



Course syllabus

Faculty of Arts and Humanities

Department of Cultural Sciences

2GG4EU Geografi för lärare i gymnasiet, 1-90 hp. Ingår i
Läraryftet, 90 högskolepoäng

2GG4EU Geography for Teachers, 1-90 credits, 90 credits

Main field of study

Geography

Subject Group

Earth Sciences

Level of classification

First Level

Progression

G1N

Date of Ratification

Approved by Faculty of Arts and Humanities 2022-12-14

The course syllabus is valid from autumn semester 2023

Prerequisites

Qualifying degree in education. Upon application, the form "Huvudmannens Godkännande" should also be included.

Objectives

Module 1: Global water use, food production and sustainable development, 7.5 credits

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

- describe human exploitation of resources in connection with food production and its environmental impact
- problematise global food production relative to sustainable water use
- analyse global food production and its impact on the environment
- assess how sustainable development is promoted from ecological, social, and economic points of view
- describe in general terms the content and development of geography as a subject, including its development as a school subject
- identify geographical perspectives and use parts that will strengthen the applicability of teaching
- identify and formulate subject-didactic questions that relate to the areas covered

by the course.

Module 2: Meteorology, climate, and the planetary climate emergency, 7.5 credits

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

- present basic meteorology including fundamental parameters and their impact on the weather, as well as vulnerability linked to weather events
- explain the meteorological bases for different climatic regions on Earth and explain natural and anthropogenic reasons for climate change
- analyse emissions scenarios and climate models and discuss strategies for climate change adaptation and for decreasing emissions
- discuss current policy documents in relation to the subject of geography
- problematise the teaching of geography in upper secondary school based on field studies in schools, focusing on aspects of grading and assessment in accordance with the current curriculum for upper secondary school
- apply didactic theories and learning processes and evaluate policy documents.

Module 3: Cities, population, and cultural landscapes, 7.5 credits

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

- describe the way in which processes of industrialisation, urbanisation, and globalisation have affected and still affect settlement patterns and cultural landscapes
- problematise societal processes of change and demographic development in relation to the use of resources and conflicts of interest
- discuss how pupils in need of extra support are approached
- describe demographic development and migration, also from the perspectives of new arrivals and different genders
- raise awareness about an inclusive approach to new arrivals and their cultural background
- present an overview of didactic models for teaching geography
- apply the excursion method as a form of teaching with clear applicability.

Module 4: Cartography and geographic information systems (GIS), 7.5 credits

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

- present the basics of cartography and remote sensing
- define central concepts in GIS
- explain the structure of a GIS, and use simple kinds of GIS
- identify possibilities with using GIS and remote sensing in teaching in secondary school
- discuss forms of teaching and subject content of geography and GIS, in terms of subject didactics, based on current policy documents
- discuss generic skills and competencies in relation to the subject of geography
- use acquired knowledge and skills to plan teaching in upper secondary school.

Module 5: Geology and geomorphology, 7.5 credits

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

- present an overview of endogenous processes and vulnerabilities associated with these
- explain the geological background and evolution of the natural landscape
- explain the exogenous – i.e., the geomorphological – processes that shape and

- reshape the natural landscape as a result of ice, wind, water, waves, and gravitation, and vulnerabilities arising from these processes
- discuss geological natural resources in terms of sustainable development
- present material selected for teaching in upper secondary school, based on the current curriculum
- use the excursion method as a form of applied teaching.

Module 6: Independent project, 7.5 credits

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

- formulate a research problem relevant to human geography and physical geography, with a certain degree of independence
- identify and apply appropriate theories, methods for collecting data, and analytical methods in relation to their research problem, with a certain degree of independence
- retrieve, process, and present geographical information
- use established methods for academic writing
- interpret signs of progression at different levels of knowledge in the subject of geography
- include didactic perspectives in their writing.

Module 7: Development geography, 7.5 credits

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

- explain the conditions and possibilities for people in today's Global South
- explain the basics of development theoretical concepts and traditions
- explain global relationships of power and dependence
- compare population development, urbanisation, the development of rural areas, provision, and migration
- discuss and reflect on an area within the subject area of the global south, in the form of a group project.

