

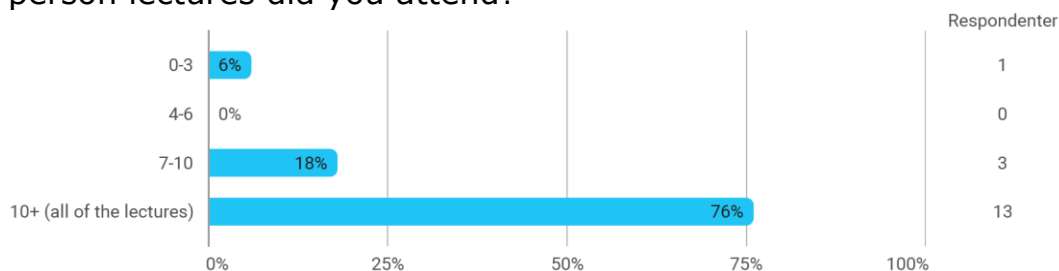
SAMPOL115 Democracy and Democratization FALL 2022

207 oppmeldte studenter i emne, 151 kvalifiserte til å ta eksamen, 172 tok eksamen.
19 studenter har gjennomført spørreskjemaet. Alle studentene har ikke svart på samtlige spørsmål.

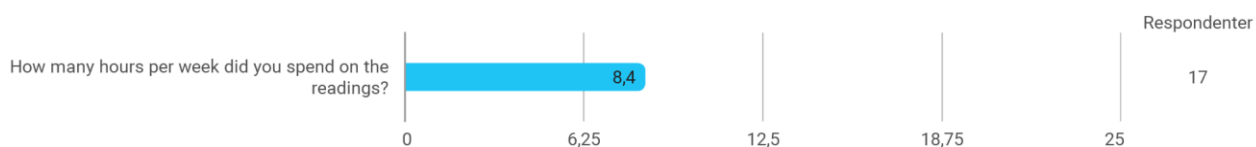
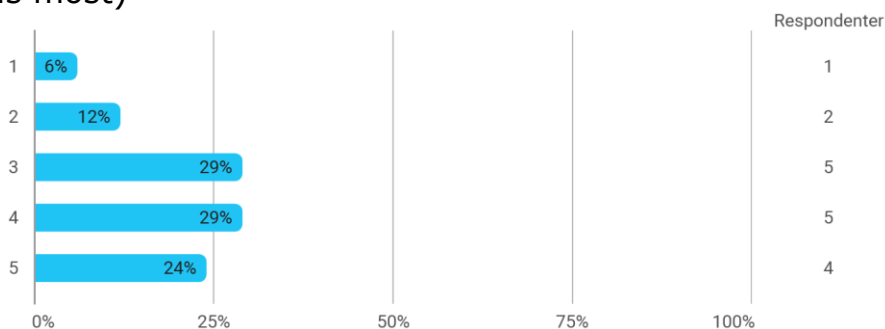
Studentenes tilbake på emnet er i stor grad positiv. Kritikken er sprikende og det samme fenomenet rises og roses, eksempel: manglende bruk av power point i undervisningen roses av enkelte studenter, men blir av andre studenter kritisert for å gjøre det vanskelig å følge med. Tilbakemeldingen på seminarundervisningen er også sprikende, noen mener seminaret bør vektlegge gjennomgang av mer pensum, andre ønsker flere seminarøkter og andre ønsker økt engasjement både i skriftlige tilbakemeldinger og i seminarundervisningen. Flere studenter peker på at mengden pensum bør begrenses.

Majoriteten av studentene melder om høyt oppmøte på forelesningene. I hvilken grad forelesningene bidro til læringsutbyttet er studentene sprikende i tilbakemeldingen, men en overvekt av studentene satt igjen med et utbytte. Litteraturen bidro til læringsutbyttet i emnet. Studentene er særlig fornøyd med hvordan foreleser la opp til diskusjoner i forelesningene. Forelesers emne videoer trekkes også frem som en vellykket måte å bli introdusert for både tema og litteraturen.

