

## Curriculum

...for the full study programme of the subject:	<b>History, social studies and civic education</b>
Country/University	Austria, University of Vienna
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### CURRICULUM

#### **Study programme for secondary school teachers of history, social studies and civic education**

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## **10.1 General remarks**

### ***10.1.1 Subject-related job description***

The study programme for secondary school teachers of 'history, social studies and civic education' is designed for teaching assignments at intermediate and higher-level schools (secondary levels I and II) in the subjects of 'history and social studies', 'history and civic education', 'history and culture', 'economic and social history', 'history and social studies/civic education', and subjects covering related topics from the fields of history, sociology, politics, and cultural sciences.

### ***10.1.2 Subject-related qualification profile***

The principles governing the study programme for secondary school teachers are enshrined in the general qualifications profile of the Faculty for Humanities and Cultural Sciences. In the course of the study programme, the following qualifications and competences are to be developed and coalesced into a consolidated competence in subject didactics by future secondary school teachers of 'history, social studies and civic education':

1. Thinking in historical categories and development contexts.
2. Orientation knowledge and special knowledge of history, taking account of the cultural, political, social, economic and of all other aspects that are designed to foster insight into diverse cultures, past and present.
3. Competence to impart civic education by devising critically communicative learning processes that encompass theories and research results from the fields of political, social and cultural science.
4. Capacity and skills in using state-of-the-art methods and techniques of historical research.
5. Disposition to consistently expand the acquired competence in subject didactics informed by ongoing discussions on history didactics and the didactics of civic education.
6. Flexibility in dealing with the contextual knowledge and methodological competences acquired in the subject or area of studies.
7. Analytical, systematic and reflective application of subject-related knowledge and competences and critical approach to historical sources, historical accounts and current information.
8. Aptitude to take in, synthesise and present the results of historical research.
9. Competence to cultivate multiperspective views of historical situations and processes: Cognisance of the variety of causes underlying historical events and of the variety of ways they can be interpreted; acquiring practice in forming synchronous and diachronous mental views.
10. Capability to engage in interdisciplinary thought and work; capability to induce insight into cultural, political, economic, social, and ecological developments irrespective of the demarcations between disciplines.
11. Selecting content that is relevant to the present time, with a view to including the lifeworlds and the empirical worlds of students; capability to link up knowledge of regional history with universal historical developments.

12. Critical, problem-oriented and inspiring choice of and work on subject-specific topics.
13. Intercultural thinking and acting: e.g. inducing a differentiated attitude to the past by addressing the spatio-temporal other; capability to establish links to students' countries of origin and to foster insight into the historical development of foreign cultures.

### ***10.1.3 Subdivision and configuration of the study programme***

#### ***10.1.3.1 Subdivision of the study programme***

1. This part of the study programme is concerned with the 70 semester hours in 'history, social studies and civic education'.
2. Of the 70 semester hours, 45 (up to 47) are allocated to subject-related training, 15 (up to 17) are allocated to subject didactics, 10 (up to 12) are allocated to civic education.
3. The study programme is divided into 2 study sections. The first study section takes up 5 semesters of 52 semester hours each; the second study section takes up four semesters of 18 semester hours each.

#### ***10.1.3.2 Configuration of the study programme***

The following shall apply over and beyond the principles listed under 'general remarks':

1. Emphasis on the interdisciplinary character of the science and didactics of history.
2. Interdependence of the science of history, the didactics of history and civic education.
3. A critical approach to socio-political issues, in particular to colonialist, nationalist, racist, sexist and other discriminatory conceptions of history and society.
4. Awareness of the responsibility involved in inputting insights gained in the fields of history, didactics of history and civic education into ongoing socio-political discussions, taking due account of the possible consequences.

#### ***10.1.4 Compulsory and elective subjects***

The study programme for secondary school teachers of 'history, social studies and civic education' comprises courses in eight subject fields, which need to be verifiably completed. Unless otherwise indicated, all of the courses are compulsory. Elective courses need to be chosen by students in accordance with the priorities they opt for in the course of studies (see 10.3.1.Consolidation Seminar I and Consolidation Seminar II).

