

<b>Emnekode</b>	Sampol222
<b>Emnetittel</b>	Chinese politics and society
<b>Semester</b>	Høst 2019
<b>Institutt</b>	Institutt for sammenliknende politikk
<b>Emneansvarlig</b>	Hans Jørgen Gåsemyr
<b>Sist evaluert (semester/år)</b>	NA

#### **Emnets undervisnings- og vurderingsform**

The course is lecture based but includes a mandatory policy brief assignment, which the students are encouraged to complete in groups but may do individually. Participation in groups requires regular class attendance and the groups are organized by the teacher. The policy brief includes an oral presentation and a written summary.

The exam is organized as a home exam (9 hours) in which students respond to two of three given questions. Students are instructed to use academic style and active referencing, but are only expected to use the course literature and are not awarded for looking up additional sources.

#### **Oppfølging fra tidligere evalueringer**

This is the first time the course is evaluated. However, I have collected feedback from previous years - 2017 and 2018 and made some minor adjustments every year. As the number of students has increased every year, I have adjusted the class discussions, in particular, with more discussion organized in groups.

<b>Evalueringemetode(er)</b>	Standard anonymous survey plus personal feedback
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#### **Sammendrag av studentene sin evaluering**

The students' evaluation consists two parts: a) the anonymous survey, standard format with some modifications; and b) personal feedback from 15 students by way of a group meeting organized in early 2020, and by students stopping by the office, calling or writing emails to share their feedback - after being encouraged to do so. The students were made aware of this plan in the last course lecture.

11 students completed the anonymous survey, with overall much positive feedback, but also some students noting that the course is too intense, challenging and loaded with content.

The personal feedback was overwhelmingly positive, which might be expected when such feedback is asked for. Students welcomed the active learning environment and appreciated being challenged. Several noted that it took time before the theories taught in the course started to make sense, but that they did make sense towards the end when all issues and theories could be discussed and compared. Several pointed to one particular reading (theoretical) being difficult and confusing. Some students felt challenged by the type of exam as it was new to them. Some students would have wanted to spend more time discussing in groups, while others would prefer most time being spent on the teacher lecturing. Most students who did the mandatory assignment as part of a group enjoyed the experience, but some noted the group work took a lot of time.

#### **Emneansvarlig sin evaluering**

I am happy with the overall course and the results. Both the mandatory assignment and the exam demonstrate, for most students, a high degree of learning and strong ability to discuss and combine empirical and theoretical considerations. This is inspiring as many, if not most, start the course knowing little about Chinese politics and society. I believe students having received the weakest exam grades reflect less work put into the course.

The course is planned to be challenging and relatively intense; in order to not only offer a basic introduction to- but promote a relatively comprehensive understanding of Chinese politics and society. It is to be expected that some students feel it is too intense. I may consider adjusting some of the content and reduce the number of issues

somewhat in future years, but I do not want to make it less challenging. One consideration in this is that now that the number of students has increased, more time is spent on general instructions and interaction.

One issue I will consider more carefully is class discussion. When the course was first arranged in 2017, the number of students was small enough that class discussion was easy to encourage and moderate. In 2018, the number of students was higher but class discussion was still manageable. In 2019, with a group of around 55 students and around 40 of them attending classes on a regular basis, interaction with the students generally required more time. Even though some of the discussion was organized in groups, it still took more time to summarize and address issues jointly as a class. One possible solution is to organize some of the lectures as smaller seminars, where part of the time is spent on lecturing and the rest on discussion.

Although I did spend considerable time preparing the students for the exam, I will further clarify the expectations involved with this type of home exam.

**Last opp karakterfordeling her  
(Du finner den i Inspira, alternativt kan  
du ta kontakt med administrativ  
kontaktperson)**

[Karakterstatistikk SAMPOL222 \(1\).pdf](#)

#### **Evt. kommentar til karakterfordeling**

The better grades reflect strong performances. As instructed, students were awarded for being able to answer and discuss the questions, using an academic style and active referencing (standard Sampol guidelines). Language and structure were not given much weight due to the limited exam time (9 hours).

#### **Mål for neste evalueringsperiode- Forbedringstiltak**

Update the course content and reading list in light of changes in Chinese politics and society.

Consider minor adjustments to the number of themes and theories included, especially if the number of students remains high or increases.

Consider best solutions for organizing class discussion in light the increased number of students.