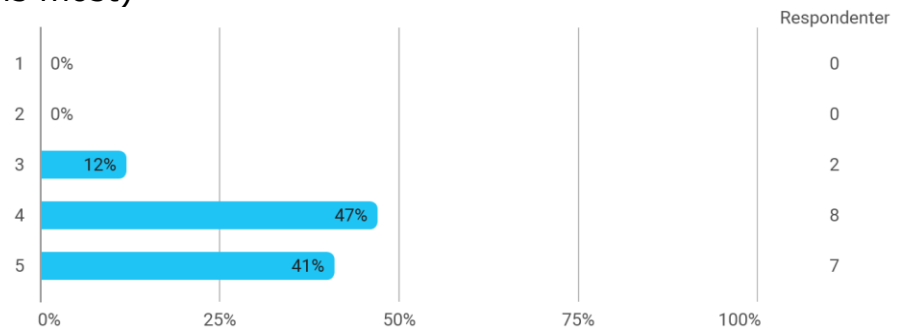
How many in-person lectures did you attend?



To what degree have the lectures contributed to your learning? (Where 1 is least and 5 is most)



To what degree have the readings contributed to your learning?
(Where 1 is least and 5 is most)



Which book or article on the curriculum did you gain the MOST from reading?
Please explain why this reading was so useful.

- Møller and Teorell books
- the books of møller and Teorell
- The one from Møller and schanning and the article from Huntington.
- Møller and Skaaning
Dahl
Hidalgo
Teorell
- What I found best was the literature that was read and then with the guide of the professor, was analyzed in depth, and therefore became more digestible. This was most evident for the text Transitions from authoritarian rule: tentative conclusions about uncertain democracies by Guillermo O'Donnell and Philippe C. Schmitter. Therefore this is one of the texts I gained the most from
- Ahmed was fun and enlightning to read - møller and skaaning was a good book to start the curriculum with because of its over all knowledge
- Guillermo O'Donnel and Phillipe Schmitter: Transitions from Authoritarian Rule.

Really interesting theory about autocracies. I loved reading the empirical examples about Latin America.

- I gained the most from reading the upper part of the reccomended readings.
- Democracy and democratization
- The book "Democracy and Democratization in Comparative Perspective" by Møller and Skaaning.

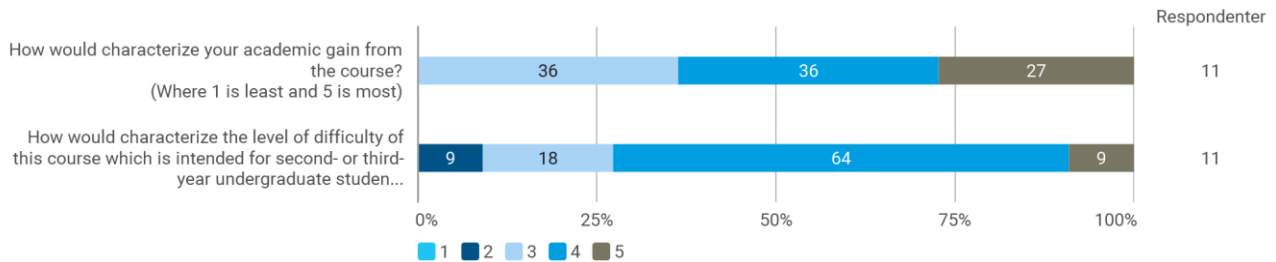
It was informative and precise, explaining social phenomenons in only few pages.

- The book by Møller and Skaaning was particularly useful, as the information in the chapters were not hidden by "fancy" wording, but set out to explain in an informative way that I personally enjoyed.

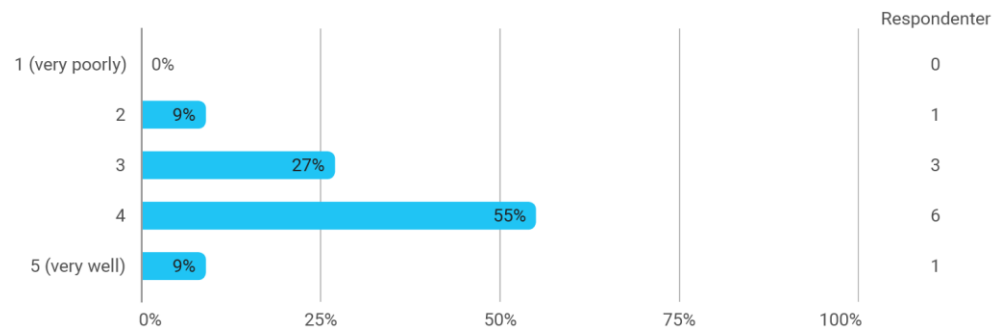
Which book or article on the curriculum did you gain the LEAST from reading?
Please explain why this reading was least useful.