The subjects "introduction to the science of history", "introduction to the subject didactics of history" and "basic issues of civic education" are covered by the integrated course in 'introduction to the study programme for secondary school teachers of history, social studies and civic education'. The subjects "structures and functions of political systems and legal systems" and "conflict strategies and conflict management" are covered by the integrated course in civic education.

1. The foundation subjects:
  - Introduction to the science of history
  - Working techniques in historical research
2. The epoch-oriented subjects:
  - Ancient history

- Medieval history
  - Modern history
  - Contemporary history
3. The geographically oriented subjects:
- Austrian history
  - Eastern-European history (elective subject)
  - Global history (elective subject)
  - Research into European history and culture (elective subject)
4. The aspect-oriented subjects:
- Women's and gender history (*elective subject*)
  - Economic and social history (*elective subject*)
5. The subjects devoted to sources and methods:
- Text and discourse analysis
  - Analysis of pictorial and physical sources and musealisation
  - Historical auxiliary sciences and archive studies
  - Quantification and statistics
  - New media in the science of history and in history and civic education tuition
6. The philosophy-of-science subjects:
- Reading historiographic texts and history of historiography
  - Theories on the history and philosophy of science
  - Theories on and history of history didactics
7. The subjects covering the subject didactics of history and civic education
- Introduction to subject history didactics
  - Foundation course in subject didactics
  - Project course in subject didactics: history and civic education
8. The subjects covering civic education
- Basic issues of civic education
  - Structures and functions of political and legal systems
  - Conflict strategies and conflict management
  - Civic education in the classroom (*optional elective subject*)

### **10.1.5 Types of courses**

As a rule, the types of courses are described in the general part of the degree course scheme for secondary school teachers (p. 4.5). The following types of courses are specified for the study of "history, social studies and civic education":

#### **1. Foundation courses (FC)**

Foundation courses combine epoch-, geographically- and aspect-oriented subjects with a fundamental orientation in subject didactics and practical school-oriented training. Foundation courses provide a pre-seminar introduction to and consolidation of compulsory subjects and are jointly designed, run and evaluated by at least two course instructors. Foundation courses are integrative courses characterised by a complex didactic concept, which combines lectures with practical vocational training and seminar tuition.

#### **2. Project courses (PC)**

Project courses combine theme-centred subjects (aspects, epochs and geographical areas) with in-depth orientation in subject didactics and a practical professional skills dimension. Unlike in foundation courses, there is more seminar-based tuition and both a research and practical professions skills bias (projects or project simulations), and the courses are jointly designed, run and evaluated by at least two course instructors. Project courses are integrative in design,

with a complex didactic structure encompassing lectures, tutorials focused on practical professional skills and seminar-based tuition. In the section devoted to practical school-oriented training, complex teaching methods are employed and imparted.

### 3. Lectures (LE)

Lectures do not form part of the continuously assessed courses. They consist of presentations and may in addition provide space for other forms of impartation and also for discussion. Lectures can be underpinned by e-learning, subject tutorials or e-subject tutorials.

### 4. Lectures-cum-tutorials (LT)

Lectures-cum-tutorials come under the heading of continuously assessed classes. They are made up of a lecture unit and a tuition unit and are underpinned by a subject tutorial or an e-subject tutorial. Regularly set tasks help

- students who are "introduced to the study programme for secondary school teachers of history, social studies and civic education": to critically process the subject matter, to consolidate, complement and critically reflect knowledge by way of research;
- students practise working techniques and acquire targeted competences in the source and method-oriented subjects;
- students critically process set books in the epoch-related subjects and in "Austrian History".

### 5. Courses (CO)

Courses come under the heading of continuously assessed classes: they rely on interactive teaching and learning methods. Regularly set tasks help

- students to critically process set books, to consolidate, complement and critically reflect knowledge by way of research and to jointly prepare work in class, in the epoch-related subjects and in "Austrian History";
- students practise working techniques and acquire targeted competences in the introductory subject "Working techniques in historical research" and in the source and method-oriented subjects.

