



## Course syllabus

Faculty of Arts and Humanities

Department of Cultural Sciences

4HIÄ2E Historia V, inklusive självständigt arbete, avancerad nivå (ämneslärarexamen med inriktning mot arbete i gymnasieskolan), 30 högskolepoäng

4HIÄ2E History V, including independent project, second cycle (Master of arts in secondary education for upper secondary school, 30 credits

### **Main field of study**

History

### **Subject Group**

History

### **Level of classification**

Second Level

### **Progression**

A1N

### **Date of Ratification**

Approved by Faculty of Arts and Humanities 2014-12-01

The course syllabus is valid from autumn semester 2015

### **Prerequisites**

History for secondary school, 1–90 credits, Independent project (15 credits) in another subject within the teacher education programme, UVK course: Philosophy of science and research methodology (Vetenskapsteori och forskningsmetodik) or the equivalent, and teaching practice placement 15 credits.

## Objectives

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

- independently identify and formulate problems relevant both for further research within history and for professional work as a teacher,
- independently assess and critically evaluate different theories, methods and scientific studies and relate these to their own study and to their own future careers,
- independently discuss and critically review historical sources and scientific literature.

### **Module 1: Theoretical traditions within the humanities, 15 credits**

After completing the module the student should, by using theoretical traditions of great relevance for research within the cultural sciences and didactic research, and with a high degree of independence, be able to:

- clearly and concisely explain key concepts,
- identify basic inconsistencies and contradictions between different theoretical traditions,
- discuss possibilities, limitations and difficulties in different theoretical traditions,
- discuss reasons for the creation of theoretical traditions.

### **Module 2: Independent project in history, advanced level, 15 credits**

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

- formulate, structure and conduct an independent research and development project,
- demonstrate in-depth theoretical awareness concerning the relation between theoretical perspectives in their work, method choices, analysis and discussions of results and methods,
- demonstrate knowledge about relevant scientific, subject-didactic, societal and ethical aspects in their independent work,
- present, interpret and problematise well-founded conclusions relevant for their future careers,
- identify and analyse pedagogic and didactic work in the subject of history,
- produce an independent project with a clear structure and correct language,
- defend their project in a seminar, using objective and relevant arguments and then consider and evaluate the criticism presented at the seminar and revise their text accordingly,
- constructively and critically review another equivalent independent project and present and discuss both its strengths and its weaknesses.

## **Content**

### **Module 1: Theoretical traditions within the humanities, 15 credits**

In this module the student follows a selection of seminars which deal with influential theoretical traditions within the cultural sciences. Both the origins and developments, as well as the current status of the theories in the research domain are demonstrated. Knowledge of key concepts within the cultural sciences and history didactics and comprehension of what phenomena, casual links and relations these are meant to illustrate are specifically accentuated. Participation in seminars is compulsory.

### **Module 2: Independent project in history, advanced level, 15 credits**

In this module the student conducts a scientific independent project about a limited problem area relevant for the teaching profession. The study is presented in the form of an essay. At seminars the student critically discusses their own and others' essays. The student should demonstrate a high degree of independence and a critical approach both in the research and writing process and in the seminar. The teaching is conducted in Swedish in the form of compulsory seminars. Each student must also fulfil the role of opponent. The independent project can be written in English.

### **Professional basis and professional progression**

In this course the student develops their understanding of their future careers as teachers. Their previous studies in UVK courses and teaching practice placement are connected to subject and subject-didactic studies at the advanced level. By that, the student is prepared to contribute to the development of the basic values in professional teaching, through an inclusive approach and an awareness of aspects of equality and human rights.

### **Scientific approach and progression**

In the independent project at the advanced level the student has the opportunity to produce a scientific text on the basis of the different parts of their education, subject studies in two subjects, teaching practice placement and UVK courses. The student independently identifies a problem area relevant for the teaching profession. On the basis of critical reviews of previous research, the student independently chooses and applies theories and methods, taking research-ethical principles into consideration. The student analyses and evaluates their own empirical material and discusses the credibility in interpretations and conclusions. In this course the future teacher's scientific approach is developed, regarding both subject-knowledge and profession, and the student is prepared for scientific discussions in their professional work.

### **Type of Instruction**

In module 1, teaching is delivered in the form of lectures and compulsory seminars.

In module 2, teaching is delivered in the form of discussion seminars. Attendance is compulsory unless otherwise indicated. The student's work is presented continuously in accordance with a schedule provided by the examiner. The independent project is defended in a final seminar in which each student also fulfils the role of opponent.

### **Examination**

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

Module 1 is examined through compulsory seminars. Module 2 is examined through a final seminar in which the student presents their independent project and acts as an opponent for another student's independent project.

In order to receive the grade of Pass, the intended learning outcomes must be achieved. Grading criteria for the grade of Pass with Distinction (VG) can be found in a study guide.

In order to receive the grade of Pass with Distinction, the student must have received the grade of Pass with Distinction in both modules, 30 credits.

For students who do not pass the first examinations, retake examinations are provided in accordance with local regulations at the 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.

### **Required Reading and Additional Study Material**

## **Required Reading**

### **Module 1: Theoretical traditions within the humanities, 15 credits**

Edricken, Kadriye, Sexias, Peter, *New Directions in Assessing Historical Thinking*, Routledge, latest edition, 272 p.

Kjørup, Søren, *Människovetenskaperna: problem och traditioner i humanioras vetenskapsteori*. 2nd ed [revised and updated]. Studentlitteratur, latest edition, ca 381 p.

Smith, Philip & Riley, Alexander, *Cultural theory: an introduction*. 2nd ed. Blackwell, latest edition, 307 p.

Additional literature (articles or monographs) is determined in consultation with the student's supervisor, based on the student's specialisation and choice of seminars.

### **Module 2: Independent project in history, advanced level, 15 credits**

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

*Svenska skrivregler* (Published by Svenska språknämnden (the Swedish Language Council)). Liber, latest edition, 220 p.