

Emnerapport- fylles ut etter endt evaluering #168

Emnekode	GOV 360
Emnetittel	Gendered autocratization as a global challenge
Semester	vår 2023
Institutt	Institutt for administrasjon og organisasjonsvitenskap
Emneansvarlig	Lise Rakner
Sist evaluert (semester/år)	Nytt kurs

Emnets undervisnings- og vurderingsform

Autocratic leaders around the world are increasingly using gender as a tool for strengthening their grip on power. This is often framed as a crusade against liberal “gender ideology”- which is a shorthand for efforts to advance gender equality; lesbian, gay, bisexual, trans, intersex and queer (LGBTIQ+) rights; rights to abortion and reproductive health services and protection against gender-based violence. Portrayed as defense of tradition, religion, culture, national sovereignty and the natural family, anti-gender mobilization, it resonates with public opinion in many societies, and has become a favored and very effective means to rally support. This has enabled the passing of restrictive laws, not only against individuals engaging in “immoral” activities (such as abortion or consensual sex between persons of the same gender), but also large parts of civil society, restricting criticism and opposition. We see this trend most clearly across the African and American continents, in Eastern Europe and the Muslim world, but it is also visible in some Asian and Western European countries. This course discusses what drives this trend, what the effects are, and how it should be addressed.

The course consists of the following components:

1. Student-led moderated seminar discussions
2. Guest lectures
3. Group work
4. Reflection notes

Oppfølging fra tidligere evalueringer

Ingen- nytt kurs

Evalueringsmetode(er)	Essay- final exam
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Sammendrag av studentene sin evaluering

There are two evaluations of this course:

1. The written evaluations- a survey sent to all the students (9 in total) of which three responded (33 per cent). The feedback where very positive. The open survey questions in particular noted the blended learning (mix debate, panel discussions and short lectures), an adequate reading list in terms of presentations and 5 ECTS format. The link to the PhD course- ie that the final part of the course was run jointly with a PhD course on some topic was very much appreciated.
2. In the GIGOV student evaluator panel of 5 students- with representative that had experiences from all 4 electives in GIGOV- the courses were discussed at length. This course was evaluated highly linked to the link between assignments, readings, expectations and course (5 ECTS). Again- the link between the MA and PhD course was rated very highly by the MA students.

Emneansvarlig sin evaluering

Very pleased with course format and the link between PhD and MA course

Last opp karakterfordeling her
(Du finner den i Inspera, alternativt kan
du ta kontakt med administrativ

kontaktperson)

[Resultatfordeling GOV360-3.pdf](#)

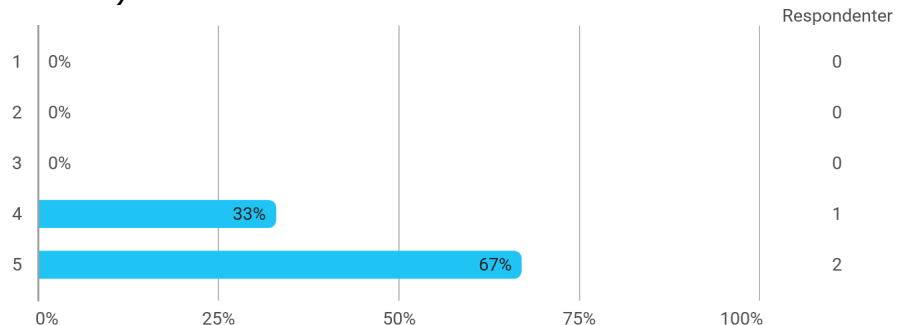
Evt. kommentar til karakterfordeling

Perhaps slightly fewer top grades than expected.

Mål for neste evalueringsperiode- Forbedringstiltak

1. Need to be more strict on being on time- expectations of being a part of entire course (including the 2 day seminar with PhDs
2. More clear from first day on expectations for oral and written presentations
3. Clear guidelines students on the links themes-readings (better set up Mitt UiB)

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

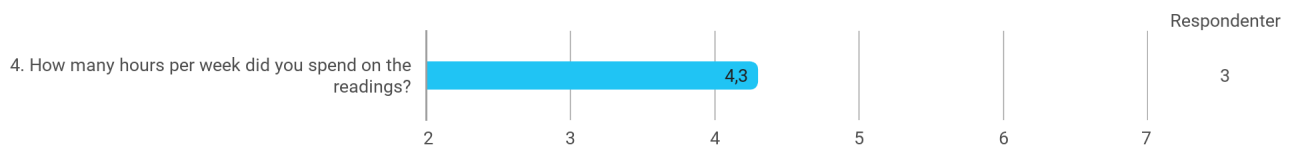


2. Which topic or reading in the course did you find to be the MOST interesting and relevant? Please explain why this was most interesting to you and how the reading helped you gain knowledge.

