

**MVK210: Music, Gender, and Sexuality**  
**Emnerapport FA2019**

**EMNEANSVARLIG:** Stephen Amico  
**FAGLÆRERE:** same

**Faglærers vurdering av gjennomføring**

**Praktisk gjennomføring**

The course comprised 12 lectures and two periods for individual advising and open discussion. The exam consisted of a term paper (*semesteroppgave*); students received advising on drafts of their papers.

**Studentenes profil**

The course was a mixture of UiB and international students, with the majority coming from the latter category. It is an elective course open to upper-level students from UiB and international students.

**Strykprosent og frafall**

Approximately 30 students were registered for the course, with 18 completing. However, it should be noted that the vast majority of the students who “dropped” (approximately 85%) were those who never attended, or attended only once. It is very common for UiB students to “over-register” for the upcoming semester – choosing more courses than they intend to take – in order to reserve a spot, and deciding which courses to actually take subsequent to registration.

**Karakterfordeling**

A: 4  
B: 2  
C: 4  
D: 2  
E: 2  
F: 2

**Studieinformasjon og dokumentasjon**

The study plan for the class, the full description/schedule for the course (lecture topics, assigned reading for each lecture, paper assignment description and due dates), and a complete litteraturliste was available online via mitt.uib; the litteraturliste was also available online to prospective students via the Studentsider of the UiB website. Lecture materials (including Prezi slides) were also made available on mitt.uib following the week’s lecture. Additionally a significant amount of information and resources (suggestions for further reading; audiovisual materials) were made available to students on mitt.uib throughout the semester.

**Tilgang til relevant litteratur**

All of the required readings were available online to the students, either through the library website or the course’s litteraturkiosk.

**Faglærers vurdering av rammevilkårene**

**Lokaler og undervisningsutstyr**

The course was taught in Room 206 of the GA. Although it is a large room (in terms of its square meters), the number of tables/chairs was insufficient when more than 20 students were in attendance. Students were often unable to secure a space at a table, making it necessary for them to write or type notes in their laps.

There were several instances when the audiovisual resources were not working, and a technician from IT needed to come to the room to fix things. Although the technicians generally came quickly, and the calls were made at least 10 minutes in advance of the start of the class, this sometimes resulted in a late start to the lecture. Several of the students commented on the insufficiency of both the room and the technology.

**Andre forhold**

n/a

**Faglærers kommentar til student-evalueringen(e)**

### **Metode - gjennomføring**

An anonymous online survey was created via Skjemaker and a link to the survey was sent to the students, with three reminders. A total of 14 responses were received. See below for a summary of the results.

### **Oppsummering av innspill**

How motivated were you in this course? (1 is the lowest rating, 5 is the highest.)

2: 1  
3: 3  
4: 6  
5: 4

Are you satisfied with your own development in the course? (1 is least satisfied, 5 is most.)

1: 1  
2: 2  
3: 5  
4: 4  
5: 2

How relevant was the course for your program of study? (1 is least relevant, 5 is most.)

1: 2  
2: 2  
3: 3  
4: 4  
5: 3

Was the level of the readings appropriate for the level of the course? (1 is least appropriate, 5 is most appropriate.)

2: 2  
3: 5  
4: 5  
5: 2

Was the level of the lectures appropriate for level of the course? (1 is least appropriate, 5 is most appropriate.)

3: 2  
4: 4  
5: 8

Were the teaching methods and types of assignments appropriate for this course? (1 is least appropriate, 5 is most appropriate.)

4: 3  
5: 11

How does the amount of work required for this course compare with others you have taken/are taking at this level? (1 is much less in this course than other courses, 5 is much more in this course than other courses.)

2: 1  
3: 3  
4: 7  
5: 3

How well did the readings for the course help you to understand the main issues in the study of music, gender, and sexuality? (1 is helped very little, 5 is helped very much.)

2: 1  
3: 3  
4: 6  
5: 4

Was the instructor prepared for the lectures? (1 is little prepared, 5 is very prepared.)

5: 14

Were the lectures presented in a clear and understandable manner? (1 is not clear and understandable, 5 is very clear and understandable.)

4: 3  
5: 11

Did the instructor and lectures increase your interest in the subject? (1 is least, 5 is most.)

4: 2  
5: 12

Was the structure and organization of the course clear to you? (1 is not clear, 5 is very clear.)

4: 1  
5: 13

Did the instructor make the assignment requirements clear? (1 is least clear, 5 is most clear.)

3: 1  
4: 3  
5: 10

Are you satisfied with the rooms and equipment? (1 is least satisfied, 5 is most satisfied.)

2: 3  
3: 4  
4: 3  
5: 4

Did you get enough helpful feedback about your work in this course? (1 is least, 5 is most.)

3: 2  
4: 4  
5: 8

Did the instructor respond clearly and quickly to your e-mails and other questions outside of class? (1 is least quickly, 5 is most quickly.)

4: 1  
5: 13

How much of the reading list have you read? (Please don't include readings you only quickly skimmed)

0-20%: 2  
21-40%: 1  
41-60%: 5  
61-80%: 6  
81-100%: 0

On average, how many hours did you work for this course during a week (not including class time)?

Less than 2 hours: 3  
2-5 hours: 6  
5-7 hours: 3  
7-10 hours: 2

How much do you feel you learned in this course? (1 is very little, 5 is very much.)

2: 1  
3: 3  
4: 6  
5: 4

Overall evaluation of the course. (1 is poor, 5 is excellent.)

4: 9  
5: 5

**Student comments:**

“Stephen was one of the best lectures I have ever had and I learnt so much from this module! Thank you very much!”

“It was very interesting to approach gender studies through the study of music. This course allowed me to discover new songs and maybe to develop my critical approach to music. It is also a good thing to study contemporary musicians to catch our attention I think and it allows us to apply what we learn in this course the our everyday life approach of music and develop our critical sense when we listen to those songs. Thank you!”

“A lot of thanks to my professor, the best teacher I've ever met in my entire student life. Even though I only have one semester in here, I learned how to write academic paper propriately which I hadn't acquired due to most of my courses weren't required essays but making films or other practical assignments. And thank you for your enthusiasitc for giving lectures and gender studies, it inspired me a lot!”

“The rooms were too small for the class, or too little tables at least. Also, very hard to do all the readings, as reading articles for your essay and the readings for the lectures was just too much combined with the other courses I am taking.”

“I really enjoyed this course. Stephen's specialist knowledge was reflected in the lectures, and I found his genuine enthusiasm refreshing. Coming from the social sciences, this module presented a different take on gender studies, one which will inform my future studies in this field. I found the module to be very contemporary, which further fuelled my interest in gender studies. This is one of my favourite modules I have studied at university thus far, and I have no doubt that I will take much of what I have learnt and apply it to my further studies.”

#### **Ev. Underveistiltak**

Owing to the constantly changing landscape of gender/sexuality studies in the academic literature, as well as representations in the popular/creative media, the course is continually updated. I am always trying out new ways of encouraging students to read as much of the syllabus as is possible (including requiring students to lead discussions for specific course meetings), but students' aversions to reading long/complex texts appears to be one of the most difficult things to change – a dynamic that has been slowly increasing over the past several years.

#### **Faglærers samlede vurdering, inkl. forslag til forbedringstiltak**

I am generally quite satisfied with the students' assessments of the course, and happy that so many appeared to both enjoy and benefit from it.