



Course syllabus

Faculty of Social Sciences
Department of Political Science

2SH60Ä Samhällskunskap III, för ämneslärare, 30 högskolepoäng
Social Studies III, for secondary school subject teachers, 30 credits

Subject

Social Studies

Level

First cycle

Progression

G2F

Date of Ratification

Approved 2023-10-30.

Revised 2025-06-12. Revision of the reading list.

The course syllabus is valid from autumn semester 2025.

Objectives

Upon completion of the course, students should be able to:

- account for basic concepts and theoretical perspectives of national economy,
- relate concepts and perspectives of political science, sociology and national economy to the teaching subject social studies,
- problematise the teacher's assignment in relation to current research into the subject and the subject-specific didactics.

Module 1 Social politics and social problems, 7.5 credits

Upon completion of the module, students should be able to:

- describe the Swedish social politics and society's ways of handling social problems,
- analyse the origin of social problems,
- problematise how young people are affected by social problems,

- discuss and plan teaching strategies.

Module 2 Economics for upper secondary school teachers in social studies, 15 credits

Upon completion of the module, students should be able to:

- define basic concepts such as gross national product, inflation, unemployment and growth, as well as have an understanding of different concepts of equilibrium,
- account for the construction of national accounts and calculate the parts included,
- explain and discuss stabilisation policy aims, implementations and results,
- explain fundamental connections and mechanisms for long-term growth,
- explain and discuss the exchange market and its importance to an open economy,
- on the basis of economic theories, discuss an empirical phenomenon.

Module 3 The challenges of democracy for upper secondary school teachers in social studies, 7.5 credits

Upon completion of the module, students should be able to:

- account for a specific problem area within the field of political science; the normative democratic theory,
- evaluate and conduct critical reasoning on modern democracy in various perspectives,
- consider critically the importance of the role of different media to democracy, in particular digital media,
- make independent didactic considerations in relation to teaching in democracy within the subject social studies,
- critically examine the tradition and function of social studies as a subject, in school and in society,
- present well-founded didactic approaches to teaching in social studies in intercultural classrooms.

Content

The course consists of three modules: Social politics and social problems, 7.5 credits, Economics for upper secondary school teachers in social studies, 15 credits and Challenges of democracy to upper secondary school teachers in social studies, 7.5 credits.

Module 1 Social policy and social problems, 7.5 credits

The aim of the course is for students to acquire knowledge of the Swedish social policy, with the emphasis on various social problems, in particular social problems associated with young people. The course is aimed at imparting a problematising approach to the students and for them to develop skills in analysing the origin and traits of social problems, as well as how these problems are dealt with in school as well as in society. Special emphasis is placed on the role of the mass media in the construction of social problems, the situation of young people, and the importance of the welfare systems in relation to how social problems and social crises are dealt with.

Module 3 Economics for upper secondary school teachers in social studies, 15 credits

The course contains an introduction to macroeconomics and discusses Sweden's economic development, macroeconomic definitions and correlations, basic theories of growth, aggregated supply and demand, introduction into macroeconomic models and the fundamentals of fiscal policy. The course introduces and discusses money markets and monetary policy, monetary policy and fiscal policy, the interaction between monetary and fiscal policy, inflation, basic economic situation theories and exchange rates, and the open economy.

Module 3 The challenges of democracy for upper secondary school teachers in social studies, 7.5 credits

The course highlights various ways of analytically approaching the subject of democracy, and its issues and conditions in a globalised and digitalised world. The emphasis is placed on the principal positions within normative democratic theory and associated fundamental issues. Diversity issues are discussed in terms of equality and equal opportunities, justice and representation. As the basis of the course, democratic theory is linked to the exceptional position of social studies within the democratic education in school, and is the starting point of subject didactic considerations. The tradition and function of social studies are put in relation to the situation and conditions in the school of today. Special emphasis is placed on how modern media and communication flows influence democracy, society and school.

Professional, subject-specific didactic and scientific progression

The knowledge acquired through the courses Social Studies I and Social Studies II is made use of and enhanced in the course. The students deepen as well as broaden their scientific subject knowledge through new areas of content being introduced alongside integrating these by the use of exercises promoting subject didactic considerations. The theoretical awareness and the methodical skills acquired during the previous subject course make up the basis for further development of scientific approaches.

Module 3 contains a theoretical specialisation in political scientific democratic theory based on the students' subject knowledge base within all three disciplines of social studies. The study into social studies is thus deepened, adopting an increasingly problematising perspective. Special emphasis is placed on adopting an analytical approach to the course content as well as the possibility to relate this to the teaching profession in a fruitful manner, by for instance relating to experiences gained during the placement studies. By this method, the professional basis is founded in a context of subject as well as practical aspects in the school setting for the coming general educational studies.

Type of Instruction

Types of instruction include lectures, seminars and exercises.