- "How dictatorships work" book
- Geddes, Barbara book of "How dictatorships work "
- Paxton and Wang. I get mainlining points but I feel it was difficult to utilise for the obligatory task
- Wong
Diamond
- A lot of the time a reading that was not as helpful to me was texts that were not mentioned in class, not even in passing, or their content was never really covered, or the text was just complicated and hard to digest. This would be a text like Democracy and Conceptual Contestability: Reconsidering Conceptions of Democracy in Democracy Promotion: Democracy and Conceptual Contestability. But this is not to say it was not useful on its own, rather I could not engage with it in an effective manner so I did not gain much from it.
- O'Donnell and Schmitter was a hard one to Get through and i dont feel like I got a lot of of it.
- Hard to say, I find that most are useful in their own way
- I gained the least from the last part of the reccomended readings. I understand that it is there for empirical use and conceptualising everything, but at one point it felt like it was way to many readings. Not being able to catch up to the lectures feels unmotivating for the course.

- None
- The articles about political representation, after completing the courses, I find less useful to put in context with the other articles. Nothing to do with content of the articles, but more on the linkage with different literature.
- I believe that some of the articles/chapters for the last two lectures were not available, not even in the library, so that was pretty unhelpful. I can't really pinpoint any specific article or book that was unhelpful to me, but I do think that some of the articles were a little difficult to understand its message, mostly because of the language being a little cryptic.



Taking into account the academic gain as well as the level of difficulty, how would you evaluate the knowledge and skills gained from this course relative to other undergraduate courses that you have completed? (Where 1 is weakest compared to other courses, and 5 is strongest compared to other courses)



Is there any part of the course that you are especially satisfied with?

- discussions in groups of chapters
- Discussions in class
- The clear topical syllabus. It is easy to understand. The way the course is built up is also good. Takes some time to understand but that is the same for every new course.
- Course videos about the readings. These helped to understand and gain important knowledge about some of the readings.
- The professor and his teaching style and general approachability. Made the course that much more engaging and I thoroughly enjoyed going to class because of this.
- I liked that the lectures did not have a powerpoint, and especially liked when we had some key words on the board.
- Lectures and readings
- Great lecturer who knows what hes talking about.
- Almost all
- The lecture on backsliding, where the class was seperated into two groups, and expected to come prepared. This contributed to a more academic discussion, rather than the typical "notes taking".
- The lectures! At first it felt unfamiliar to have a lecturer that didn't want to use a powerpoint, but now it feels unfamiliar when another lecturer uses powerpoint! XXX is a fantastic lecturer.

Is there any part of the course that you are especially dissatisfied with?

- the lack of use of PowerPoints made it very easy to lose focus
- I was not satisfied with the seminars. Considering this is a course with a lot of readings, I would've hoped to have more seminars to help understand the curriculum. I did not feel like the seminar

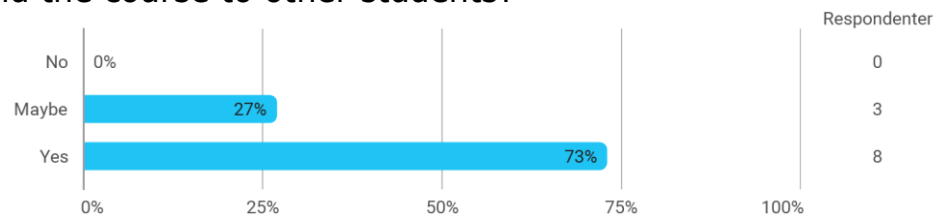
leader was engaging and did not contribute to the understanding of the course. The comments on the mandatory assignment were very poor and did not give better guidelines for future essays