E-learning can be put to use in the courses.

### 6. Integrated courses (IC)

Integrated courses come under the heading of continuously assessed classes: they combine the teaching and learning practised in both courses and lectures. Integrated courses are made up of lecture units and course units with e-subject tutorials, blended learning, and regularly set tasks.

### 7. Proseminars (PS)

Proseminars come under the heading of continuously assessed classes. Addressing a broad theme that spans several epochs, students practise scientific working methods and try their hand in particular at authoring and presenting short papers of their own.

### 8. Seminars (SE)

Seminars come under the heading of continuously assessed classes. Addressing a set topic, students practise scientific working methods and try their hand in particular at authoring and presenting medium-length papers of their own.

## 9. (e)Subject tutorials

Subject tutorials are didactic measures specially designed to underpin lectures and/or lectures-cum-tutorials or integrated courses for the purpose of imparting qualifications that cannot be acquired by attending the classes as such. In subject tutorials student-tutors act as mentors of groups formed by a limited number of students under the guidance of the teacher or lecturer in charge. eSubject tutorials are subject tutorials-cum-eLearning.

### ***10.1.6 Limited number of participants***

To guarantee quality teaching in terms of content and methods, attendance at the following types of courses is limited:

Lectures-cum-tutorials: a maximum of 100 in the epoch-related subjects and in Austrian history, a maximum of 50 in the introduction to the study programme for secondary school teachers of 'history, social studies and civic education' and in the subjects devoted to sources and methods.

Integrated courses: a maximum of 50.

Courses (with the exception of 'reading historiographic texts and history of historiography') and seminars: a maximum of 25.

Course in 'reading historiographic texts and history of historiography': a maximum of 35.

Courses in subject didactics: a maximum of 16.

Excursions: a maximum of 25.

Students have to apply for participation in courses with limited admission. Provisional admission is effected with EDP support, based on the preference principle.

### ***10.1.7. Admission requirements***

Together with the school internship, the "introduction to the study programme for secondary school teachers of history, social studies and civic education", the "foundation course in subject didactics", and the "project course in subject didactics" are combined into a bottom-up curriculum. Internships at medium and higher-level schools are obligatory for the "foundation course in subject didactics" and for the "project course in subject didactics". Admission to the course in "new media in the science of history and in history and civic education tuition" and to the school internship is conditional on the completion of the "foundation course in subject didactics".

Admission to "reading historiographic texts and history of historiography" is conditional on the completion of "introduction to the study programme for secondary school teachers of history, social studies and civic education".

Admission to subjects devoted to sources and methods and to the epoch-oriented subjects, to Austrian history and to the course in "working techniques used in the arts and humanities" is conditional on the completion of the orientation phase.

Admission to the "foundation course in subject didactics" is conditional on the completion of or concurrent enrolment in "working techniques used in the arts and humanities".

Knowledge of classical Greek may be required for classes in ancient history; however, a sufficient number of alternative classes have to be offered during the same semester.

Knowledge of two modern foreign languages may be required for all the courses. Knowledge of Eastern-European languages may, moreover, be required for classes in Eastern-European history.

## **10.2 First study section**

The first study section is devoted to an initial orientation in historical thinking and to the use of historical methods as well as to the introduction to fundamental questions of subject didactics and civic education. In the course of the first study section, students are supposed to acquire basic and contextual knowledge that will serve as the basis for their later professional practice.

### ***10.2.1 Orientation phase***

The orientation phase comprises four courses in which students are supposed to be introduced to the objectives, content and methods of historical studies and to the didactics of history and civic education, and to be enabled to get their bearings in their chosen study programme:

- Introduction to the teacher accreditation programme in the subjects of 'history, social studies and civic education.'
- Reading historiographic texts and texts on the history of historiography.
- One LT (plus tutorial) of choice in the epoch-related subjects and in Austrian history.
- One LE in the epoch-related subjects or in Austrian history.

