, U. (eds) *Placing Human Geography: Sweden through Time and Space*. Ymer (årsbok). The Swedish Society for Anthropology and Geography. Stockholm. pp. 113-141.

Malmberg, B (2010): *Population and Development in Sweden 1750–2000*. In: Hermelin, B. & Jansson, U. (eds.). *Placing Human Geography: Sweden through Time and Space*. Ymer (årsbok). The Swedish Society for Anthropology and Geography. Stockholm. pp. 143-161.

Müller, D. (2010): *Second Homes in Sweden: Between common Heritage and Exclusive Commodity*. In: Hermelin, B. & Jansson, U. (eds.). *Placing Human Geography: Sweden through Time and Space*. Ymer (årsbok). The Swedish Society for Anthropology and Geography. Stockholm. pp. 185-207.

Öhman, Jan (2010): *The Swedish City System: Spaces of Competition 1800–2005*. In: Hermelin, B. & Jansson, U. (eds) *Placing Human Geography: Sweden through Time and Space*. Ymer (årsbok). The Swedish Society for Anthropology and Geography. Stockholm. pp.163-184.

Compendia provided by the department. Texts about cities, population and cultural landscapes relevant to the module: extracts from literature and reports and articles, ca 600 p.

Module 7 The geography of the developing world, 7.5 credits

Williams, Glyn; Meth, Paula & Willis Kate. *Geographies of Developing Areas: The Global South in a changing world*. Senaste upplagan. London: Routledge. (ca 410 p)

Compendia provided by the department. Texts about the geography of the developing world relevant to the module: extracts from literature and reports and articles, ca 650 p.

Module 8 Geomorphology and vulnerable areas, 7.5 credits

Andréasson, Per-Gunnar (ed): *Geobiosfären, en introduktion*. Lund: Studentlitteratur. The latest edition. 300 p.

Additional literature chosen in consultation with the teacher. ca. 300 p.

Module 9 The economic and political landscape 7.5 credits

Daniels, P., Bradshaw, M., Shaw, D. & Sidaway, J. (2012): *An introduction to human geography: Issues for the 21st century*. 3rd edition. Harlow: Pearson Education. ISBN: 9780273740704. Chapters. 2-3, 7-8, 13-14, 16-18, 20-23. ca 270 p.

Hermelin, Brita (2010): *The spaces of Economies of Services*. In: Hermelin, B. & Jansson, U. (eds) *Placing Human Geography: Sweden through Time and Space*. Ymer (årsbok). The Swedish Society for Anthropology and Geography. Stockholm. pp. 251-275.

Lundmark, Mats (2010): *Industrial Development in Sweden: Patterns of Location, Internationalization and Knowledge Production*. In: Hermelin, B. & Jansson, U. (eds.). *Placing Human Geography: Sweden through Time and Space*. Ymer (årsbok). The Swedish Society for Anthropology and Geography. Stockholm. pp. 223-250.

Compendia provided by the department. Texts about the economic and political landscape relevant to the module: extracts from literature and reports and articles, ca 450 p.

Module 10 Human impact on nature, 7.5 credits

Andréasson, Per-Gunnar (ed): *Geobiosfären, en introduktion*. Lund: Studentlitteratur. The latest edition. 300 p.

Goudie, A.: *The human impact on the natural environment*. Blackwell, the latest edition, ca. 300 p.

Additional literature chosen in consultation with the teacher (texts relevant to the module: extracts from literature and reports and articles) ca. 200 p.

Module 11 Independent project with research methods 15 credits

Björklund, Maria and Paulsson, Ulf (2003): *Seminarieboken: att skriva, presentera och opponera*. Lund, Studentlitteratur. ISBN: 914404125X. 138 p.

Gomez, Basil and Jones, John Paul III (eds.) (2010). *Research Methods in Geography: A Critical Introduction*. WileyBlackwell. ISBN: 9781405107112. 480 p.

Trost, Jan (2008): *Att skriva uppsats med akribi*. 3rd [revised] edition. Lund: Studentlitteratur. ISBN: 9789144053400. 88 p.