

1. Provide an assessment of

Pensum / curriculum: - The curriculum worked really well, providing a broad historical and theoretical grounding for the class's discussions of race and identity. In the future, it might be good to assign fewer literary texts in order to allow more time for their analysis and discussion.

Undervisning / Teaching: Teaching combined lecture and discussion, with an emphasis on direct engagement with the literature. There was a heavy emphasis on discussion, but I often lectured in order to clarify theoretical texts and in order to provide historical context.

Ressurser og infrastruktur / Resources and Infrastructure: Fronter and the audiovisual set up worked well. The classroom also worked well; one of the best spaces for seminar-style discussion that I have seen at UiO. This classroom is a great one for this class.

Eksamen: Students wrote a 10 page paper and a shorter qualifying paper. The qualifying paper allowed students to sum up and clarify one or more aspects of the course's methodological approach. I will definitely assign a qualifying paper in future versions of this course, as it allows students to begin thinking about their final papers and requires them to fully engage some of the important theoretical texts. The final paper allowed students to work with the concepts, texts, and methodologies of the class. I think that this form of evaluation is appropriate for M.A. students, who need to develop both their writing ability and their ability to undertake a sustained analysis of a literary text or texts. Overall the papers were strong and showed that students had done well in assimilating and thinking through the main ideas of the class. However, this form of examination does not test students' mastery of all the assigned material, which is a bit of a shortcoming.

2. **Gir læringsutbytteformuleringene i emnebeskrivelsen en god beskrivelse av hva studentene skal kunne etter avlagt eksamen?**

The learning outcomes fit the course material well, but I think the lectures could do more to emphasize different scholarly approaches to understanding racial identity.

3. Fungerer emnebeskrivelsen tilfredsstillende? Sjekk følgende:

- *Statistikk over karakterer, frafall og klager.* 19 students signed up for the class, and 14 ended up writing the final paper. Several students performed poorly on the qualifying paper and consequently didn't complete the course requirements. Those who did write the final paper did well, with most students receiving C or higher.

4. Har du gjort noen endringer siden forrige periodiske evaluering?

I have not taught this class before.

5. Forslag til forbedringer:

In the future, I would devote more class time to the discussion and analysis of the literary texts.

6. Vellykede tiltak som kan overføres til andre emner.

The last two weeks of the syllabus were left open so that students could have some input into the readings we chose for the end of the semester. This worked well, and I think that this approach would work well in many M.A. classes, and perhaps in some 2000 level courses.

- Bruce Barnhart, 2016