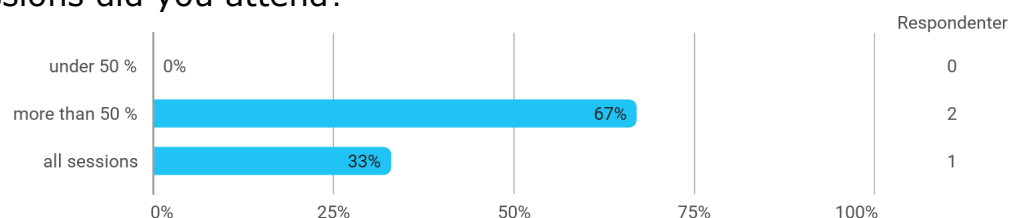
- Session 4 and 5 I found to be more informative in regards to the theme at hand
- It would be the readings for the session 3.
I think all the topics were definitely interesting, but the book referenced in the book review had very interesting assumptions and different perspectives. I greatly valued the more critical perspective.
- I loved reading about gender ideology and women's representation in autocracies since the readings were interesting and the discussions blossomed as well as everyone's different inputs

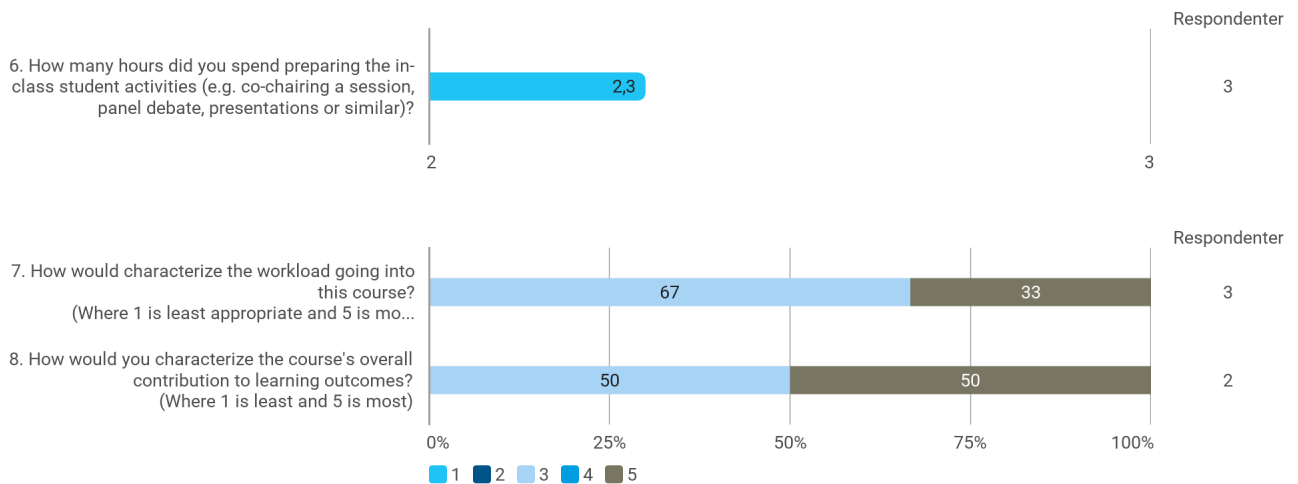
3. Which topic or reading in the course did you find to be the LEAST interesting and relevant? Please explain why this was least interesting to you or why the reading did seem less relevant or useful.

- Session 1 could have been expanded on, it was a bit short for an introduction to key concepts
- As I said above, it's not because it's not interesting. But, it was my perception that assigned readings for the session 4 did not fully match the content of the session. I greatly valued perspectives such as genderwashing, but I think there was a lack of something more focused on anti-queer mobilization.
- The law readings were a bit difficult to understand and read making the topic less than ideally presented.



