

#20

Emnekode	203
Emnetittel	Comparative Arctic Indigenous Governance
Semester	vår 2019
Institutt	Institutt for sammenliknende politikk
Emneansvarlig	Aaron Spitzer
Sist evaluert (semester/år)	Spring 2018

Emnets undervisnings- og vurderingsform

This course was delivered in the form of 12 lectures. Each lecture was 1.5 hours long, highly didactic with little student interaction, utilizing elaborate PowerPoint presentations (which were also posted to the course website after each class). Each week approximately 100 pages of readings were assigned, mostly journal articles but also book chapters and government websites. Attendance varied between 25 and 40 students per class. Evaluation was conducted via a single, 10 hour, take-home, written exam at the end of the semester.

Oppfølging fra tidligere evalueringer

This course used the same readings, lecture format and exam format (indeed, largely the same exam question) as in Spring 2018. The primary difference was that, whereas in 2018 the lectures were delivered by Per Selle, Elin Monstad and Aaron Spitzer, in 2019 Aaron Spitzer delivered all the lectures, using a more intensive PowerPoint format.

Evalueringemetode(er) Online student evaluation

Sammendrag av studentene sin evaluering

We got little feedback from the evaluation. Most of the feedback was positive but very general. Those who provided feedback indicated that the course was interesting, that the lectures and readings were useful, and that the most difficult material came at the beginning, when matters of theory were being presented. There was also a suggestion to make the lectures available online in the form of video files, as the student had a hard time attending all the lectures.

Last opp karakterfordeling her [SAMPOL_203_grade_distribution.docx](#)
(Du finner den i Inspira, alternativt kan du ta kontakt med administrativ kontaktperson)

Mål for neste evalueringsperiode- Forbedringstiltak

If I were to teach this course next year, I would propose some changes.

First, I think I would incorporate some elements to make the course more interactive, perhaps by incorporating online discussion groups, or requiring the submission of a few small essays along the way. I found it difficult this year to determine if students were in fact understanding the material; the final exam was my only means of assessment save for (very rare) questions from students.

I think I might also try a different exam format. Presently, the exam allows students to display a very broad, comprehensive understanding of the course material. But it definitely rewards those who are good writers, and especially those who write well in English and Norwegian. In reading through the exams, there are often instances in which I suspect that students (especially foreign students) understand the material but are not capable of articulating their understanding in a high-pressure take-home essay situation.

I would also consider re-titling the course: Perhaps, "Introduction to Comparative Indigenous Governance: Norway and Canada." The present use of the word "Arctic" in the course title is both overinclusive (the course doesn't touch most of the Arctic states) and underinclusive (Indigenous matters in Canada and Norway are by no means limited to the Arctic).