These courses have to be taken in the first and second semesters.

#### ***Introduction to the teacher accreditation programme in the subjects of 'history, social studies and civic education' (LE plus TUT) 3 shrs, 5 ECTS***

This course is designed to introduce students to the basic issues of the HSC accreditation programme, to history studies and subject history didactics and to the basic issues of civic education. It is an integrative course mounted under the umbrella of subject didactics and of the pertinent scientific discipline. Priorities: initial orientation in the accreditation programme and in the history study programme; acquainting students with the basics of historical research studies (How to define historical studies? Basic theoretical questions, methods and sub-areas, sources and meta sources, places of knowledge and of knowledge transfer); getting students acquainted with the conditions and circumstances of history teaching at secondary academic schools and at technical and vocational colleges as well as with related professional areas. Seeking to gain insight into analytical, systematic and reflective aspects of the future professional area from the subject perspective. Crafting of a portfolio.

#### ***Reading historiographic texts and history of historiography (CO) 2 shrs, 4 ECTS***

This course is designed to build competence in reading and analysing specialist literature (recognising scientific texts, function and form of supporting documentation systems, text genres, comprehending and analysing academic issues and theses, excerpting, summing up, quoting, glossing, comparing, finding text-related answers to questions, discussing; plagiarism) and to give an overview of the main stages in the history of historiography on the basis of text samples (covering at least ancient historiography, medieval historiography, humanism, enlightenment, historicism, Marxism, Annales, social history, historical anthropology / modern history of civilisation, women's and gender history).

(For the two courses in epoch-related subjects and/or in Austrian history see 10.2.2.)

### **10.2.2 Additional courses during the first study section**

The following additional courses need to be completed during the first study section:

#### ***Epochs and Austrian history:***

- |  |                       |
|--|-----------------------|
| a) Ancient history 1 and 2   | 2+2 shrs, 3+3 ECTS    |
| b) Medieval history 1 and 2  | 2+2 shrs, 3+3 ECTS    |
| c) Modern history: early modern times and late modern times          | 2+2 shrs, 3+3 ECTS    |
| d) Contemporary history, i.e. history of the 20th and 21st centuries | 4 shrs, 6 ECTS        |
| e) Austrian history: up to 1526, 1526-1918 and 1918 to date          | 2+2+2 shrs 2+3+3 ECTS |

The courses are supposed to provide students of the above-mentioned compulsory subjects with broad-based orientational and contextual knowledge. Considering the requirements of history tuition at secondary level II, the historical structures and processes within the respective epochs and/or in Austria's history are presented with a view to giving equal weight to the political, cultural, economic, social, women- and gender-related aspects and with a view to laying them open for students to grasp and analyse.

Under the headings of epochs and Austrian history, students have to take and to complete the following courses and classes:

- at least one LE-cum-tutorial (during the orientation phase)
- 2 CO (upon having completed the orientation phase)
- all other classes in the form of LE (one of them during the orientation phase)

The LT and the two CO have to cover different subjects. Classes and lectures can be combined into integrated courses.

#### ***Sources and methods of academic work in history***

##### ***a) Analysis of pictorial and physical sources and musealisation (LE) 2 shrs, 3 ECTS***

The following topics are addressed in this course: The image – its function and meaning in history; material and physical sources; the function of physical sources in the history of art and culture; museums and musealisation; function and significance of photography, film, television, portrayal of history in films; using and producing analogue and digital media; function and significance of audio sources; radio as an information medium; production of picture and sound sources for history studies and methodological standards, i.e. oral history.

##### ***b) Historical auxiliary sciences and archive studies (LT) 2 shrs, 3 ECTS***

The following topics are dealt with in this LT: Concepts and theories of historical auxiliary sciences and of archive studies; fundamentals of the systematic study of sources. Historical auxiliary sciences (genesis and formal character of historical sources; palaeography of the Middle Ages and of Modern Times; epigraphics; diplomatics and study of documents and records; codicology; chronology; heraldry and sphragistics; genealogy; numismatics and metrology; historical geography and cartography). Archival studies (genesis and organising principles of archives); history of archiving; principles of archiving; using archives, information retrieval; picture, sound, electronic tradition carriers).