5. How many sessions did you attend?



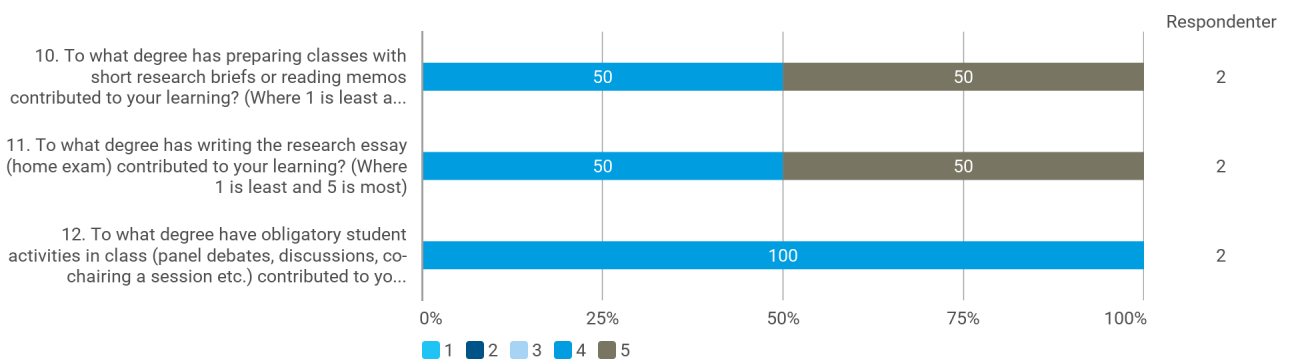


9. What parts or elements of the course have helped you most with your learning and which ones least?

- The parts where you stepped in as a lecturer was the most beneficial.

I think, gender is such a universal thing that everyone to some extent understand, therefore courses related to gender could benefit from a more stricter theorized approach than other courses. I find that such courses tend to become more of a talking circle where everyone shares stories related to gender, which isn't all that enriching from a theoretical perspective. So that is what is missing for me in this course, less discussion and more teacher lead lecturing on the topic

- I loved the debates, discussions and the balanced amount of readings - and especially the phd course! This course was a blessed opportunity for us all and I learned a lot as well as having fun and feeling a part of an academic community.

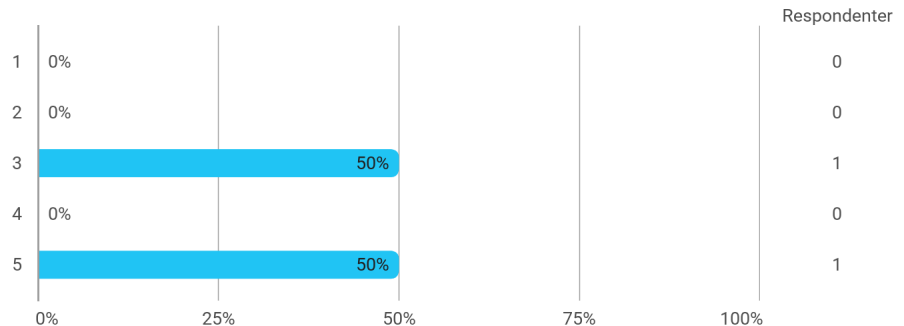


13. How do you evaluate the student-led activities in relation to your learning and skills development? What worked well and what could be improved?

- They could drag on a bit, I think they would have worked better if we had a time limit, thus forcing us to think about what we say rather than keep rambling on.
- I loved the debates, but I didn't learn as much when I was a part of the panel since I had more than enough with actually figuring out what to say myself.

14. How would you evaluate this course relative to other courses that you have completed with regard to your learning?

(Where 1 is weakest compared to other courses, and 5 is strongest compared to other courses)



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

- When Lise went into lecture mode
- The phd course and the warm and embracing environment this course created where everything we said and discussed were embraced by peers and teachers

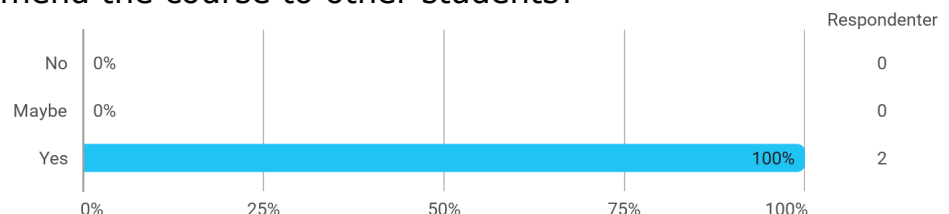
16. Is there any part of the course that you are especially dissatisfied with?

- A bit too much discussion, it's not a bad thing it just pulled to much focus at some lectures
- Not really, I was happy with the workload and felt everything I did was a part of my learning and/or final project.

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

- I elaborated on this in the former page, time limits for discussions and more lecturing from the experts, the teachers
- This is a course that I feel could always be relevant and bring in different lecturers to differentiate topics and focal points.

