



Faculty of Arts and Social Sciences
Geography
Syllabus

Course Approval

The syllabus was approved by the Faculty Board of Arts and Social Sciences on 5 March 2013, and is valid from the Autumn semester of 2013 at Karlstad University.

Course Code: GEGAD2

Geography and Geography Education, 30.0 ECTS Credits
(Geografi med didaktisk inriktning, 30.0 Swedish credit points)

Degree Level: Bachelor

Progressive Specialisation: G1N (First cycle, has only upper-secondary level entry requirements)

Language of Instruction

Swedish

Prerequisites

General admission requirements, plus either: -field-specific eligibility A6b (mathematics 2a or 2b or 2c, natural science 1b, or 1a1 + 1a2, social science 1b or social science 1a1 + 1a2) with the exception of natural science, or: -field-specific eligibility 6b (English B, mathematics B, natural science A) with the exception of natural science.

Major Field of Study

GGA (Geography)

Learning Outcomes

The aim of the course is that students acquire the knowledge of geography and learning geography required for teaching. Based on subject and subject-specific teaching methodology, students are expected to develop skills in stimulating pupils' progress towards understanding and interacting with the world.

Module 1: The Geographer and the World, 5 ECTS cr

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

- describe how our world view has evolved throughout history and the importance of different factors for its continuous changeability,
- identify the overriding features of the geography subject's idea and methodological history,
- give an account of central geographical concepts and perspectives,
- give examples of how geography knowledge has been and can be applied in society and the fields in which geographers are working today.

Module 2: Landscape, Natural Resources and the Human Being, 8.5 ECTS cr

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

- describe how the conditions for human life are affected by natural circumstances such as the climate, bedrock, soil, sea, vegetation, and related natural resources,
- describe the forces that restore and erode, thus changing the surface of the earth over different time horizons,
- outline the main types of weather and climate in the world,
- describe examples of natural disasters and their consequences for people and the environment in a global

perspective,

- give examples of and explain contemporary and historical connections between agricultural systems and landscape nationally and globally.

Module 3: Demography, Urbanity, Society and Vulnerability, 8.5 ECTS cr

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

- give an account of basic concepts, patterns and processes in demographic geography, social geography and economic geography,
- give examples of how the city can function as a living environment in global metropolises and national towns, and describe ongoing processes of change in different types of cities,
- describe how production, consumption, commerce and transportation shape the global economy today,
- identify central aspects of society's vulnerability in the face of natural risks and climate changes and relate these to societal planning and potentials for sustainable development.

Module 4: The Geography Teacher's Subject-Specific Perspectives and Tools, 8.5 ECTS cr

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

1. describe the educational tradition of the subject geography and the content of current syllabi and develop an understanding of how knowledge of geography can be related to teaching, learning and the geographies of children and young people,
2. describe the principles of assessment of knowledge in relation to current syllabi requirements in geography and also analyse the principles of different theories on knowledge measurement more generally,
3. problematise and apply different models and perspectives in order to thematise geographical data of relevance to teaching, and
4. give an account of the principles of maps and use different types of maps as educational tools,
5. apply the geographical ICT tools of relevance for teaching,

Content and Form of Instruction

Module 1: The Geographer and the World, 5 ECTS cr

The module deals with how perceptions of the world have evolved and appear today. The focus is on geographical perspectives on humankind's various views of itself and the surrounding world with the aim of providing basic knowledge of the subject's idea history. Based on two illustrative cases, geographical concepts such as space, place, landscape, scale and sustainable development as well as the impact of different factors on how we perceive and describe the world are problematised. The module gives an introduction to the way in which geographical knowledge is applied in different fields in society today.

Module 2: Landscape, Natural Resources and the Human Being, 8.5 ECTS cr

The module involves knowledge of the world's life environments in a holistic perspective and how living conditions are affected by natural circumstances, with examples from Sweden and the world. The surface of the earth and changes effected by natural restorative and disruptive forces and humankind's exploitation of land and resources are treated, along with climate and vegetation zones and the circulation of water. The oceans as energy and food resources and as a link in the global climate system are problematised. Our vulnerability to natural forces in different parts of the world is related to the occurrence of geological and climate-related disasters. The relation between historical and contemporary landscape utilisation for food supply and agriculture are related to the specific cultural landscapes shaped. There are excursions and practical field studies.