**c) *Text and discourse analysis***  
**(CO) 2 shrs, 4 ECTS**

This course is devoted to the following topics: fundamentals of text and discourse analysis; use in historical research; methods employed in content and language analysis and in the interpretation of texts; analysis of text production, distribution, reception, and interpretation processes; analysis of institutional and organisational circumstances accompanying discourses; critical analysis of interrelations between changes in discursive practices, social change and cultural change; ways of representing the past in texts and discourses (e.g. tradition, authorship, interdiscursivity).

**d) *Quantification and statistics***  
**(LT) 2 shrs, 3 ECTS**

The following topics are dealt with in this LT: fundamentals of statistics (descriptive – inductive); fields of application in historical studies; descriptive statistical methods; options of graphic representation; measures (measures of location, scatter, association, concentration); time series; exercises based on historical source material; perusing scientific historical publications for the use of statistics; history of statistical methods and concepts from a comparative (European) perspective.

**e) *Working techniques used in the arts and humanities***  
**(CO) 3 shrs, 7 ECTS**

This course provides exemplary orientation regarding working techniques used in the arts and humanities. The course is centred on outlining historical issues, getting to know different types of historical texts, systematic scientific research, dealing with historical sources, guiding students to generating their own written or oral products.

***Courses in subject didactics***

***Foundation course in subject didactics (I)***  
**(FC) 6 shrs, 9 ECTS**

Starting from a subject-related topic, the foundation course I in subject didactics is designed to introduce students by way of examples to the basic theoretical and practical problems of history tuition and to give them reflected and self-assessed insight into tuition practice. With the help of set tasks, students are introduced to current paradigms for reflecting on subject didactics.

***New media in the science of history and in history and civic education tuition***  
**(CO) 4 shrs, 6 ECTS**

Starting from a historical topic, the various ways of putting new media to use in history studies and especially in history, social studies and civic education tuition are demonstrated by way of examples. With a view to deepening history-related civic education, the course will also focus on aspects of media history, of media didactics and of media analysis. Process-oriented learning organisation prepares students for the methods and the competence-orientation of the curriculum for secondary level II.

**Philosophy-of-science subjects**

**a) Theories in the science of history and the philosophy of science  
(LE) 2 shrs, 3 ECTS**

This lecture deals in general terms and by way of examples with the following points: What is the essence of scientific thinking? Fundamental questions addressed by the philosophy of science; what is the purpose of theories? Fundamental questions concerning the theories underlying historical studies; levels and types of theory formation; theory problems encountered in historical studies; theoretical approaches.

**b) Theories and history of history teaching  
(LE) 2 shrs, 3 ECTS**

This lecture provides an opportunity to get to know current approaches to theory formation in history didactics and to discuss them from the perspective of their impact on teaching practice: e.g. theories of history didactics, providing a theoretical basis for history teaching methods, presenting examples and testing key models of subject didactics. Also addressed are the main features of a history of history teaching with special emphasis on the civic education dimension.

	Type of course	Shrs LE	Continuously assessed shrs	ECTS points
<b>1st study section</b>				
Introduction to the teacher accreditation programme in history, social studies and civic education (OPh)	LT		3	5
Reading historiographic texts and texts on the history of historiography (OPh)	CO		2	4
<i>Two courses forming part of epoch-related subjects and/or of Austrian history have to be brought forward to the OPh2</i>	<i>1 LT LE</i>	2	2	5-6
Ancient history (4 hrs)	1 LT*	14	8	6
Medieval history (4 hrs)	2 CO			6
Modern history (4 hrs)	7 LE*			6
Contemporary history (4 hrs)				6
Austrian history (6 hrs)				8
Historical auxiliary sciences and archive studies	LT+tut.		2	3
Analysis of pictorial and physical sources and musealisation	LE		2	3
Text and discourse analysis	CO		2	4
Quantification and statistics	LT		2	3
Theories in the science of history and in the philosophy of science	LE		2	3
Working techniques used in the arts and humanities	CO		4	7
Foundation course in subject didactics (I)	FC		6	9
Theories and history of history didactics	LE		2	3