Module 8: Geography and vulnerability, 7.5 credits

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

- present and briefly explain geological, geomorphological, and hydrometeorological processes related to natural disasters or accidents, and analyse natural risks for human activities
- discuss conflicts of interest concerning land and water from the perspective of sustainability
- present risks and threats related to modern society's specialisation in the supply of technology, energy, and goods, and discuss how such risks and threats can be prevented and approached
- process and analyse central geographical concepts and phenomena
- identify and formulate subject-didactic issues on the basis of the content of the module, focusing on natural disasters/natural accidents
- construct a limited geographic field of work on the basis of fiction.

Module 9: The economic and political landscape, 7.5 credits

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

- present central concepts relevant to economic and political processes of globalisation

- present and explain the connections between global and local economic and political processes
- analyse and exemplify the reasons for, and consequences of, globalisation as regards economic aspects at local and regional levels
- study the industry and businesses as environmental actors in a global economy, and the influence of global economy on local society
- discuss and reflect on some current issues in society and research concerning globalisation
- problematise and reflect on the teaching of geography in upper secondary school through field studies in schools, including self-reflection.

Module 10: Human impact on nature, 7.5 credits

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

- describe human impact on the bedrock, soil, 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
- conduct an academic study.

Module 11: Independent project with research methods, 15 credits

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

- independently formulate and operationalise a geographically relevant research question in relation to relevant theories, methods, and previous results
- independently choose, apply, and critically evaluate appropriate theories and methods
- systemically collect, choose, and critically evaluate material and sources
- constructively and critically discuss their own and other students' texts
- identify, apply, and reflect on relevant research ethical norms
- include didactic perspectives in their writing.

Content

The course includes the following 11 modules:

Module 1 Global water use, food production and sustainable development 7.5 credits

This module provides basic knowledge of how human supply and trade patterns have changed over time. Global production and consumption patterns and their impact on the environment are discussed. The students assess the promotion of sustainable development from ecological, social, and economic perspectives. The module focuses on issues to do with access to, and use of, renewable and non-renewable natural resources and their impact on the environment. By studying conflicts of interest regarding natural resources and resource exploitation – primarily those linked to food supply and water use – the students are presented with explanatory factors for understanding global correlations. The module provides an overview of the content and development of the subject of geography. In this, the focus lies on identifying and formulating subject-didactic questions relative to the areas covered by the course. The module also identifies geographical perspectives and elements that will strengthen the applicability of geography teaching.

Module 2 Meteorology, climate and climate change 7.5 credits

This module provides basic knowledge of meteorology, the climate, and climate change. It discusses the consequences of climate change for man and nature during the

Anthropocene. The module also discusses emissions scenarios, climate models, and strategies for climate change adaptation and for decreasing emissions. Vulnerabilities and sustainable development are discussed in relation to the content of the module. Current policy documents for compulsory school are introduced and discussed in relation to the subject of geography. Grading and assessment are discussed and analysed based on constructed assignments/exams based on excursions in school.

Module 3 Cities, population and cultural landscapes 7.5 credits

This module provides knowledge about measures taken to promote sustainable development from ecological, social, and economic points of view. Living conditions in different parts of the world are discussed, focusing on the development of cities and cultural landscapes. Consequences of changes in demographic distribution, demographic development, and migration are discussed and analysed. Correlations between economic and social standard of living and factors such as demographics, equality, education, and natural resources are elucidated. Migration is furthermore discussed from the points of view of new arrivals and different genders, with particular emphasis on an inclusive approach. Starting out from geographical concepts and phenomena, the excursion method as a form of applied teaching is discussed and implemented. Didactic models for teaching geography are analysed and assessed. The module furthermore discusses an inclusive approach to new arrivals and their cultural background, as well as how pupils in need of extra support are – and should be – approached.

