



Emnerapport V2023:

GOV217 Gender and Power in Contemporary Politics

Våren 2023 gjennomførte vi en evaluering av emnet GOV217. Dette var første semester emnet gikk.

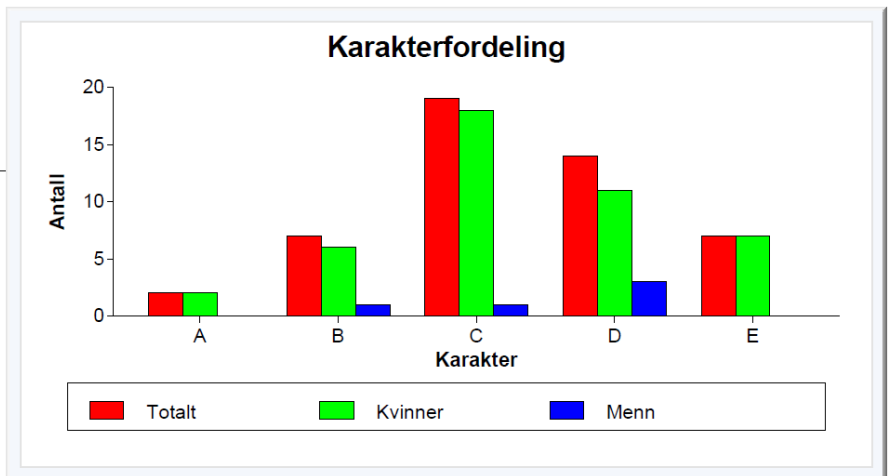
Det var 64 oppmeldte studenter i emnet og 49 av disse tok eksamen. Det var 12 studenter som svarte på evalueringen, av disse besvarte 9 studenter den skriftlige evalueringen.

1. Informasjon om emnet	
Emnebeskrivelse	Gender and Power in Contemporary Politics Universitetet i Bergen (uib.no)
Undervisningssemester	Vår 2023
Vurderingsform	Hjemmeeksamen
Undervisningsform	Forelesninger og seminar
Obligatoriske arbeidskrav	Muntlig gruppepresentasjon
Emneevaluering	Spørreskjema og muntlig

2. Statistikk	
Oppmeldte	64
Kandidater	64
Møtt	49
Sensurert	49
Stryk	0



Karakter	Antall	Kvinner	Menn
E	7	7	0
D	14	11	3
C	19	18	1
B	7	6	1
A	2	2	0



Egnevaluering

Emneansvarligs vurdering av undervisningsopplegget i forhold til mål og resultater:

It was a joy being course coordinator for GOV217, there are some things that could have gone smoother. First off, since many of the students at GOV217 were international students I think that maybe there could have been half lecture dedicated to more administrative and practical things, such as learning about MittUiB, or go through why it is important to attend a mandatory seminar, how a take-home exam can look like. The wide range of student interests, skills and backgrounds make it difficult to give everyone a completely satisfying course outline. Some were not familiar with concepts such as gender, while other had a bachelor in gender studies for example. The students made a fantastic job in preparing for and presenting at the seminars, although this was a mandatory element of the course, the seminars were not counted into the final grade (only pass if the student had attended). I am confident that all the students' grades would have improved significantly if this was the case. The exam question was also an open question, which I think especially affected the international students, and students with less academic background. With a more specific set of questions to choose from I also think grades could have been improved. The number of readings was a bit to large for the students.

Studentevaluering

Skrevet av emneansvarlig

The students expressed that they were happy with the course at lectures and seminars. Several students emphasised that the format of the seminars had helped them become more confident in giving presentations (some of them were very nervous in the beginning of the course, but grew throughout the course in this regard) and that they had gained a lot from collaborating with fellow students with different backgrounds, both in terms of nationality as well as discipline. The written evaluation was only answered by 9 students, out of which a few students evaluated another course. Here are some quotes from the students: "The format of the seminar was comfortable, so I didn't feel too much anxiety on me as I usually do during public meetings and presentations" – Student 1 "It's been a while to deliver presentation, so I was nervous, but I got some confidence by doing this seminar" – Student 2. Students also appreciated the interactive elements of the lectures,



