

ENG2324/4364 Homotextuality: Gay and Lesbian Literature

2009 II

1. Beskrivelse av og kommentarer til eventuelle avvik fra og endringer i emnebeskrivelsen

All went according to plan.

2. Kommentarer til kvantitative gjennomføringsdata på emnet (karakterer, stryk, frafall)

16 students completed the course on the BA-level; 2 on the MA-level. A handful students who followed the course on the BA-level did not take the exam, for reasons of illness, or that the course was unnecessary for the student's degree program. So during the semester there were usually 23 students in total who came every week, but only 18 took the exam.

3. Er det indikasjoner/eksempler på særlig god kvalitet? Hvordan er de fulgt opp?

From the report, it seems that students were very happy in the most important areas: 100% said they have "lært fakta og kunnskap om faget," and 100% found the teaching engaging and useful. The course itself went very well – the students really formed a community amongst themselves and were engaged in the material both inside and outside the classroom. There were always lively discussions regarding the texts.

4. Er det indikasjoner på sviktende kvalitet? Hvordan er de fulgt opp?

No.

5. Hva er det fokusert på i denne perioden mht utvikling av studiekvalitet?

I really try to focus not just on literary analysis, but also on history and culture and how these have influenced the literature and vice-versa. Perhaps sometimes I focus too much on the cultural at the expense of the literary – I could try to do more strict literary analysis in the future.

6. Forslag til tiltak for å forbedre emnet

Some of the students suggested adding a text that deals with bi-sexuality; in the future I will certainly consider adding such a text to the pensum. I had a text about "transgender" on the syllabus this semester, and the students said they wanted some more material regarding transgenderism, so I will consider expanding that theme in the course in the future. As always, too little time to cover everything thoroughly!