



Course syllabus

Faculty of Arts and Humanities
Department of Cultural Sciences

2HI6ÄE Historia III, för ämneslärare (inklusive självständigt arbete på grundnivå), 61-90 hp, 30 högskolepoäng

History III, for secondary school subject teachers, 61-90 hp, 30 credits

Main field of study

History

Subject

History

Level

First cycle

Progression

G2E

Date of Ratification

Approved 2023-11-08.

The course syllabus is valid from autumn semester 2024.

Prerequisites

52,5 credits in History I and II, including an independent project of at least 7.5 credits, or the equivalent.

Objectives

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

- problematise the teacher's role in relation to research in the field of history and the didactics of history
- assess subject-didactic approaches in relation to the educational levels that the course prepares for, based on current research
- independently evaluate and critically analyse historical texts from different

perspectives

- interpret and analyse contemporary society – its debates and conflicts – from a historical perspective
- critically analyse the position and function of the study of history in societal knowledge production
- apply historical research methodology
- assess and discuss previous research and different theories and methods in relation to a study of their own and to their own professional practice
- conduct an independent research task and present the results in the form of an independent project.

Module 1: History as a field of study and subject-didactic problematisation, specialisation course, 10 credits

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

- outline the key developments in the field of history
- critically discuss theoretical, methodological, and ethical issues in historical research and history teaching
- apply fundamental theories and methods of historical research in relation to historical sources and inquiries
- describe different types of historical sources and historical literature, and different ways to access them
- analyse and assess different historical interpretations and interests in relation to historical research, history teaching, and public debate
- independently formulate a historical research question and identify appropriate sources, theories, and methods to address it.

Module 2: Independent project, 15 credits

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

- critically reflect on, assess, and approach previous research and relevant theories and methods in relation to their own study and professional practice, with a high degree of independence
- identify and formulate research questions of relevance for further research within the subject area and for professional practice
- collect, evaluate, and process different types of source material and discuss research-ethical issues, with a high degree of independence
- methodically examine the chosen sources, analyse them, and present the results in a coherent and well-argued text
- discuss the didactic relevance of the studied subject
- defend their work with objective and relevant arguments
- review another student's work and provide constructive criticism.

Module 3: Thematic specialisation and subject-didactic problematisation, 5 credits

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

- present and analyse the historical roots of the theme and its contemporary relevance
- outline different interpretations of the theme within historical and history didactic research
- discuss how interpretations of the course theme are used in public debate, based

- on practical examples
- discuss the course theme in relation to history teaching
- present subject-didactic approaches in relation to the theme and examples of practical application.

Content

Module 1: History as a field of study and subject-didactic problematisation, specialisation course, 10 credits

In this module, theories and methods in the field of history are discussed. The development of the subject of history is discussed through concrete examples concerning, among other things, the professionalisation of the subject, source criticism, and the development of methods and theories. Through applied components, the ability to independently formulate a historical research question, identify and search for relevant sources and literature, and make academically grounded theoretical, methodological, and ethical choices is practiced.

Specialisations are grounded in a contemporary research field, where central historical themes are critically examined. In the specialisation module *Archives and the study of history*, research processes involved in archival research are analysed. The specialisation module *Interpretations and perspectives* addresses the question of how different historical understandings and interests affect the comprehension and presentation of a historical event. The specialisation module *The study of history and public debate* discusses an example from current research on how historical research influences public debate. In the specialisation module *Didactic problematisation*, history teaching is analysed based on both research and personal experiences and observations.

Module 2: Independent project, 15 credits

In this module, the student writes a research-based essay under supervision, but with a significant degree of independence, and presents it in a seminar. The student should also act as a peer-reviewer, and actively participate in discussions during seminars.

Module 3: Thematic specialisation and subject-didactic problematisation, 5 credits

This module discusses a historical theme that provides in-depth knowledge within the course's thematic scope and insights into current research findings and research issues. The module also includes subject-didactic problematisation, where the theme of the module is related to subject-didactic research and history teaching. Authentic or fictional cases from educational practice are used as a basis for discussions on how teaching segments could be implemented, focusing on methodology and subject didactics. Diversity and sustainability issues are explored from a subject perspective.

Professional, subject-didactic, and scholarly progression

In subject-didactic and practice-oriented components, the student explores both national and international history-didactic research and reflects on teaching practices based on research as well as their own observations and teaching during previous semesters in the subject.

The first module focuses on methodological and theoretical issues within historical research and prepares the student for the independent project in the second module. The topic chosen by the student for their independent project should be clearly linked to

their professional practice. The student defines and formulates a research question relevant for further research and for professional practice, and reflects on the didactic relevance and applicability of the studied topic. In the concluding module, the student relates a current theme to subject didactics, methodology, and history teaching.

