

COURSE REPORT

Background information (To be completed by course administrator)

Course LADOK code: KK489A	Scope (hp): 15,0 hp
Course title: Cultural Politics in the Anthropocene: Global and Local Perspectives	
Course coordinator: Clavier Berndt	Number of registered students: 18
Semester in which the course is conducted: Autumn semester 2023	
Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name: MA program, Culture and Change	

Administration's perspective (To be completed by course administrator)

The administration's views:

Forms of evaluation and feedback (To be completed by the course coordinator)

Formative course evaluation: (Describe the form of course evaluation and when it was completed)	Number of students who participated in the course evaluation: We continuously talked with students about how the course developed for them and how they handled their assignments.
Summative course evaluation: (Describe the form of course evaluation and when it was completed)	Number of students who participated in the course evaluation: During the evaluation seminar held on January 10, 2024, students provided their feedback and suggestions for improving the course. Additionally, a digital course evaluation was conducted, but only three students participated.
Feedback to students: (Describe how and when the feedback was given to the current student group) Students were addressed at an information meeting about the courses they could elect next semester at the beginning of April (I am unsure about the date).	

Student's perspective (To be completed by the course coordinator)

Summary of the students' course evaluations: (The five university-wide questions should be included:

- To what extent do you feel you have achieved the course's intended learning outcomes?
During the weekly seminars and lectures, students expressed high satisfaction with the course and felt that the learning outcomes were well-integrated.
- To what extent do you feel the course's working methods/learning activities have been a support in your learning to achieve the intended learning outcomes?
The excursion and the creation of a website that envisions a future cultural policy were seen as innovative and creative methods of evaluation. Additionally, the theoretical position paper and the

oral presentation were both highly valued.

3. To what extent do you feel the course's examination forms have given you the opportunity to show how well you have achieved the intended learning outcomes?

The development of a website that focuses on anthropocenic cultural policy was highly valued by the students. Along with a theoretical position paper on any of the texts studied in class, the students believed that they were provided with plenty of opportunities to engage with the learning objectives of the course.

4. To what extent do you feel the course has met your expectations in general?

At the evaluation seminar, students praised the course for its motivational energy and the astuteness of the seminar discussions.

5. To what extent has the course given you the opportunity to take responsibility for your own learning?

Students had the freedom to establish their own perspectives on the issues introduced by the course. This was really appreciated.

Teacher's perspective (To be completed by the course coordinator)

Summary of the teacher's views/Results: (The comments on the course's implementation and the results based on an assessment of the students' actual learning outcomes in relation to the intended learning outcomes, are summarised here. Both success factors and problems are identified).

Both teachers suggested presenting the websites before writing the theoretical position paper would benefit the course.

Analysis and action plan (To be completed by the course coordinator)

Analysis: (The course coordinator is responsible for ensuring that the analysis is based on a summary of the students' individual course evaluations, views from relevant teachers and course administrators, knowledge development in the field of research and that this analysis is done in collaboration with the teaching team.)

We are planning to give more importance to the excursions and focus on the scenario writing activities that the students participate in during the course. Therefore, we will revamp this part of the course by providing a more defined structure to the students. However, this might result in the loss of the highly appreciated creative and independent approach. Nevertheless, we are willing to take this risk because we believe that creativity can still be nurtured within a more structured framework.

Action plan: (The changes planned to be made in the short and long term are stated here, as well as the timetable for when the actions are planned be carried out and who is responsible for the implementation. If identified problems are left without action, this should be justified. The follow-up of proposed measures according to the previous course report(s) is presented here.)

We will make the course focus more tightly on the role of culture in the development of a democratic society. We will engage the cultural policy that existed before cultural policy as the development of so-called "civic engines" and ask the students to think about the difference between these ideas and what later will be a state-driven cultural policy regime. We will also introduce the question of the Anthropocene as a more urgent and critical pressure and ask how this planetary calamity might affect the ways in which we need to rethink cultural policy.

So, the central questions of the course will be: What are civic engines, and why did they

emerge? What is cultural policy, and why did it emerge? How have these concepts changed in the Anthropocene?

Students will be asked to visit two cultural scenes: for instance Drömmarnas Hus or Hela Malmö, and Kiviks Art Center. For each scene, the students will have to identify the key figures and characters involved, the institution(s) responsible for caring for them, and the "value clamps" that define their significance.

Once they have visited the cultural scenes, they will be asked to produce their own anthropogenic art/cultural center/scene. However, they will also be asked to think about the possible exclusions of their project and write a short cultural policy document that outlines the goals and objectives of their project.

Finally, they will be required to complete an individual theoretical examination. This time, we will select one of several predetermined texts and ask the students to write a sustained critique based on the reading they have done in the course.

Publishing and archiving (To be handled by the course administrator)

- The course report is published, and the students have been informed about the publication,
- The course report is archived according to the university's archiving rules,
- The course report is shared with the programme coordinator (if applicable),
- The course report is saved according to any additional requests on behalf of the department.