



Course syllabus

Faculty of Arts and Humanities

Department of Cultural Sciences

2GG90E Geografi för lärare i gymnasiet, 1-90 hp, 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 2019-06-18

The course syllabus is valid from spring semester 2020

Prerequisites

Degree in education for upper secondary school or municipal adult education without formal qualifications in the subject, or accepted to a teacher training programme for upper secondary school, or degree in education for lower secondary school with the goal to obtain qualification in geography for upper secondary school.

Objectives

General subject-didactic objectives

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

- 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 programme,
- identify geographical perspectives,
- identify and apply aspects which strengthen the applicability of the teaching,
- in general terms account for didactic models used in the teaching of geography,
- apply didactic theories and learning processes and evaluate policy documents,
- use the knowledge and competence they have acquired to plan teaching in upper secondary school,
- include didactic perspectives in their writing,
- problematise the teaching of geography in upper secondary school through field studies in schools, focusing on aspects concerning grading and assessment.
- discuss forms of teaching used in geography, on the basis of current policy documents and subject didactics,
- demonstrate an awareness of an inclusive approach to new arrivals and their

- cultural background,
- demonstrate an awareness of the treatment of pupils in need of extra support,
- discuss and reflect on an subject in the form of a group project,
- discuss and analyse central geographical concepts and phenomena,
- construct a limited geographic field of work on the basis of fiction,
- problematise and reflect on the teaching of geography in upper secondary school through field studies in schools.

Module 1 Global water use and food production 7.5 credits

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

- in general terms problematise the world's food production in relation to sustainable water use,
- discuss 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,
- 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 programme,
- account for geographical perspectives which strengthen the applicability of the teaching.

Module 2 Meteorology, climate and climate change, 7.5 credits

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

- account for basic meteorology including fundamental parameters and their impact on the weather,
- explain the meteorological bases for different climatic regions on Earth and explain natural and anthropogenic reasons for climate change,
- in general terms account for emissions scenarios and climate models,
- discuss strategies and models for climate change adaptation and for decreasing emissions,
- discuss current policy documents in relation to geography,
- problematise the teaching of geography in upper secondary school through field studies in schools, focusing on aspects concerning grading and assessment.
- use the knowledge and competence they have acquired to plan teaching in upper secondary school.

Module 3 Communications and sustainable development 7.5 credits

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

- analyse 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,
- analyse division of labour, transnational companies, industrial districts, transports and communication from the perspective of geography,
- exemplify the phenomenon of time geography in their own case study,
- apply didactic theories and learning processes and evaluate policy documents,
- in general terms account for didactic models used in the teaching of geography,
- apply the method of field studies as a form of applicable teaching, by using geographical concepts.

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

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

- account for different ways to view, map and represent the world,
- account for the structure of a Geographic Information System (GIS) and define central concepts in GIS,
- account for the use of simple forms of geographic information systems,
- identify the possibilities of GIS and remote sensing in teaching in upper secondary school,
- discuss forms and content of teaching used in geography, on the basis of current policy documents and subject didactics,
- analyse generic skills and competences.

Module 5 Cities, population and cultural landscapes, 7.5 credits

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

- account for the way 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,
- problematise population development in relation to resource use and conflicts of interest stemming from this,
- demonstrate an awareness of the treatment of pupils in need of extra support,
- account for population development and migration from the perspectives of new arrivals,
- demonstrate an awareness of an inclusive approach to new arrivals and their cultural background,
- apply the method of excursions as a form of teaching with clear applicability.

Module 6 Independent project, 7.5 credits

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,
- analyse signs of progression at various levels of knowledge in the subject of geography,
- include didactic perspectives in their writing.

Module 7 The geography of the developing world 7.5 credits

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.

Module 8, Geomorphology and vulnerable areas, 7.5 credits

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, and analyse natural risks for human activities,
- discuss conflicts of interest concerning land and water from the perspective of sustainability,
- account for risks and threats related to modern society's specialisation in the supply of technology, energy and goods, and how such risks and threats can be prevented and managed,
- identify and formulate subject-didactic issues on the basis of the content of the course, focusing on natural disasters or 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:

- 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,
- analyse and exemplify the reason and consequences of globalisation concerning economic aspects at local and regional levels,
- study the industry and companies 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.

