

## History 3, in-depth course

Historia 3, fördjupningskurs  
30 credits

Single subject and programme course

751G03

Valid from: 2010 Autumn semester

<b>Determined by</b>	<b>Main field of study</b>	
The Quality Board at the Faculty of Arts and Sciences	History	
<b>Date determined</b>	<b>Course level</b>	<b>Progressive specialisation</b>
2007-04-11	First cycle	G1F
<b>Revised by</b>	<b>Disciplinary domain</b>	
	Humanities	
<b>Revision date</b>	<b>Subject group</b>	
2016-09-04; 2017-03-06	History	
<b>Offered first time</b>	<b>Offered for the last time</b>	
Autumn semester 2007		
<b>Department</b>	<b>Replaced by</b>	
Institutionen för kultur och samhälle	751G19	

## Entry requirements

- 30 ECTS credits passed in History 1, basic course
- History 2, advanced course 30 ECTS credits with at least 22,5 credits passed including essay

## Intended learning outcomes

On completion of the course, the student should, at an in-depth level, be able to

- use tools based on theory of science to be able to interpret historical problems,
- demonstrate specialised and even more in-depth knowledge of historical problems,
- problematise an empirical study concerning an independent critical processing of a historical source material,
- account for current historical-scientific research
- demonstrate knowledge of how historical source material can be used, processed and understood, as well as how it can be interpreted and presented to a scientific audience,
- use knowledge of information retrieval via archives, library, databases and the Internet,
- account for how source material can be scientifically understood and placed in a historical-scientific context,
- account for how historical-scientific perspectives on, for example, class, gender and diversity may influence the historiography and how these choices of perspective change over time.

## Course content

The course consists of the following parts:

Method and Theory, 7.5 HE credits

This module should give the student an orientation in different scientific schools of thought, and skills in using scientific theoretical bases for thesis work. The aim is also to provide advanced knowledge in the theory and methods of the subject.

In-depth Reading, 7.5 HE credits

Study of scientific literature to an extent of about 1500 pages of one or more themes that are established by the student and teacher in consultation.

Thesis, Archival and Library Science, and Source Studies, 15 HE credits

The focus is on writing a scientifically documented thesis, on which higher demands for independence and critical use of materials are set than at the equivalent assignments in the continuation course. The theses are presented and examined at seminars. An orientation in archiving principles is also given, as well as in bibliography and more important source series, in addition to processing methods.

## Teaching and working methods

Lectures and seminars constitute essential parts of the teaching. Active participation in the compulsory parts of the working methods is a part of the examination. Independent work, individually or in groups, is included. The thesis work is done in close contact between student and supervisor. The course includes own knowledge acquisition via for example archives (or the equivalent).

## Examination

The course is examined in several different ways. Written examination in the form of a take-home examination is one way, as is independent oral examination. The essay is examined at seminars that include carrying out two public oral review with other course participants, in addition to defending the own thesis work. For the seminar activity as well as the teaching in library and archival science, active compulsory attendance applies.

If special circumstances prevail, and if it is possible with consideration of the nature of the compulsory component, the examiner may decide to replace the compulsory component with another equivalent component.

If the LiU coordinator for students with disabilities has granted a student the right to an adapted examination for a written examination in an examination hall, the student has the right to it.

If the coordinator has recommended for the student an adapted examination or alternative form of examination, the examiner may grant this if the examiner assesses that it is possible, based on consideration of the course objectives.

An examiner may also decide that an adapted examination or alternative form of examination if the examiner assessed that special circumstances prevail, and the examiner assesses that it is possible while maintaining the objectives of the course.

Students failing an exam covering either the entire course or part of the course twice are entitled to have a new examiner appointed for the reexamination.

Students who have passed an examination may not retake it in order to improve their grades.

## Grades

Three-grade scale, U, G, VG

## Other information

Planning and implementation of a course must take its starting point in the wording of the syllabus. The course evaluation included in each course must therefore take up the question how well the course agrees with the syllabus. The course is carried out in such a way that both men's and women's experience and knowledge is made visible and developed.

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If special circumstances prevail, the vice-chancellor may in a special decision specify the preconditions for temporary deviations from this course syllabus, and delegate the right to take such decisions.