

**MVK210: Music, Gender, and Sexuality**  
**Emnerapport FA2022**

**EMNEANSVARLIG:** Stephen Amico  
**FAGLÆRERE:** same

**Faglærers vurdering av gjennomføring**

**Praktisk gjennomføring**

The course comprised 12 lectures and two periods for open discussion on any theme of the students' choosing. The exam consisted of a term paper (*semesteroppgave*); students received extensive individual advising on drafts of their papers.

**Studentenes profil**

The course was a mixture of UiB and international students, with the majority coming from the latter category. It is an elective course open to upper-level students from both categories.

**Strykprosent og frafall**

Approximately 14 students were registered for the course, with 9 completing. However, it should be noted that the vast majority of the students who "dropped" (approximately 90 %) were those who never attended, or attended only once. It is very common for UiB students to "over-register" for the upcoming semester – choosing more courses than they intend to take – in order to reserve a spot, and deciding which courses to actually take subsequent to registration.

**Karakterfordeling**

A: 3  
B: 1  
C: 3  
D: 1  
E: 1  
F: 0

**Studieinformasjon og dokumentasjon**

The study plan for the class, the full description/schedule for the course (lecture topics, assigned reading for each lecture, paper assignment description and due dates), and a complete litteraturliste was available online via [mitt.uib.no](http://mitt.uib.no); the litteraturliste was also available online to prospective students via the Studentsider of the UiB website. Lecture materials (including PowerPoint slides) were also made available on [mitt.uib.no](http://mitt.uib.no) following the week's lecture. Additionally, a significant amount of information and resources (suggestions for further reading; audiovisual materials) were made available to students on [mitt.uib.no](http://mitt.uib.no) throughout the semester.

**Tilgang til relevant litteratur**

All of the required readings were available online to the students, either via the library website or the course's litteraturkiosk.

**Faglærers vurdering av rammevilkårene**

**Lokaler og undervisningsutstyr**

The course was taught in Room 106, John Lund's Plass. The room is smaller and more suited for seminar-type classes. Because this course includes both lecture and discussion components, the setting was very conducive to fostering the latter component. Students were generally quite engaged in both components of the course. The A/V resources in the room (computer, screen, speakers, projector) were all in good working order, allowing for problem-free presentations. It is notable that this has not always been the case in some of the rooms at Sydneshaugen Skole and the Grieg Academy; as such, teaching in the room was very pleasant for both the professor and the students. It was also a bonus to have a piano in the room, allowing for the possibility of playing musical examples to help illustrate concepts.

**Andre forhold**

n/a

**Faglærers kommentar til student-evalueringen(e)**

**Metode - gjennomføring**

An anonymous online survey was created via Skjemaker and a link to the survey was sent to the students, with three reminders. A total of 6 responses were received. See below for a summary of the results.

**Oppsummering av innspill**

The course's average overall rating was 4.00. In the past it has been marginally higher, but students gave high marks for the course's content, presentation, and structure. In the comments, one student noted they would have liked to have gotten the instructions for the final assignment sooner in the semester, and this will indeed be done next time the course is offered.

**Ev. Underveistiltak**

Owing to the constantly changing landscape of gender/sexuality studies in the academic literature, as well as representations in the popular/creative media, the course is continually updated. I am always trying out new ways of encouraging students to read as much of the syllabus as is possible (including requiring students to lead discussions for specific course meetings), but students' aversions to reading long/complex texts appears to be one of the most difficult things to change – a dynamic that has been slowly increasing over the past several years. (I note, from the student assessment, that the work required for the course is on par with other courses in which they are or have been enrolled, but that on average they complete only approximately 50% of the readings per week.)

**Faglærers samlede vurdering,  
inkl. forslag til forbedringstiltak**

I am generally quite satisfied with the students' assessments of the course, and happy that so many appeared to both enjoy and benefit from it. Several students approached me individually at the course's completion to let me know how much they enjoyed and felt they had benefitted from the course. I offer the following (condensed) email received from one international student in the semester following the course's completion:

"I'm writing this email because I want to thank you...for teaching me, and thank you for [critiquing] my paper...Your course and your comments were so helpful for me to improve. I feel like your course changed my entire academic life. Thank you so much."