Module 10 Human impact on nature, 7.5 credits

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,
- identify and formulate subject-didactic problems on the basis of the content of the module,
- independently 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 define geographically relevant research questions 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 ethics and norms,
- include didactic perspectives in their writing.

Content

The course includes the following 11 modules:

Module 1 Global water use and food production 7.5 credits

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 also 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

This module includes an introduction to meteorology, climate and climate change and their consequences for people and the environment. The module discusses emission scenarios, climate models (GCM, General Circulation Models), and strategies for climate change adaptation and for decreasing emissions. Sustainable development is discussed in relation to the content of the module. Current policy documents are introduced and discussed in relation to geography. Grades and assessments are discussed on the basis of constructed assignments/tests based on field studies at schools.

Module 3 Communications and sustainable development 7.5 credits

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

The module focuses on different ways to view and represent the world through pictures, reports, maps and geographic information systems (GIS). Basic cartography is introduced, as well as basic methods for analysis in GIS. The module also discusses a number of skills in the subject of geography, in relation to generic skills and competences. The students develop these skills for use both in school and in other contexts.

Module 5 Cities, population and cultural landscapes 7.5 credits

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 connections between population development, access to resources, resource use, and conflicts of interest. Migration is also discussed from the perspectives of new arrivals as well as gender, focusing on an inclusive approach. The module problematises the fast global process of urbanisation with growing cities and the impact this has on the development of society. The module discusses perspectives which strengthen the applicability of teaching outside the classroom. In terms of subject didactics, the module covers forms of teaching used in geography, on the basis of current policy documents. The module demonstrates and discusses the method of excursions as a form of teaching with clear applicability.

Module 6 Independent project 7.5 credits

This module includes a project specialising in a geographic field of the student's own choice, and using theories, sources and methods in geography. 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, with a compulsory didactic perspective. Knowledge requirements in geography include evaluative language at different levels of knowledge in the subject. This includes expressions such as "basic knowledge of...", "good knowledge of..." etc. This module includes a didactic examination in the interpretation of these.

Module 7 The geography of the developing world 7.5 credits

This 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

The module includes an introduction to geomorphology, vulnerable areas and natural risks such as earthquakes, droughts, landslides and floods. Risks and threats in modern society are analysed in 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 or 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 the selection of material in geography, on the basis of Gy 11. The teaching of geography is problematised through field studies in upper secondary school in the form of reflections of the student's own teaching, focusing on active teaching, or through an interview with a geography teacher, with the same field-study focus.

Module 10 Human impact on nature 7.5 credits

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, hydrology, the atmosphere and the climate, as well as geomorphological processes and landforms. The students practise their abilities to plan, conduct and present an academic study.

Module 11 Independent project with research methods 15 credits

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 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. All teaching is web-based. 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. The students' performance is assessed in written form in connection to each module, with the grades Fail (U), Pass (G) or Pass with Distinction (VG). In order to receive the grade of Pass, the student

(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 when the course starts. In order to receive the grade of Pass with Distinction, the student must have received the grade of Pass with Distinction on at least 52.5 credits.

If the university has decided that a student has the right to special educational support due to a disability, the examiner may offer an adapted test or allow the student to conduct the test in an alternative form. For students who do not pass their first examinations, retake examinations are provided in accordance with Local regulations for courses and examinations at the first and second levels at Linnaeus University.

Course Evaluation

At the end of the course, a course evaluation is conducted. Results and analysis of the course evaluation are 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. The evaluation is anonymous.

Credit Overlap

The course cannot be included in a degree along with the following courses of which the content fully, or partly, corresponds to the content of this course: 2GG2EU, 90 credits

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

Lambert, D. & M. Jones.: *Debates in geography education*. Abingdon, Oxon, Routledge. The latest edition. 312 p.

Sanderoth, I.: *Plats, identitet, lärande: närområdesstudier i skolan*. Studentlitteratur, Lund. The latest edition. 267 p.

Skolverket: *Läroplan för gymnasieskolan, Gy 2011*. skolverket.se. Digital resource. 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. Chaps. 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: 978-82-7701-054-0. 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 0-230-50058-7. 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 978-0-415-82254-1. 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: 91-47-06504-4. ca 200 p.

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

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

Module 5 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. Chaps. 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 on cities, population and cultural landscapes relevant to the module: extracts from literature and reports, and articles, ca 600 p.

Module 6 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 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*. The latest edition. 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 is 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. Chaps. 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.

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