



## Course syllabus

Faculty of Social Sciences

Department of Political Science

4SHÄ4E Samhällskunskap V, inkl. självständigt arbete, avancerad nivå (ämneslärare, för arbete i gymnasieskolan), 30 högskolepoäng  
Social Studies V, Including Independent Project, (Master of Arts in Secondary Education for Upper Secondary School), 30 credits

### Subject Group

Social Studies

### Level of classification

Second Level

### Progression

A1N

### Date of Ratification

Approved by Faculty of Social Sciences 2017-12-13

The course syllabus is valid from spring semester 2018

### Prerequisites

NO VALUE DEFINED

## Objectives

After completing the course, students shall be able to:

- independently identify and formulate problems of relevance to further research and the professional activity
- independently assess and adopt an approach to previous research, and apply different theories and methods in relation to their own studies and professional activity.

### *Module 1 Theories in Political Science 7.5 credits*

After completing the course, students shall be able to:

- account for theories and key themes of political science; power, democracy and political organisation, and identify and problematize key approaches in these themes
- analyse strengths and weaknesses of dominant theories
- apply theories to the areas where these are suitable
- account for different forms of reasoning and be able to draw conclusions from research results, theories and common practice.

### *Module 2 Teaching Civics 7.5 credits*

After completing the course, students shall be able to:

- analyse the syllabus and subject study plans of the social studies subject, on the basis of subject tradition and subject-didactic theories
- describe and adopt an approach to different methods in teaching the subject of social studies
- independently plan, present and discuss teaching in social studies, taking into account gender and equality aspects, and human rights.

***Module 3 Independent Project in Social Studies, second cycle 15 credits***

After completing the course, students shall be able to:

- demonstrate a deepened scientific awareness with regard to the relation between theoretical perspectives in the profession, choice of methods, analysis and results, and methodological discussions
- demonstrate familiarity with relevant scientific, subject-didactic, social and ethical aspects in the degree project
- present, interpret and problematize well-founded conclusions with demonstrated relevance to the profession
- conduct a degree project that is well structured and linguistically correct
- defend their degree projects with objective and relevant arguments
- in a constructive and critical manner review another equivalent degree project, and communicate its merits as well as its shortcomings.



## Content

### **Professional Basis and Professional Progression**

The aim of this course is for students to develop a deepened understanding of the professional activity. Previous studies in the educational science core subjects and student placement training are combined together in a natural way with subject and didactic studies at the advanced level. Through this, the students are prepared for making contributions to the development of the profession's fundamental values, by the means of an inclusive approach and demonstrated awareness of gender and equality aspects and human rights.

### **Scientific Approach and Progression**

The degree project at the advanced level provides the students with the opportunity to conduct scientific research based on the different parts of the education; studies in two subjects, student placement training, and studies in the core subjects. The students identify independently problem areas of relevance to the teaching profession. Based on the critical review of previous research, the students independently choose and apply theories and methods, with due consideration of the ethical principles of research. The students analyse and assess their own empirical data and discuss the credibility of interpretations and conclusions. In this course, the future teachers' scientific approach is further developed, in relation to the subject as well as the profession, and prepares the students for scientific discussions in their professional life.

*The course contains the following modules:*

#### ***Module 1 Theories in Political Science 7.5 credits***

This course addresses the key themes of political science; power, democracy and political organisation. Special emphasis is placed on contemporary theories of political science within these themes. The course provides a coherent illustration of various theoretical perspectives and an overview of approaches within political science research, which the students may study in more detail and independently make use of in the subsequent degree project.

#### ***Module 2 Teaching Civics 7.5 credits***

The course provides a theoretically based foundation in order for the students to perform professional analyses of the subject of social studies. The special challenges that accompany the civil educational special status of the subject are problematized on the basis of various theoretical perspectives. In this context, aspects such as equality and human rights are emphasized. Furthermore, various principles and methods for teaching the subject of social studies are also discussed.

#### ***Module 3 Independent Project in Social Studies, second cycle 15 credits***

During the course, students conduct a study within problem areas relevant to the profession as a teacher in social studies. Students practice their ability to independently write a scientific paper, to conduct a problematizing discussion of the paper during its production, and incorporate constructive criticism. The students also practice their ability to study, problematize and critically examine the scientific papers of others.