Module 3: Demography, Urbanity, Society and Vulnerability, 8.5 ECTS cr

The model deals with basic knowledge of how technical, socio-cultural, economic and political forces affect living conditions and spatial structures in different societies of the world. Issues of sustainable development, societal vulnerability and planning are treated with applications to energy supply and climate change effects. Demographic distribution and changes nationally and globally are related to basic demographical factors and different types of development structures in urban and rural areas. Special emphasis is put on change processes and urbanisation from the perspective of a sustainable society. Factors affecting the organisation, location and resource utilisation of production and consumption are dealt with and also how the global geographical distribution of labour shape commerce, investment and dependency.

Module 4: The Geography Teacher's Subject-Specific Perspectives and Tools, 8.5 ECTS cr

The module runs parallel to the modules 1-3 och consist of three components. The individual theme is adapted

to the students future teaching level.

Component 1: Knowledge traditions in geograhy teaching and grounds of assessment

Students acquire an overview of the teaching traditions in the subject geography over time and its relation to the scientific perspective of geography and current curricula content. Geographical knowledge is problematised in relation to teaching and learning as a child and the geographies of young adults. The aim is also to provide sound and relevant knowledge relating to knowledge assessment and grading in the subject geography.

Component 2: The map and ICT as teachings tool

Relevant knowledge for using the map as a teaching tool is treated along with knowledge of how to handle geographical data with the help of Geographical Information Systems and global navigation systems such as GPS especially in the form of field studies. Students should also learn how to use geographical data available on the Internet in the form of digital map services, Google Earth and satellite pictures.

Component 3: Thematising the world

Students develop relevant professional knowledge of how different models and perspectives can be used to thematise the world. This includes traditional regional geographical models and perspectives and also relational forms of thematisations along parametres such as environmental resource utilisation, health, commerce, social flows and natural potentials. Different models for thematising geographical data in relation to the content of modules 2 and 3 are problematised through applications.

Reading List

See separate document.

Examination

The following components are grounds for assessment and therefore mandatory.

Module 1 The Geographer and the World, 5 ECTS cr

- Learning outcomes 1,2 and 3 are assessed on the basis of a written, individual hand-in assignment discussed at a seminar.
- Learning outcomes 3 and 4 are assessed on the basis of participation in two geographical cases with group assignments discussed in a seminar.
- two mandatory excursions

Module 2: Landscape, Natural Resources and the Human Being, 8.5 ECTS cr

All learning outcomes are assessed on the basis of a written exam, individual hand-in assignments and participation in excursions/field studies.

Module 3: Demography, Urbanity, Society and Vulnerability, 8.5 ECTS cr

- Learning outcomes 1-3 are assessed on the basis of a written exam, individual hand-in assignments and participation in excursions.
- Learning outcome 4 is assessed on the basis of a group assignment, discussed in a seminar, in which Karlstad is a case in point for a problematised study of urban development, planning and climate change.

Module 4: The Geography Teacher's Subject-Specific Perspectives and Tools, 8.5 ECTS cr

- Learning outcomes 1-3 are assessed on the basis of participation at three mandatory seminars,
- Learning outcomes 4 and 5 are assessed on the basis of laboratory sessions and group exercises.

All assessment is individual.

Grades

One of the grades Distinction (VG), Pass (G) or Fail (U) is awarded in the examination of the course.

Quality Assurance

Follow-up relating to learning conditions and goal-fulfilment takes place both during and upon completion of the course in order to ensure continuous improvement. Course assessment is based on student views and experiences as reported in written course evaluations and/or group discussions. Students will be informed of the result of the evaluation and of the measures to be taken.

Course Certificate

A course certificate will be provided upon request.

Additional Information

Students who enrolled before 1 July 2007 will complete their studies in accordance with the requirements of the earlier admission. Upon completion students may request degree and course certificates to be issued under the current ordinance if they meet its requirements.

The local regulations for studies at the Bachelor's and Master's levels at Karlstad University stipulate the obligations and rights of students and staff.

Students must meet the cost of excursion participation.

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