



Board of Teacher Education
History

Syllabus

History II and History Teaching

Course Code:	HIGL12
Course Title:	History II and History Teaching <i>Historia II med didaktisk inriktning</i>
Credits:	30
Degree Level:	Undergraduate level
Progressive Specialisation:	First cycle, has less than 60 credits in first-cycle course/s as entry requirements (G1F)

Major Field of Study:
HIA (History)

Course Approval

The syllabus was approved by the Board of Teacher Education 2019-02-11, and is valid from the Autumn semester 2019 at Karlstad University.

Prerequisites

HIGL01 with at least 13.5 ECTS credits completed, or equivalent

Learning Outcomes

The aim of the course is that students acquire further knowledge of subject-specific teaching methodology and subject theory in history and as a result of this, further develop skills in approaching theoretical and methodological perspectives and different types of source material, critically and independently.

Module 1 Thematic elective (7.5 ECTS cr)

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

1. give an account of central features in a thematic area of history research,

2. define the research situation in a thematic area of history research,
3. discuss challenges in a thematic area of history research, and
4. analyse the use of history in relation to the role of the history subject in identity formation.

Module 2 Historical workshop and independent essay (15 ECTS cr)

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

1. apply methodological knowledge relevant to scholarship in history,
2. conduct literature searches and data collection and perform a basic analysis of the material with a chosen method,
3. carry out a limited independent study in accordance with the requirements in terms of content and formal aspects in historical studies, and
4. give an account of the possibilities of using primary sources in history teaching in school.

Module 3 Global nationalism (7.5 ECTS cr)

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

1. give an account of the role of nationalism in building and dissolving states,
2. compare different types of nation state projects in various historical contexts,
3. analyse the intellectual content of nationalism in relation to identity, gender, and xenophobia,
4. give an account of different theories of nationalism related to the emergence of the nation state in a global perspective, and
5. apply historiographic perspectives in a teaching situation.

Content

Module 1 Thematic elective

Students study a specific area in the field of history from a thematic perspective or as an introduction to essay writing. The aim is to acquire knowledge of a specific time period, a social process, or a historical problem area and to start investigating the importance of different theoretical perspectives. The use of history is also treated in the form of an in-depth micro teaching sequence.

Module 2 Historical workshop and independent essay

The focus is on introducing the historical research process in practice by completing an independent B-level essay, equivalent to 7.5 ECTS cr, using appropriate methods and relevant subject knowledge in accordance with the formal requirements of scholarship in history. How teachers can translate the research process into teaching and how primary sources can be used in teaching are also discussed.

Module 3: Global nationalism

The module deals with different theories of nationalism related to the emergence of the national state, the intellectual content of nationalism, identity issues, gender, and the role of these aspects in state building and dissolution. Attention is given to the problem of nation-building in countries with a colonial background and the xenophobic expressions of nationalism during the 20th century. Apart from the political/cultural factors, the role of the basic economic and social factors in the context of nation-building and nationalism is treated. The module includes an extensive micro teaching sequence on history education issues.

Reading List

See separate document.

Examination

Module 1: Learning outcomes 1-3 are assessed on the basis of individual written assignments, presented and discussed in a seminar. Learning outcome 4 is assessed on the basis of active seminar participation.

Module 2: Learning outcomes 1-3 are assessed on the basis of a written individual take-home exam, an essay proposal, and an independent essay, presented and defended in seminar and performance as a peer reviewer. Learning outcome 4 is assessed on the basis of seminar participation.

Module 3: Learning outcomes 1-4 are assessed on the basis of a written individual take-home exam and active seminar participation. Learning outcome 4 is assessed on the basis of active seminar participation.

All material/presentations submitted for assessment must clearly indicate individual contributions.

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 evaluation is partly based on student views and experiences obtained in accordance with current regulations and partly on other data and documentation. Students will be informed of the result of the evaluation and of any measures to be taken.

Course Certificate

A course certificate will be provided upon request.

Additional information

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

Secondary Education Teacher Programme