## Type of Instruction

Teaching consists of lectures, seminars and supervision.

## Examination

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

Module 1, Theory of political science, 7.5 credits. Examination is carried out through four seminars (40 % of the course examination), and a written assignment (60 % of the course examination). In order to receive a grade of Pass, all the examination components must be assessed as Pass. To be awarded a grade of Pass with Distinction, all the examination components must be assessed as Pass and the written assignment as



Pass with Distinction.

Module 2, Teaching in social studies, 7.5 credits. Examination consists of an oral presentation (50 % of the course examination) and a written assignment (50 % of the course examination). To be awarded a grade of Pass, both assignments must be assessed as Pass. In order to receive a grade of Pass with Distinction, both assignments must be assessed as Pass with Distinction.

Module 3, Degree project, 15 credits. Examination takes place through a written degree project which is defended at an examination seminar, and a public examination and discussion of another student's degree project.

In order to receive a grade of Pass for the entire course, it is required that all the objectives of the course are attained and that all the modules are assessed as Pass. To be awarded a grade of Pass with Distinction, it is required that the degree project and one more module are assessed as Pass with Distinction, and that the remaining module is assessed as Pass, at the least.

### Course Evaluation

A course evaluation is carried out either during or at the end of the course. Results and analysis of the evaluation are presented to the students who have completed the course, as well as to the students at the following course date. The course evaluation is conducted anonymously. The results are reported to the departmental bodies and the programme council concerned.

### Required Reading and Additional Study Material

#### *List of references Module 1 - Theories in Political Science 7.5 credits*

Alonso, Sonia, Keane, John & Merkel, Wolfgang (Eds.) (2011). *The Future of Representative Democracy*. Cambridge: Cambridge UP, (228 p.). ISBN: 1139501178, 9781139501170.

Butler, Judith (1999). *Gender Trouble: Feminism and the Subversion of Identity*. London: Routledge, (66 p.). ISBN13: 9780415389556, ISBN10: 0415389550

Chabal, Patrick och Daloz, JeanPascal (2006). *Culture Troubles: Politics and the Interpretation of Meaning*. Chicago: Chicago University Press, (362 p.). ISBN13: 9780226100418, ISBN10: 0226100413

Dahl, Robert A. (1991). *Democracy and its Critics*. New Haven: Yale University Press (385 p.). ISBN13: 9780300049381, ISBN10: 0300049382

Hacking, Ian (1999). *The Social Construction of What?* Cambridge, MA: Harvard University Press, (162 p.). ISBN13: 9780674004122, ISBN10: 0674004124

Haugaard, Mark (Ed.) (2002). *Power: a reader*. Manchester: Manchester University Press, (138 p.). ISBN13: 9780719057298; ISBN10: 0719057299

Peters, Guy B. (Latest edition). *Institutional Theory in Political Science. The New Institutionalism*. London, Continuum International Publishing, (165 p.).

Philips, Anne (Ed.) (1998). *Feminism and Politics*. Oxford: Oxford University Press, (253 p.). ISBN13: 9780198782056, ISBN10: 0198782055

Rabinow, Paul (Ed.) (1986). *The Foucault Reader*, London: Penguin, (78 p.). ISBN: 9780140124866

Scientific articles may also be included, approx. 50 pages.

***List of references Module 2 - Teaching Civics 7.5 credits***

Reinhardt, Sibylle (2015). *Teaching Civics. A Manual for Secondary Education Teachers*. Toronto: Barbara Budrich Publishers (244 p.). ISBN: 978-3-8474-0704-1

Skolverket (2011). *Läroplan, examensmål och gymnasiegemensamma ämnen för gymnasieskola 2011*. Stockholm: Fritzes ISBN: 9789138325940

Skolverket (2011). *Läroplan för grundskolan, förskoleklassen och fritidshemmet 2011*. Stockholm: Fritzes ISBN: 9789138325414

Scientific articles are also included, approx. 100 pages.

***List of references Module 3 - Independent Project in Social Studies, second cycle 15 credits***

Literature is chosen in consultation with the supervisor, approximately 1,200 pages.