Module 4 Cartography and geographical information systems (GIS) 7.5 credits

This module discusses basic aspects of cartography and remote sensing, as well as geographic information systems (GIS) and simple methods of analysis in GIS. The structure of analogue and digital maps, and different types of map projection and their characteristics are also discussed. In addition to this, the module covers a number of geographical skills that can be linked to more general generic skills relative to the subject of geography. The module is intended to develop these skills in a way that they may be applied to other situations, outside the school context.

Module 5 Geology and geomorphology 7.5 credits

This module provides basic knowledge of the evolution of the natural landscape through endogenous and exogenous processes. The focus lies on Nordic conditions as regards bedrock, types of soil, and types of terrain formed through glaciation and ice melting. Fundamental insights about the development of different landforms and the exogenous/geomorphological processes that have created and recreated them are presented, and geological natural resources and vulnerabilities associated with the different processes in the form of, for instance, volcanism, earthquakes, floods, and landslides, are discussed. Perspectives that promote the applicability of teaching outside the classroom are processed. From a subject-didactic point of view, the module discusses ways of teaching geography based on current policy documents. The excursion method is presented, discussed, and processed as a form of applied teaching.

Module 6 Independent project 7.5 credits

In this module, the student writes an in-depth paper on a geographical topic of their own choice, focusing on spatial perspectives and using geographical theories, sources and methods. The student is given the opportunity to deepen their knowledge of human as well as physical geography, with a mandatory didactic perspective. The work with the paper is intended to provide knowledge of geographical conditions, patterns, processes, and sustainability issues. The student chooses a geographical research problem in consultation with their supervisor. The module also includes a didactic

examination, focusing on interpretation of signs of progression.

Module 7 The geography of the developing world 7.5 credits

This module provides in-depth insight into the development of the Global South, and its characteristics and position in the world. The focus lies on urban and rural environments, global relationships of dependence, development theories, and issues to do with gender, resources, and the environment. Concepts such as livelihoods, welfare, health, gender, and development are reviewed based on different theoretical approaches and using case studies. An area of study focusing on third-world countries is planned in the form of group work, based on the curriculum and syllabus for the subject of geography.

Module 8 Geography and vulnerability 7.5 credits

This module discusses vulnerable areas and natural risks associated with geological, geomorphological, and hydrometeorological processes, such as earthquakes, droughts, landslides, and floods. Risks and threats in modern society are analysed on the basis of aspects such as the supply of energy and goods. Central geographical concepts and phenomena are discussed and analysed. Subject-didactic issues are identified and formulated on the basis of the content of the course, focusing on natural disasters/natural accidents. On the basis of a work of fiction of their own choice, the student formulates a didactic plan for a limited geographic field.

Module 9 The economic and political landscape 7.5 credits

This 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 a selection of material in geography, based on the current curriculum for upper secondary school. The teaching of geography is problematised through field studies in upper secondary schools; in the form of reflections on the student's own teaching, focusing on active teaching; or in the form of an interview with a geography teacher.

Module 10 7.5 credits

In this module the students develop their knowledge of people's interplay with the natural environment, focusing on sustainable development and the planetary climate emergency. Special focus lies on human impact on vegetation, soils, hydrology, the atmosphere, the climate, and geomorphological processes. The students practise their abilities to plan, conduct, and present an academic study.

Module 11 Independent project with research methods 7.5 credits

The students practise their ability to independently plan, conduct, and present a scientific, geographically relevant study using geographical theories and methods. The students have the opportunity to develop their knowledge of human or physical geography. 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, exercises, laboratory sessions, and supervision. 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 hand-in assignments. Assessment of the students' performance is provided in written form, in connection to each module. Performance is assessed with the grades Fail, Pass, or 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 whole course, the student must have received this grade for at least 52,5 credits.

Repeat 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 give a customised exam or to have the student conduct the exam in an alternative way.