and in the evaluation of the course they expressed that they were satisfied with “The interaction that was included in the lectures”. Furthermore, one student explicitly wrote: "I loved the idea of the seminars and how the lecturer used Menti to compare our opinions with studies' findings". Students were also happy with the diversity that was displayed among the different teaching coming in throughout the course. Although most of the feedback from students were positive one student at the written evaluation said that the content of the course was too much on the surface, and had wanted more throughout discussion about key theoretical concepts, however, I do not know if this student answered to the GOV217 evaluation or to another course unfortunately.

Studentevaluering

Svar på spørreskjema

1. How many lectures did you attend?

46%: 4-6

54%: 54

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

8%: 1

8%: 2

3%: 54

23%: 4

8%: 5

3. Did you attend the seminars?

92%: 12

8%: 1

4. How many hours per week did you spend on the readings?

Antall studenter 7:

3,3 timer

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

14%: 1

29%: 2

43%: 4

14%: 5

6. Which topic of the course did you find to be the MOST interesting and relevant? Please explain why this section was most interesting to you.

- rights of women



- I think the topics related to gender quotas were the most interesting, mostly due to there being very clear results from the studies and specific calls to action
- The topics of this course themselves were not bad but the way they were tackled was not interesting and stayed very much on the surface.
- The role of gender in politics
- The strength and weaknesses about carbon pricing and the different aspects of climate fairness. Also the lecture about climate activism.
- The international approach, abortion laws
- Gender images and what seen as 'normal' shapes who is leading, making decisions and how these affect people differently

7. Which topic of the course did you find to be the LEAST interesting and relevant? Please explain why this section was least interesting to you.

- representativity in politics
- the articles about public ethics of care, as they seemed a bit general
- The topics of this course themselves were not bad but the way they were tackled was not interesting and stayed very much on the surface.
- Some things were repetition for me, so that was the least relevant, but I found some interest in every topic
- EU ETS was a little bit long
- Bureaucracy

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

- Gender and Corruption: The Mediating Power of Institutional Logics
- To only choose one is difficult, I loved the perspective from Stivers since it could be applied to many of my other courses and their curriculums, but I gained the most from analyzing the article from Gidengil and Stolle. That article made me use many arguments against the authors that I've learned from this course and others, and was a great learning opportunity.
- Caney
- Texts about representation in Africa

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

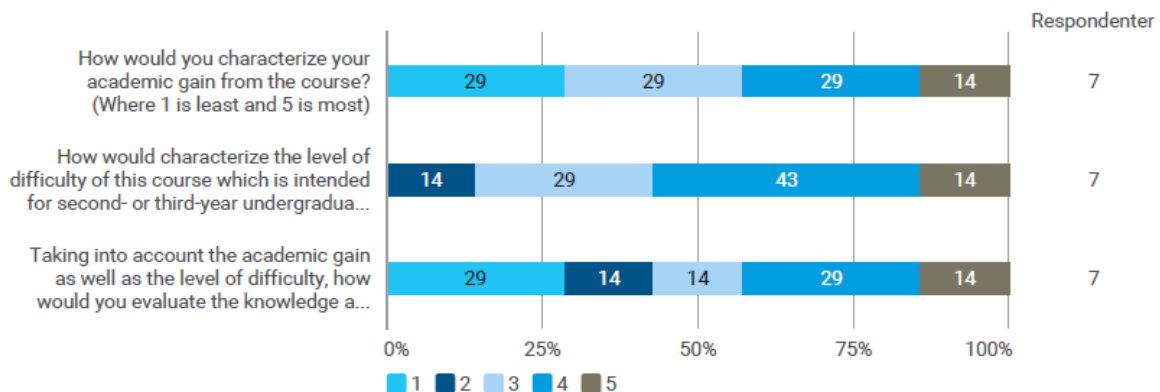
- Childs and Krook had some good texts, I've read a couple of them before, but it was impossible to pick up and read willingly. I would prefer if some of the texts



were articles on the curriculum instead. The article from Jane Mansbride «should blacks represent blacks and women represent women? A contingent «yes» is a good article to pick for the curriculum in my opinion.

