

1. Provide an assessment of

**Pensum / curriculum:** - The curriculum worked well, with a good balance between literature, secondary criticism, and music. Some of the later Langston Hughes' poetry was a bit difficult, and in a future version of this class, more class time should be allowed for going through this poetry, or less of it should be assigned. As always, it is a bit hard to balance the curriculum so that it suits both undergraduate and master's students. This course works well as a heis seminar, but it could also be productively taught as a Master's seminar.

**Undervisning / Teaching:** Teaching combined lecture and discussion, with an emphasis on direct engagement with the literature and the music. Most classes began with an introductory lecture on the music and its significance, before listening to part of a musical selection, and then transitioning to discussion of the literature.

**Ressurser og infrastruktur / Resources and Infrastructure:** Fronter and the audiovisual set up worked well. The classroom is well set up for listening to music. One problem I encountered was that if the computer is used for playing music, the screen in the front of the room must be down. This makes it hard to use the whiteboard to illustrate parts of the music's structure. It would be helpful, for a class like this that engages music, if the screen could be up and the projector off while music is playing.

**Eksamen:** I used a two hour in-class exam, which allowed both M.A. and undergraduate students to display their mastery of the course materials, and to write a brief essay.

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

The learning outcomes are well written and effective, but they are rather broad. This is because they are written for the general 2333/4373 course (multicultural American literature) and not for this specific version of the course (Jazz and African American Literature). I think it would be a good idea to have more specific learning outcomes.

3. **Fungerer emnebeskrivelsen tilfredsstillende? Sjekk følgende:**

- *Statistikk over karakterer, frafall og klager.* 10 undergraduate students signed up for the class, but only 5 ended up taking the final exam. The 5 who did take the exam averaged between a low B and high C. 16 M.A. students signed up for the course, and all 18 ended up taking the final exam. Those who did take the final exam did well, with a grade average of B for those 16 students.

- *Tilbakemeldinger til lærere og administrasjon.* Ok.

- *Tilbakemeldinger på informasjonen/veiledningen studentene får om emnet.* Good.

- *Hvordan emnet fungerer i emnegruppene det inngår i.* The course works well, providing a specific historical focus on an important cultural tradition, and introducing students to interdisciplinary study (music and literature).

- *Om emnet er riktig plassert med hensyn til nivå/anbefalt semester.* Yes.

- *Om emnet er riktig definert med hensyn til anbefalte/påkrevde forkunnskaper.* – Yes.

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

I have not taught this class before.

**5. Forslag til forbedringer:**

As noted above, the learning outcomes should be more specifically tailored to the course content. Also, a I think a Heis seminar with 18 M.A. students and 5 undergraduates is a little bit daunting for the undergraduates. (This is probably the reason why so many undergraduates did not take the final exam.) A better balance between M.A. and undergraduate students would probably work better.

- Bruce Barnhart, 2015