Course Evaluation

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

- Jones, Mark och David Lambert: *Debates in geography education*. Abingdon, Oxon, Routledge. The latest edition. 312 pages.
- Sanderoth, Ingrid: *Plats, identitet, lärande: närområdesstudier i skolan*. Studentlitteratur, Lund. The latest edition. 267 pages.
- Skolverket: Läroplan för gymnasieskolan, Gy 2011. skolverket.se. Digital resource. 204 p.
- Current research in the field of geography didactics (digital resource, provided on the course learning platform) ca 500 pages.

Module 1 Global water use, food production and sustainable development, 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, provided on the course learning platform. 48 pages.
- Daniels, Peter, Bradshaw, Michael, Shaw, Denis & James Sidaway. (2012). *An introduction to human geography: Issues for the 21st century*. 3rd edition. Harlow: Pearson Education. ISBN: 9780273740704. Chapters 7 and 15, ca 40 pages.
- Jägerskog, Anders och Jonch T. Clausen (eds.), (2012): *Feeding a Thirsty World*

- *Challenges and Opportunities for a Water and Food Secure Future*. Report Nr. 31. SIWI. Digital resource, provided on the course learning platform. 52 pages.
- Jägerskog, Anders, Clausen, T. Jonch, Holmgren, T., Lexen, K., (eds.), (2014): *Energy and Water: The Vital Link for a Sustainable Future*. Report Nr. 33. SIWI. Digital resource, provided on the course learning platform, 64 pages.
- 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, provided on the course learning platform, 36 pages.
- Nellemann, Christian, MacDevette, Monika, Manders, Ton, Eickhout, Bas, Svihus, Birger, 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: 9788277010540. 104 pages.
- SIWI-IWMI (2004): *Water – More Nutrition Per Drop*. Stockholm International Water Institute. Digital resource, provided on the course learning platform, 36 pages.
- United Nations Development Programme (UNDP), (2006): *Beyond scarcity: Power, poverty and the global water crisis*. Human Development Report. ISBN 0230500587. Swedish summary. Digital resource, provided on the course learning platform, 68 pages.
- Texts about water and food relevant to the module: excerpts from literature and reports and journal articles. Digital links provided on the course learning platform. Ca 350 pages.

Module 2 Meteorology, climate, and the planetary climate emergency, 7.5 credits

- Andréasson, Per-Gunnar (ed): *Geobiosfären, en introduktion*. Lund: Studentlitteratur. The latest edition. 300 pages.
- Bogren, Jörgen; Gustavsson, Torbjörn; Loman Göran: *Klimatförändringar. Naturliga och antropogena orsaker*. Studentlitteratur. The latest edition. 270 pages.
- Additional literature chosen in consultation with the teacher. Ca 200 pages.

Module 3 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 and 9–11. ca 100 pages.
- Jansson, Ulf & Anders Wästfelt. (2010): Rural Landscape Changes from a Longterm Perspective: Farming, Policy, Economy and Society from 1750 to Today. In: Hermelin, Brita and Ulf Jansson (eds) *Placing Human Geography: Sweden through Time and Space*. Ymer (årsbok). The Swedish Society for Anthropology and Geography. Stockholm. Digital resource, provided on the course learning platform, pages 113–141.
- Malmberg, Bo (2010): Population and Development in Sweden 1750–2000. In: Hermelin, Brita and Ulf Jansson (eds). *Placing Human Geography: Sweden through Time and Space*. Ymer (årsbok). The Swedish Society for Anthropology and Geography. Stockholm. Digital resource, provided on the course learning platform, pp. 143–161.
- Öhman, Jan (2010): The Swedish City System: Spaces of Competition 1800–2005. In: Hermelin, Brita and Ulf Jansson (eds) *Placing Human Geography: Sweden through Time and Space*. Ymer (årsbok). The Swedish Society for Anthropology and Geography. Stockholm. Digital resource, provided

on the course learning platform, pages 163–184.

- Texts about cities, population, and cultural landscapes relevant to the module: excerpts from literature and reports and journal articles. Provided on the course learning platform. Ca 600 pages.

Module 4, Cartography and geographic information systems (GIS), 7.5 credits

- Hall, Ola; Alm, Göran; Ene, Stefan; Jansson, Ulf: *Introduktion till kartografi och geografisk information*. Studentlitteratur. The latest edition. ca 200 pages.
- Additional literature chosen in consultation with the teacher. Ca 300 pages.