- I would say that it is a lot to read. It is quite a big step from 105, 106 and 107. Sometimes I felt that XXX moved away from the topical syllabus while presenting and often for several periods of the lecture. While it still was interesting it was also a bit wasteful I would say
- No notes in class. makes it difficult to remember everything from class and understand the context of what the teacher is learning the students.
- The slight inconsistency in timekeeping. Every once in a while there would be a stretch of classes where there would be lectures being finished during the class time for the following lecture and eventually content would be missed or not covered at all.
- No
- I wish there were more seminars, to discuss articles and theory during the semester
- In some lectures XXX has a tendency to talk about things that dont seem that relevant to the course.
- Its not easy to come prepared to class when the lectures are to closely related - mondays and tuesdays.
- Even though I completely understand that to get a lot of points across you need a lot of literature, I do think that some of the lectures when we had seven different articles/chapters is a little too much, and may take away from the overall learning experience. I love to immerse myself into maybe three chapters and feel like I really understand the concepts, compared to barely remembering the concepts when there is so much to read.

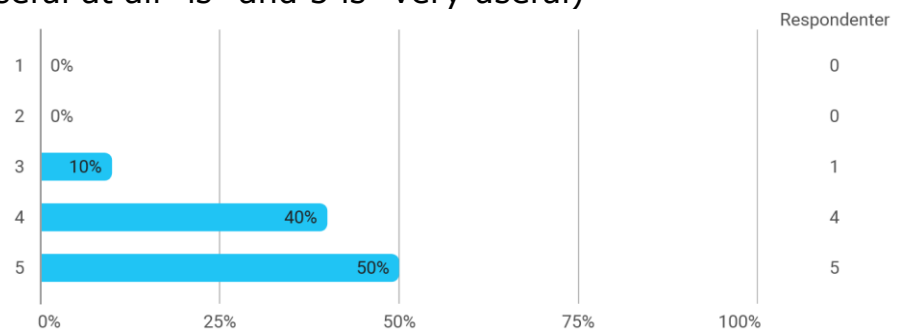
In your opinion, how could this course be improved?

- increasing the use of powerpoints and decreasing the number of articles, to only extremely relevant ones
- maybe more seminars and more engaged seminar leaders
- I liked when XXX went through the litterature and topical syllabus and presented it to us. Wish he would do that more.
- Notes on presentations in class makes it easier to follow the teacher and what we are learning about. Also, maybe some further explanation on difficult themes and concepts, as it somethimes is difficult to understand the context in English.
- Either by reducing material to be covered or increasing the number of lectures. That or duration being increased or the breaks being shortened.
- When we had interactive lectures is was rewarding to be in a group with people who had read the readings, unfortunately I experienced the second time that no one in my group had read any bit of the readings - which made the task kind of one sided and I felt stuck teaching the others about the reading - and feel like I did not get much out of that exercise unfortunately; (
- More seminars, more feedback on midterm assignment
- Maybe talk about the normative perspective of democracy, and focus on fewer readings. The course go by quite fast, so it can come off as superficial at times, whereas I personally would prefer to go more in depth.
- Often the lectures become to educational, meaning that classes is not challenging enough - compared to the literature.
- I'm not sure a home exam of 5000 words is the best way to go, personally I would have loved to have one mid-term exam and then a final exam which is not that many words. It will probably be fine, but I think it's a very big ask.

Would you recommend the course to other students?



We are using the learning interface Mitt UiB. What is your impression of Mitt UiB? (Where 1 is "not useful at all" is" and 5 is "very useful)



If you have any comments on the use or functions of Mitt UiB, please write them here. We are particularly interested in learning about how you found the use of "modules" on the front page of SAMPOL115 on Mitt UiB:

- it worked well and made it easy to find the material necessary
- modules made it easy to find information
- nothing to add
- No comment!
- The way this course was planned and organized was the best I have ever had. It was easy to navigate, know what to read, get an idea of the lecture, and have those slightly out-of-date videos to break down some of the readings. I wish all courses were designed like this.
- I liked the set up of the mitt uib, and used the modules and videos a lot under the exam preparations and also before each lectures!
- .
- Great.
- Great overview of the subject!
- .

E-post

Samlet status

