

COURSE REPORT – Summary of course evaluation

Background information (To be completed by the course administrator)

Course LADOK code: KK489A	Scope (hp): 15
Course title: Cultural Politics in the Anthropocene: Global and Local Perspectives	
Course coordinator: Berndt Clavier	Number of registered students: 17
Semester in which the course is conducted: HT24	
Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name. HAKIF23h	

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

Formative course evaluation, for example dialogue during the course (optional) We continuously talked with students about how the course developed for them and how they handled their assignments. During the evaluation seminar held on January 8, 2025, students provided their feedback and suggestions for improving the course. Additionally, a digital course evaluation was conducted, but only three students participated.	Approx. number of students who participated in formative course evaluation(s): 9
Summative course evaluation (obligatory) <input type="checkbox"/> Only via Canvas <input checked="" type="checkbox"/> Canvas and other form <input type="checkbox"/> Only other form (written and/or oral)	Number of students who participated in the summative course evaluation: 3

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

Summary of the students' oral and written feedback: <ul style="list-style-type: none"> • <i>Student feedback highlighted satisfaction with weekly seminars and lectures, noting the seamless alignment between activities and learning outcomes.</i> • <i>The excursion and the innovative mock-up cultural policy project—tasking students with envisioning Anthropocene-focused futures—were praised as creative evaluation methods, alongside impactful oral presentations.</i> • <i>The theoretical position papers and the autonomy to develop original perspectives deepened engagement with course objectives.</i> • <i>Students specifically appreciated the course's motivational energy, intellectual freedom, and experiential learning opportunities.</i>
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Teacher's perspective (To be completed by the course coordinator)

Summary of the teacher's views: <ul style="list-style-type: none"> • <i>The course has demonstrated measurable alignment with several intended learning outcomes, particularly in fostering critical engagement during seminars and developing students' ability to synthesize interdisciplinary concepts. Feedback emphasizes the</i>
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effectiveness of collaborative dialogue and applied theoretical frameworks in enhancing analytical skills.

- *Our analysis of student performance and self-reported engagement reveals significant gaps in consistent participation in seminar readings. Although the current literature selection inspires high-level discourse, we have noted a certain unevenness in student preparation, which limits the depth of seminar discussions and students' ability to critically interrogate texts.*

Proposed Interventions:

- *Revise the seminar text selection to create a curated, thematically coherent syllabus that prioritizes the core questions of the Anthropocene-art/culture-democracy connections.*
- *Embed scaffolded assignments (e.g., annotated readings and micro-response tasks) to encourage close reading while providing tangible metrics for tracking engagement.*
- *Integrate formative feedback loops to reinforce accountability and transform reading into an active, dialogic process.*
- *This recalibration aims to bridge the gap between intended and actual learning outcomes, leveraging existing strengths in discursive pedagogy while addressing structural barriers to consistent literary engagement.*

Action plan (To be completed by the course coordinator)

The underlying analysis and the action plan should be based on a summary of the students' individual course evaluations, views from teachers in the course and the knowledge development in the research field. If identified problems are left without action, this should be motivated.

The following changes are planned in the short and long term:

WHAT should be done, WHO should do it and WHEN should it be done?

- *Course Refinement: Interrogating Culture's Role in Democratic Futures. WHAT: This course will be restructured to focus on culture as both a catalyst and a contested space for societal transformation so that we, more specifically, may question how cultural narratives, practices, and institutions either strengthen or undermine democratic resilience in the face of widespread ecological disruption. WHO: Asko Kauppinen and Berndt Clavier jointly. WHEN: the end of VT2025.*
- *Structured Engagement with Critical Scholarship. WHAT: Students will engage in curated, thematically sequenced reading tasks designed to cultivate depth over breadth. Through guided close readings, students will develop a nuanced understanding of the intersections between policy, art, culture, democracy, and ecological precarity. WHO: Asko Kauppinen and Berndt Clavier jointly. WHEN: the end of VT2025.*
- *Foregrounding the Anthropocene as an Existential Imperative WHAT: The Anthropocene will be framed not merely as a contextual backdrop but as a ruptural force demanding urgent epistemological and ethical recalibration. Labinars will be developed that critically examine: How the collapse of nature/culture binaries in the Anthropocene destabilizes traditional cultural policy paradigms; The role of cultural institutions in mediating public understanding of planetary crises; Strategies to reimagine cultural governance as a tool for fostering ecological citizenship and intergenerational justice. WHO: Asko Kauppinen and Berndt Clavier jointly. WHEN: the end of VT2025.*
- *Reimagining Cultural Policy: From Critique to Praxis. WHAT: Building on theoretical foundations, students will interrogate the evolving role of cultural policy frameworks in addressing democratic deficits exacerbated by ecological collapse. Collaborative workshops will task the students with drafting policy briefs and cultural projects that propose innovative, culturally rooted interventions in addition to the mock-ups they are already tasked with. WHO: Asko Kauppinen and Berndt Clavier jointly. WHEN: the end of VT2025.*
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Remember to orally feedback the results of the course evaluation to

- the students who have completed the course evaluation
- the students of the next course round, i.e. the next time the course is given