Type of Instruction

Teaching is delivered in the form of lectures, group exercises, visits to archives, supervision, and seminars.

Examination

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

The course is assessed through the following examination elements:

- Method and theory, 5 credits, examined through a written exam (Fail, Pass, Pass with Distinction).
- Archives and the study of history, 1 credit, examined through a compulsory archive visit and oral seminar tasks (Fail, Pass).
- Interpretations and perspectives, 1.5 credits, examined through oral seminar tasks and a written assignment (Fail, Pass).
- The study of history and public debate, 1.5 credits, examined through oral seminar tasks and a written assignment (Fail, Pass).
- History as a research field – didactic problematisation, 1.5 credits, examined through oral seminar tasks and a written assignment (Fail, Pass).
- Independent project, 15 credits, examined through the writing of an independent paper, defence of the student's own project, peer-review of another student's project, and active participation in thesis seminars (Fail, Pass, Pass with Distinction).
- Thematic specialisation, 2 credits, examined through oral seminar tasks and a written assignment (Fail, Pass, Pass with Distinction).
- Thematic specialisation – didactic problematisation, 3 credits, examined through oral seminar tasks and written assignments (Fail, Pass, Pass with Distinction).

In order to receive a Pass, the student must meet the course objectives. Grading criteria for a Pass with Distinction will be provided in writing when the course starts. In order to receive a Pass with Distinction for the entire course, the student must have received this grade for at least 20 credits. Resit examination is offered in accordance with Linnaeus University's Local regulations for courses and examination at the first- and second-cycle levels. In the event that a student with a disability is entitled to special study support, the examiner will decide on adapted or alternative examination arrangements.

Course Evaluation

Course evaluation should be conducted during or shortly after the course. The results and analysis should be promptly communicated to those who have taken the course. Students participating in the next course instance should be informed of the results of the previous course evaluation and any improvements that have been made, no later than at the start of the course.

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:
2HIÄ02 History III - for upper secondary school teachers, 15 credits
2HIÄ06 History IV - for upper secondary teachers, 15 credits
2HIÄ2E History, Independent Project, First Cycle (Master of Arts in Secondary Education for Upper Secondary School) , 15 credits

Other Information

The course makes up the third semester of history studies within the teacher training programme for upper secondary school, LAIGY.

Required Reading and Additional Study Material

Module 1: History as a field of study and subject-didactic problematisation, specialisation course, 10 credits

Dackling, Martin, Nauman, Sari, *Teori i historisk praktik*, Lund: Studentlitteratur, the latest edition, 315 pp.

Gustavsson, Martin & Svanström, Yvonne (eds.), *Metod: guide för historiska studier*, Lund: Studentlitteratur, the latest edition. 317 pp.

Thurén, Torsten, *Sant eller falskt? : metoder i källkritik*, Stockholm: Krisberedskapsmyndigheten, the latest edition. Available online, 80 pp.

Literature for specialisations, approx. 600 pp.

Didactics

Harris, Richard, Burn, Katharine, Woolley, Mary, *The Guided Reader to Teaching and Learning History*, Routledge, the latest edition, 320 pp.

Current history-didactic research provided on the course learning platform. Approx. 200 pp.

Additional study material

Esaiasson, Peter, Gilljam, Mikael, Oscarsson, Henrik, Towns, Ann E. & Wängnerud, Lena, *Metodpraktikan: konsten att studera samhälle, individ och marknad*, the latest edition, Stockholm: Wolters Kluwer, 424 pp.

Florén, Anders & Dahlgren, Stellan, *Fråga det förflutna: en introduktion till den moderna historieforskningen*, Lund: Studentlitteratur, the latest edition, 323 pp.

Florén, Anders & Ågren, Henrik, *Historiska undersökningar: grunder i historisk teori, metod och framställningssätt*, Lund: Studentlitteratur, the latest edition, 178 pp.

Kjeldstadli, Knut, *Det förflutna är inte vad det en gång var*, Lund: Studentlitteratur, the latest edition. 308 pp.

Rienecker, Lotte & Stray Jørgensen, Peter, *Att skriva en bra uppsats*, Stockholm: Liber, the latest edition, 416 pp.

Module 2: Independent project, 15 credits

Material for the independent project is chosen in consultation with the supervisor (at least 1000 pp.)

Additional study material

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

Jarrick, Arne & Olle, Josephsson, *Från tanke till text. En språkhandbok för uppsatsskrivande studenter*, Studentlitteratur, the latest edition, 129 pp.

Svenska skrivregler. Published by svenska språknämnden, Liber, the latest edition, 263 pp.

Module 3: Thematic specialisation and subject-didactic problematisation, 5 credits

Litterature on the relevant theme, comprising approx. 800 pages, chosen in consultation with the teacher.

Current articles on history didactics, comprising approx. 200 pages.