New media in the science of history and in history and civic education tuition	CO		4	6
<b>Sum total 1st study section</b>		<b>20</b>	<b>33</b>	<b>81</b>

The orientation phase (OPh) is grayed out

\*To be brought forward to the OPh

\*\*One LE to be brought forward to the OPh

### 10.3 Second study section:

In the second study section certain fields of history study, history didactics and civic education are dealt with more extensively and in greater depth. The idea is to get students more closely acquainted with the practical skills required in their future profession of history teachers at higher secondary schools or in related professional fields. Special emphasis is to be placed on developing the capacity for teamwork, for interdisciplinary thinking and for dealing with complex issues.

#### 10.3.1 Courses during the second study section

Attending the courses of the second study section is conditional on having completed the first study section. The course in civic education can be brought forward to the first study section upon completion of the orientation phase.

#### *Advanced seminars*

- |                        |    |                |
|------------------------|----|----------------|
| a) Advanced seminar I  | SE | 2 shrs, 6 ECTS |
| b) Advanced seminar II | SE | 2 shrs, 6 ECTS |

The two advanced seminars need to be selected from the following aspect-oriented subjects:

Advanced seminar I: in *economic and social history or in global history*.

Advanced seminar II: in *women's and gender history, Eastern-European history or in historical and cultural European studies*.

The subjects selected for advanced seminars may be chosen from among all the fields of history study, provided the above-mentioned rules are complied with.

#### *Courses in subject didactics and civic education*

##### ***Project course in subject didactics (II): History and civic education (PC) shrs, 9 ECTS***

The project course in subject didactics II is intended to upgrade the previously acquired subject-related and subject didactic competences through careful consideration of exemplary cases. Students have to practise devising and putting to use complex forms of teaching and learning. Interaction with phase 2 of practical school-related training is a possibility. In terms of didactics, the emphasis will be on those spheres of competence that are designed to help deconstruct the aspects related to civic education from historical themes.

#### *Civic education*

##### ***(CO) 4 shrs, 6 ECTS***

In this interdisciplinary course, the compulsory subject, 'structures and functions of the political and legal systems' is interlinked with 'conflict strategies and conflict management'. It is designed to familiarise students with the structures and functions of political and legal systems and to address the local, regional, national, and international and/or global

dimensions of conflict strategies and conflict management through careful consideration of exemplary cases. The purpose of the course is to familiarise students with actors and institutions.

***Excursion, 3 days***  
**(EX) 2 shrs, 3 ECTS**

Excursions are continuously assessed parts of the study programme, offered in the form of field trips designed to help review, upgrade and expand the knowledge of and insight into history didactics. Students prepare for the trips by writing short papers, which they duly present in the course of the trip.

***Diploma student seminar***  
**(SE/DSS) 2 shrs, 5 ECTS**

The diploma student seminar is supposed to offer support and advice to students who write their diploma theses and to critically address subject-related theories and methods. If students write diploma theses in the field of studies covered by 'history, social studies and civic education' they need to select one single topic. If the thesis relates to an other subject, an elective subject of corresponding scope will have to be chosen from the field of civic education.

	Type of course	shrs LE	Continuously assessed shrs	ECTS-points
<b>2nd study section</b>				
<i>Consolidation 1: Economic and social history / Global history</i>	SE		2	6
<i>Consolidation 2: Women's and gender history / Eastern-European history / Historical and cultural European studies</i>	SE		2	6
<i>Project course in subject didactics (II): History and civic education</i>	PC		6	9
<i>Civic education</i>	CO		4	6
<i>Excursion</i>	EX		2	3
<i>Diploma student seminar / Optional elective course in civic education in class</i>	DSS / PS or SE		2	5
<b>Sum total 2nd study section</b>			<b>18</b>	<b>35</b>

## 10.4 Explanatory notes on the subjects of social studies and civic education

Considering the curricula of higher-level schools, ample provision should be made for classes devoted to issues relating to social studies and civic education in the first and second study sections.

