

COURSE REPORT

Background information (To be completed by course administrator)

Course LADOK code: ST620L	Scope (hp): 7,50
Course title: Political Science: The Politics of Pluralism	
Course coordinator: Spång Mikael	Number of registered students: 27
Semester in which the course is conducted: VT23	
Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name: Political Science: Global Politics, Master's Programme	

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: N/A	Number of students who participated in the course evaluation:
Summative course evaluation: Online	Number of students who participated in the course evaluation: 11
Feedback to students: Published on Canvas page	

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

Summary of the students' course evaluations:

To what extent do you feel you have achieved the course's intended learning outcomes?

1 responded 3, 2 responded 4, 4 responded 5 and 4 responded 6.

Comments: I learn a lot from the seminar discussions including the lectures.
This course broadened my knowledge on pluralism and politics and how historical conceptions have shaped our contemporary understanding of citizenship, minority and indigenous peoples' rights, the conception of Justice.
The course includes a lot of difficult questions in a very short time... maybe too many? Or - better solution - more time.

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?

2 responded 3, 1 responded 4, 3 responded 5 and 5 responded 6.

Comments:

It lacked contemporary examples except for the Sami case study. The theoretical models were good but if at the same time--we could have sessions discussing the implementation of conceptual framework with the present examples--it would have been more enriching.

The selected readings as well as seminars helped me discussed and shared knowledge with my colleagues.

Maybe the seminars could be more diverse in their methods, in discussion-seminars, the learning is very dependent on the student group - 'good' students and high diversity in the group - high learning result for every student / low interest in the group - low impact

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?

1 responded 3, 4 responded 4, 2 responded 5 and 4 responded 6.

Comments:

I don't see the point of the Policy Brief at all. Just have us do the paper.

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

1 responded 2, 2 responded 3, 1 responded 4, 3 responded 5 and 4 responded 6

Comments:

I have expected the course met my expectations to the extent this course of pluralism, state and citizenship is part of my academic background to Peace & Conflict studies, International Relations and Middle Eastern Studies at the Bachelor level

I think generally my expectations have been met

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

1 responded 4, 6 responded 5 and 4 responded 6

Comments:

After each lecture there was an interval for us to do the readings before seminar and I think that helped taking up the responsibility for my own learning

What has been especially good about the course?

Understanding different concepts and philosopher's competing ideas about those concepts topics, literature

Lectures.

I like the Seminar discussions where you have the opportunities to engage in analytical and critical discussions.

The course gave an exposure to different theoretical frameworks that forms a base for understanding concepts like justice, pluralism, multiculturalism, intersectional feminism

The seminars and lectures.

The opportunity for self-study and expression through seminars

Good perspectives and possibility deeply reflect.

The teaching

The subject

What can be developed in the course?

Perhaps fewer seminars so that we can use that time to read course literature

Remove the policy brief or rework it as a separate assignment for earlier parts of the course.

Could be also to include other researcher that are critical to the articles that we read for seminars.

I feel the course could be balanced out a bit more with theoretical understanding and contemporary case studies. For example: we can have lectures on theories and seminars on case studies--so that it helps one to contextualise and weigh the pros and cons of theoretical models apart from gauging one's own understanding of such concepts

I think that some students take advantage of the seminars to free-ride on others. To avoid this, students should be made to write a summary of the readings for the seminars to bring and present during the seminars.

It would be better if the GPS masters program arranges global political discussion platforms outside university setting for the students in order to prepare them for the job market

Good

More variation in the seminars - they were very alike and after a while it made me lose my motivation The briefing should be a part of a seminar instead - now it felt a bit unnecessary to write it as a part of the paper. I didn't really understand the purpose of it. The lectures could be more case focused, such as the lecture about indigenous peoples. The other lectures focused too much on the theories behind the concepts and sometimes it was a bit hard to understand them. Applying them more on cases would help.

How many hours/week have you spent on your studies?

8 responded 20-30 hours and 3 responded 40 hours or more

Please summarise your overall experience of the learning

infrastructure (e.g. Canvas learning platform, Library, GPS administration, university facilities)

Could have had links to all course materials on canvas. Overall a 8/10 course.

My experience overall to use Canvas learning as platform, library, GPS administration including university facilities has been well and I haven't encountered trouble hitherto except when the webb-server was to be fixed by IT-experts that I was not able to have access to library of Malmö university for instance.

It is good overall.

I think so far, everything has been good.

It has been a great experience with high sense of self study, networking, expression and conducive environment that favors research, innovation and performance.

Good overall.

Accessibility for different students - make it possible to change the name on canvas according to students 'rights'

Name (/it gets confusing when the e-mail states another name than that one which is used by the student/the student wants to be called)

GPS administration - very helpful and nice!

library - very good

good

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

Summary of the teacher's views/Results: In general, students accomplished the learning outcomes, that is judging from completing compulsory attendance and the writing of paper and policy brief. NB that there are when submitting this report still the opportunity to hand in paper as re-examination.

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

Analysis: Among suggestions for improvements are more contemporary examples during seminars, greater variation to the structure of seminars, removal or re-working of policy brief and submissions before or at seminars. These are all good suggestions and some of them will be followed next year.

Action plan: For next year, seminars will to a larger extent involve questions of application to contemporary examples, possibly with a combination of literature given by the teacher and material collected and presented by students themselves. Re-working the policy brief may be attempted, taking it away requires changes to the course plan, which may not be possible before next year's course (because of the decision-making process at the university for such

changes).

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.