10. To what degree did the home exam contribute to your learning?" (Where 1 is least and 5 is most)

- 29%: 1
- 14%: 3
- 14%: 4
- 43%: 5



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

- it was nice to have guest lecturers to get other perspectives
- I loved the idea of the seminars and how the lecturer used Menti to compare our opinions with studies' findings. It was an incredible lecturer and she followed up in a really good way; I hope she's proud of the job she did (and I hope she'll get this feedback).
- The lecture of FFF and China
- The seminars and the talk with international students different lecturers and how their different specifications on the topic contributed to the course.
- The interaction which was tried to be included in the lectures already

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

- Though interesting I felt the seminars had the least value for the exam, and they could therefore be more directed towards the topic
- I did not learn anything during this class, except during the seminar with the presentations of my fellow classmates. I don't feel like anything has been challenged, everything stayed surface level. And what's more, the grading on this exam seems very unfair to everyone, especially since the course itself was not helpful.
- The exam was a train wreck. The formulation of the task and the reasonings for the grades weren't on the same terms. «An empirical example» and «an



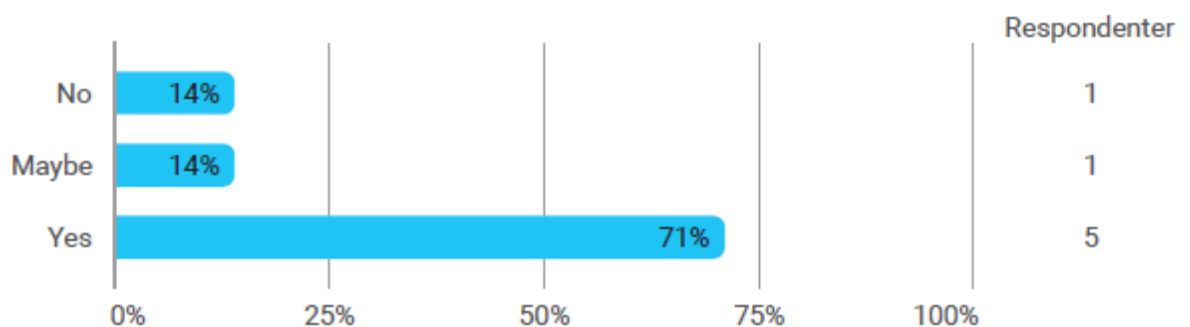
empirical case» are two waaay different things. In addition, we had a lot of international student whom didn't know this was a course intended for 2.-3. year students, and whom didn't know how to write an assignment the way we've been taught. This created false expectations for them, and I know the exam lowered the grade point averages of several of them. I think there should be held a seminar for international students (in general) to teach them about what to expect (normalfordeling) and how to write/citate. The completely open task also shocked many of us and the course didn't prepare many students for that (even though I saw it coming and did good).

- The emphasise on men not taking part in the course makes the men uncomfortable who are in the course
- The communication to the students how this course is structured from the beginning on and the short notice for the preparation of the seminars.

13. In your opinion, how could this course be improved?

- be more structured in lectures, the plan was a little bit fuzzy
- There has to be a better focus point to the course; less readings and a more prominent coherent line (rød strek) throughout.
- There was around 1400-1500 pages for a course from february till march worth 10 ects, that's way too much and nobody knew how to get through everything. Bring the course load down and focus on some things more in depth and it will be easier for the students.
- I think the seminar needs to be improved because it did not talk enough about the readings and did not put a lot of pressure to read it.
- The seminars: how the people are allocated in groups and assignment of topics
- Maybe choose an overall topic to have a concrete topic
- Including all the dates into the calendar and talking through once the lectures start so everybody knows if and how they can take part in the course fully and finish it successfully

14. Would you recommend the course to other students?





UNIVERSITETET I BERGEN

Institutt for politikk og forvaltning