18. Would you recommend the course to other students?



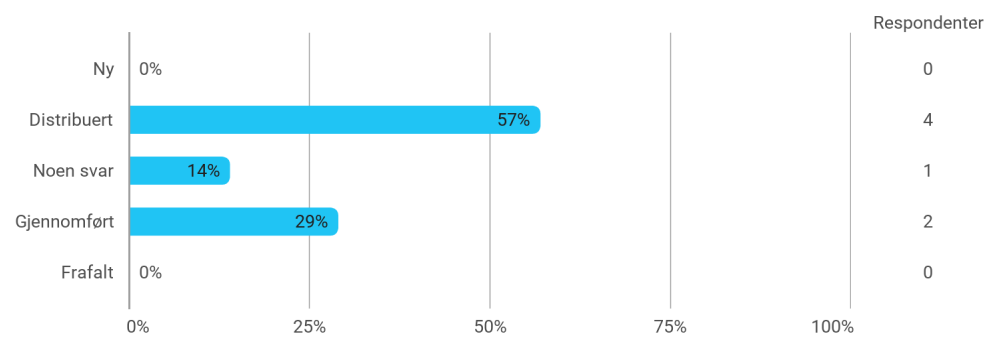
19. How would you evaluate the overall choice of electives (4 à 5 ECTS and 4 à 10 ECTS) in 2024, and the coordination between them?

- I like the idea!
- This was a successful course with an appropriate workload compared to others. I'm happy that my two courses coordinated to having 3 lectures each week, where I know that some of my peers struggled having 2 and 4.

20. Name one topic for an elective that you would have loved to attend.

- Organized crime
- I would like a course to include both democracies and non-democracies and gender

Samlet status



**Studenter - studieprogram**

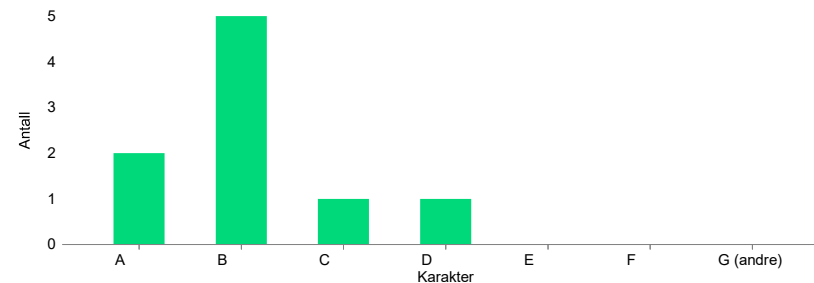
Studieprogram	Utdanningsplan Termin							Ikke		Und.meldt Termin		Und.opptak Termin		Eks. meldt	Best.	Stryk	Ikke møtt	Snitt kar.
	1	2	3	4	5	6	Annen	Bekr.	Bekr.	1	2+	1	2+					
MASV-GLGOV Master's programme in Politiv	0	8	0	0	0	0	0	8	0	8	0	8	0	8	8	0 0%	0	B
MASV-GOV Masterprogram i politikk og forv	0	1	0	0	0	0	0	1	0	1	0	1	0	1	1	0 0%	0	A
- Andre und./eks.meldt MED studierett	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	
- Studenter totalt MED studierett	0	9	0	0	0	0	0	9	0	10	0	10	0	9	9	0 0%	0	B
- Und./Eks.meldt UTEN studierett	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
- Studenter Totalt	0	9	0	0	0	0	0	9	0	10	0	10	0	9	9	0 0%	0	B

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Lærerressurser: Lise Rakner, Thea Tufte

Vurderingsordninger m / karakterfordeling

Vurderingsordninger m / karakterfordeling			Karakterfordeling							Resultatstatusfordeling							
Vurd.enhet	Ordning	Antall studenter	A	B	C	D	E	F	Andre	Bestått	Stryk	Avbrutt	Ikke møtt	Mangl. attest	Lege-attest	Trekk før Annen	
2024 VÅR ORD	O Oppgave	9	2	5	1	1	0	0	0	9	0	0	0	0	0	0	
		%	22	56	11	11	0										
		%	22	56	11	11	0	0	0								

Karakterfordeling



Kommisjoner

Vurd.enhet	Kommisjon	Antall oppgaver
O 2024 VÅR	1	
	Carmeliza Soares Da Costa Rosario	Ekstern sensor C
	Lise Rakner	Intern sensor C