Module 5, Geology and geomorphology, 7,5 credits

- Andréasson, Per-Gunnar (ed): *Geobiosfären, en introduktion*. Lund: Studentlitteratur. The latest edition. 300 pages.
- Texts relevant to the module: excerpts from literature and reports and journal articles. Provided on the course learning platform. Ca 300 pages.
- Additional literature chosen in consultation with the teacher. Ca 200 pages.

Module 6 Independent project, 7.5 credits

- Björklund, Maria and Paulsson, Ulf: *Seminarieboken: att skriva, presentera och opponera*. Lund: Studentlitteratur. The latest edition. 147 pages.
- Trost, Jan and Ulla Hellström Muhli. *Att skriva uppsats med akribi*. The latest edition. Lund, Studentlitteratur. 96 pages.
- Other texts relevant to the module, chosen in consultation with the teacher: excerpts from literature and reports and journal articles.

Module 7: Development geography, 7.5 credits

- Potter, Robert; Binns, Tony; Elliot, Jennifer A.; Nel, Etienne; Smith, David W: *Geographies of Development: An introduction to Development Studies*. Oxford: Routledge. The latest edition, ca 610 pages.
- Momsen, Janet: *Gender and Development*. London: Routledge. The latest edition, ca 323 pages. Research articles on development issues and third-world countries. Digital links provided on the course learning platform. Ca 250 pages.

Module 8: Geography and vulnerability, 7.5 credits

- Andréasson, Per-Gunnar (red): *Geobiosfären, en introduktion*. Lund: Studentlitteratur. The latest edition. 300 pages.
- Goudie, Andrew: *The human impact on the natural environment*. Blackwell. The latest edition, ca 300 pages.
- Other texts relevant to the module, chosen in consultation with the teacher: excerpts from literature and reports and journal articles. Ca 400 pages.

Module 9: The economic and political landscape, 7.5 credits

- 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 2–3, 7–8, 13–14, 16–18, 20–23. Ca 270 pages.
- Hermelin, Brita (2010): The spaces of Economies of Services. In: Hermelin, B. & Jansson, U. (eds) *Placing Human Geography: Sweden through Time and*

Space. Ymer (yearbook). Svenska sällskapet för antropologi och geografi. 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 (yearbook). Svenska sällskapet för antropologi och geografi. Stockholm. Pp. 223–250.
- Texts about the economic and political landscape of relevance to the module: excerpts from literature and reports and journal articles. Digital links provided on the course learning platform. Ca 450 pages

Module 10: Human impact on nature, 7.5 credits

- Andréasson, Per-Gunnar (ed): *Geobiosfären, en introduktion*. Lund: Studentlitteratur. The latest edition. 300 pages.
- Bogren, Jörgen; Gustavsson, Torbjörn; Loman, Göran: *Klimatförändringar. Naturliga och antropogena orsaker*. Studentlitteratur. The latest edition. 270 pages.
- Goudie, Andrew: *The human impact on the natural environment*. Blackwell. The latest edition, ca 300 pages.
- Other texts of relevance to the module: excerpts from literature and reports and journal articles (chosen in consultation with the teacher) Ca 200 pages.

Module 11: Independent project with research methods, 15 credits

- Björklund, Maria och Paulsson, Ulf (2003): *Seminariet boken: att skriva, presentera och opponera*. Lund, Studentlitteratur. ISBN: 914404125X. 138 pages.
- Gomez, Basil & Jones, John Paul III (eds.) (2010): *Research Methods in Geography: A Critical Introduction*. WileyBlackwell. ISBN: 9781405107112. 480 pages.
- Trost, Jan (2008): *Att skriva uppsats med akribi*. 3rd (rev.) ed. Lund: Studentlitteratur. ISBN: 9789144053400. 88 pages.
- Other texts of relevance to the module: excerpts from literature and reports and journal articles (chosen in consultation with the teacher).