Primary worlds of experience, work organisation, social structures, social order and/or historical approaches to social research are the issues relating to social studies which are, inter alia, set out in the school curricula.

In accordance with the principle of cross-curricular teaching, issues relating to "civic education" are, inter alia, structures and functions of the political and legal systems, social institutions; conflict strategies and conflict management; fundamental and human rights. The course in "civic education" is an interdisciplinary course.

## 10.5 Supplement to the examination regulations

As a rule, diploma theses need to be submitted in writing; they can, however, also take the form of academic films, academic audio-visual and/or multimedia products or exhibitions.

## **10.6 Requirements for the admission of students, who have successfully completed the 'teacher accreditation programme for the subject of "history and social studies"' at a University College of Teacher Education**

Students who have passed the teacher accreditation exam for secondary modern schools or pre-vocational schools in the subject of "history and social studies" at a university college of teacher education, are entitled to enter and complete courses offered in the second study section. For their first diploma exam they will, in compliance with Appendix 1, para. 3.8 of the University Studies Act in its current wording, also need to complete the following courses:

- o *Working techniques used in the arts and humanities* 3 shrs
- o *Statistics and quantification* 2 shrs.
- o Evidence of contextual knowledge in ancient history, medieval history, modern history, contemporary history, and Austrian history, of knowledge of sources and methods and of history of historiography, theories in history studies and theories of history didactics has to be supported either by certificates issued by a university college of teacher education or by Austrian universities.

### 10.7 Complete overview: courses, semester hours, ECTS points

	Type of course	shrs LE	Continuously assessed shrs	ECTS points
<b>1st study section</b>				
Introduction to the teacher accreditation programme in history, social studies and civic education (OPh)	LT		3	5
Reading historiographic texts and texts on the history of historiography (OPh)	CO		2	4
<i>Two courses forming part of epoch-related subjects and/or of Austrian history have to be brought forward to the OPh</i>	<i>1 LE+tut., 1 LE</i>	2	2	5-6
Ancient history (4 hrs)	1 LE+tut. 2 CO, 7 LE	14	8	6
Medieval history (4 hrs)				6
Modern history (4 hrs)				6
Contemporary history (4 hrs)				6
Austrian history (6 hrs)				8
Historical auxiliary sciences and archive studies	LE+tut.		2	3
Analysis of pictorial and physical sources and musealisation	LE		2	3
Text and discourse analysis	CO		2	4
Quantification and statistics	LT		2	3
Theories on history and the philosophy of science	LE		2	3
Working techniques used in the arts and humanities	CO		4	7
Foundation course in subject didactics (I)	FC		6	9
Theories and history of history didactics	LE		2	3
New media in the science of history and in history and civic education tuition	CO		4	6
<b>Sum total 1st study section</b>		<b>20</b>	<b>33</b>	<b>81</b>
<b>2nd study section</b>				
<i>Consolidation 1: Economic and social history / Global history</i>	SE		2	6
<i>Consolidation 2: Women's and gender history / Eastern-European history / Historical and cultural European studies</i>	SE		2	6
<i>Project course in subject didactics (II): History and civic education</i>	PC		6	9
<i>Civic education</i>	KU		4	6
<i>Excursion</i>	EX		2	3
<i>Diploma student seminar / Optional elective course in civic education in class</i>	DSS or SE		2	5
<b>Sum total 2nd study section</b>			<b>18</b>	<b>35</b>
<b>Grand total</b>		<b>20</b>	<b>51</b>	<b>116</b>

On behalf of the Senate:  
The Chairman of the Curricular Commission  
H r a c h o v e c