



Teacher Education
History
Syllabus

Course Approval

The syllabus was approved by the Board of Teacher Education on 24 February 2011 , and is valid from the Autumn semester of 2013 at Karlstad University.

Course Code: HIGL01

History and History Teaching 1, 30.0 ECTS Credits

(Historia med didaktisk inriktning 1, 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 A6 c - Philosophy History Jurisprudence Religion (upper secondary school level Civics 1b or 1a1 + 1a2, History 1b or 1a1 + 1a2) or
- field-specific eligibility 6 c - Philosophy History Jurisprudence Religion (upper secondary school level English B, Civics A, History A).

Major Field of Study

HIA (History)

Learning Outcomes

The aim of the course is that students acquire the subject-specific teaching methodological and subject theoretical basis required in history as a science, school subject, ideology and identity to enable them to problematise the knowledge and relate to different perspectives such as class, gender and ethnicity. Structures and processes from the dawn of civilisation till present time are treated in terms of political, cultural, social and economic aspects in a Swedish as well as a global context.

Module 1 Building civilisations, 6 ECTS cr.

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

- describe and compare the historical development in various cultures in different times,
- give an account of how the climate and geographical conditions have affected the development of cultures,
- explain the meaning of and apply source critical methods,
- give an account of and interpret national curricula and assessment criteria for the school subject history.

Module 2 The long Middle Ages, 7.5 ECTS cr

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

- give an account of the causes and consequences of the transition from the feudal state to a commercial capitalist system,
- explain the emergence of the middle age towns and their function in society,
- give an account of globalisation trends in relation to the voyages of discovery,

- give an account of the social significance of religions in terms of a culture and politics,
- give an account of how a history teacher can contribute to developing students ability to interpret historical narratives and conceptions on the basis of subject-specific teaching theories,
- argue for a standpoint on issues of evaluation and examination of historical understanding.

Module 3 The state and the capital, 7.5 ECTS cr

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

- describe the western world's increasing influence through world trade and colonialism,
- describe the causes and consequences of the forming of the national state,
- give an account of the emergence of new ideas and political ideologies,
- give an account of different explanations to industrialisation and its consequences for social classes and their life conditions,
- give an account of how a history teacher can contribute to developing students ability to understand their place in history in relation to the present and the future with the help of historical knowledge,
- apply and analyse digital information technology to seek and convey knowledge in the field of history.

Module 4 The age of extremes, 9 ECTS cr

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

- give an account of the growth of democracy nationally and internationally,
- describe different forms of dictatorship and oppression in Europe and other parts of the world,
- give an account of theoretical interpretations of the world wars and of the background to the cold war and its global consequences,
- summarise the global, economic development of the post-war period,
- describe and explain the emergence of the Swedish welfare state,
- give an account of how individuals and groups use history in daily life, community life and politics,
- identify the differences between various history teaching traditions and give an account of the central concepts of the respective tradition,
- describe how the choice of a history teaching tradition can affect the implementation of history teaching.

Content and Form of Instruction

1 Building civilisations

The module provides an overview of the human being as a cultural creature till today. Starting with the early civilisations, issues of the emergence, development and decline of civilisations are discussed from a historically global perspective on world history with an emphasis on sustainable development.

When history is students' first programme subject, the teacher education is introduced and its role as an academic professional training discussed.

Core issues in history teaching

The subject-specific teaching perspective is based on the overriding questions of what history can be. Basic perspectives are introduced. Are there different forms of history knowledge, and if so what are they? Secondary education curriculum, part 3 syllabi and learning outcomes in history, or upper-secondary history syllabi are analysed.

2 The long Middle Ages

The module treats the time from the fall of the Roman empire to the reformation and the renaissance in a comparative, global perspective. A starting-point is the formation of Europe in the transition from the feudal state to commercial capitalism and the emergence of an alternative world view based on Classical Antiquity and Christianity. The significance of the voyages of discovery in terms of creating closer links between cultural areas on earth is emphasised. The module also includes a consideration of how Swedish history relates to the European and global development.

Core issues in history teaching

The focus is on how the history teacher can contribute to developing the students' ability to interpret historical narratives and conceptions. How do students think about history? In this context, references are made to Anglo-Saxon history teaching practice. The module also deals with how to evaluate and assess historical understanding.

3 The state and the capital

The module deals with growing global influence of the western world from the 16th century till the early 20th century and the effects of colonialism and industrialisation on world development. Constitutional changes, the emergence of ideological movements and the growing conflicts between western colonial systems are treated as a background to the wars and conflicts in the 20th century. There is a special emphasis on the Swedish development.

Core issues in history teaching

The focus is on how the history teacher can contribute to developing the students' ability to understand their place in history in relation to the present and the future. In this context, references are made to the Danish/German history teaching tradition. The significance of digital media as teaching tools is introduced.

4 The age of extremes

The module treats the period from World War 1 till today from a global as well as Swedish perspective. The dichotomies war/peace, poor/rich, dictatorship/democracy, market economy/planned economy, nationalism/internationalism, local/global, family/individual, work/leisure serve as starting-points.

Core issues in history teaching

Ethical dimensions in the teaching of history are discussed and related to the core values of school.

Reading List

See separate document.

Examination

Examination formats:

Module 1: Learning outcomes 1-2 are assessed on the basis of a written exam. Learning outcomes 3-4 are assessed on the basis of a seminar.

Module 2: Learning outcomes 1-4 are assessed on the basis of a take-home exam. Learning outcomes 5-6 are assessed on the basis of a seminar.

Module 3: Learning outcomes 1-4 are assessed on the basis of a written exam. Learning outcomes 5-6 are assessed on the basis of a seminar.

Module 4: Learning outcomes 1-5 are assessed on the basis of a written exam. Learning outcomes 6-8 are assessed on the basis of a seminar.

Individual performance must be clearly displayed for assessment in all examination formats. The number of examination opportunities is limited to five. All examination components are mandatory.

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.

Secondary Education Teacher Programme

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