Examination

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

In order to receive a grade of Pass in the course, the course objectives must be attained.

Module 1, Social politics and social problems, 7.5 credits

Examination of the module takes place by means of participating in seminars and by an on-campus written examination. In order to receive a grade of Pass, the course objectives must be attained.

Module 2, Economics for upper secondary school teachers in social studies, 15 credits

Examination of the module takes place by means of a written take-home exam comprising 9 credits, and three seminars each comprising 2 credits. The take-home exam is assessed by the grades Fail, Pass or Pass with Distinction and the seminars are assessed by Fail or Pass. For a grade of Pass, the course objectives must be attained and all the examinations must be assessed as at least the grade of Pass. To be awarded a grade of Pass with Distinction in the module, all examinations require at least the grade Pass and the take-home exam requires the grade Pass with Distinction.

Module 3, The challenges of democracy, for upper secondary school teachers in social studies, 7.5 credits

Examination of the module consists of seminar participation (3 credits) and a written take-home exam (4.5 credits). For a grade of Pass in the course, the course objectives must be attained and both examinations must be assessed as Pass. To be awarded a grade of Pass with Distinction in the module, this grade is required for both examinations.

Weighted assessment of grades for the course grade

To be awarded the grade Pass with Distinction in the entire course, it is required that at least 22.5 credits are assessed as Pass with Distinction.

A retake of the examination is provided in accordance with the Local Regulations for First-cycle and Second-cycle Courses and Examination at Linnaeus University.

In the event a student with a disability is entitled to special study support, the examiner will decide on adapted or alternative examination arrangements.

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:

2SHÄ18 Social studies III with teaching practice placement - for upper secondary school teachers, 30 credits, modules 1 and 3, 22.5 credits.

2SHÄ38 Social Studies III with Teaching Practice Placement - for Upper Secondary School Teachers, 30 credits, modules 1 and 3, 22.5 credits.

2SHÄ12 Social Studies IV – for upper secondary school teachers, 7.5 credits.

Other Information

The course is the third semester of the studies of the subject social studies in the teacher education programme for upper secondary school and is interrupted by placement studies for five weeks after module 1. Five weeks of the course are thus moved to the following semester.

Required Reading and Additional Study Material

Module 1 – Social politics and social problems

Bengtsson, Stina (Ed.) (2016). *Medielandskap och mediekultur. En introduktion till medie- och kommunikationsvetenskap*. Stockholm: Liber. 252 pages (selected parts, ca. 125 pages).

Garland, David (2016). *The welfare state: a very short introduction*. Oxford: Oxford University Press. ISBN: 9780199672660. 153 pages.

Hiltunen, Linda (2017). *Lagom perfekt. Erfarenheter av ohälsa bland unga tjejer och killar*. Lund: Arkiv förlag 338 pages.

Meeuwisse, Anna & Swärd, Hans (Eds.). (2013). *Perspektiv på sociala problem* (Andra upplagan). Stockholm: Natur & Kultur ISBN: 9127084094. 372 pages.

Persson, Magnus, Alvinus, Aida & Linehagen, Frida (2022). *Skolans värld möter samhällskriser*. Lund: Studentlitteratur (ISBN: 978-91-44-15086-4) Circa 100 pages.

Compendium containing articles is also included, circa 250 pages.

Module 2 – Economics for upper secondary school teachers in social studies

Eklund, Klas (latest edition). *Vår ekonomi. En introduktion till världsekonomin*. Studentlitteratur. 352 pages.

Scientific publications and current statistics are also included.

Module 3 – The challenges of democracy for upper secondary school teachers in social studies

Barrling, Katarina & Holmberg, Sören (Eds.) (2018). *Demokratis framtid. Sveriges riksdag*. (327 p.) ISBN: 978-91-88607-64-5.

Cöster, Mathias & Westelius, Alf (latest edition). *Digitalisering*. Liber.

Dahl, Robert (latest edition). *Democracy and its Critics*. New Haven: Yale University Press, (350 p.). Also available in Swedish.

Långström, Sture & Virta, Arja (latest edition). *Samhällskunskapsdidaktik: Utbildning i demokrati och samhällsvetenskapligt tänkande*. Lund: Studentlitteratur, (277 p.).

Müller, JanWerner (latest edition). *What is Populism?* Philadelphia: University of Pennsylvania Press, (99 p.). Available as eBook.

Odenstad, Christina, (2018). *Medborgarkunskap i fokus. Samhällskunskapsundervisning för nyanlända*. Karlstad University Studies. 2018:40.

Skolverket (2022). *Läroplan för grundskolan, förskoleklassen och fritidshemmet LGR22*. See www.skolverket.se

Skolverket (2025). *Läroplan för gymnasieskolan*. See www.skolverket.se

Skolverket (2025). *Ämnesplan Samhällskunskap*. See www.skolverket.se

Scientific publications also included, circa 100 pages.