

Emneevalueringssrapport / course evaluation report ISV

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Viktig informasjon før du leverer emneevalueringssrapporten:

Alle våre evalueringssrapporter publiseres på UiOs nettsidene etter at programrådet har godkjent dem, og er da tilgjengelige for allmennheten. Språkbruk må gjenspeile det.

Navn til emneansvarlig *

Elisabeth Bakke

Semester

Høsten 2025

Velg kursnivå *

Masterkurs

*

Bolk 3

Emnekode *

STV4302

Emnenavn

Nationalism and ethnic politics

Emnerapport

1. Studentenes tilbakemeldinger *

Oppsummer de viktigste tilbakemeldingene fra studentene.

The students were generally satisfied with the course and took active part in lectures, creating lively dialogue. They (correctly) pointed out that especially the first part of the course (on the classical debate) is quite heavy on theory. Lectures were however easy to follow. The students enjoyed doing the oral presentations and found listening to the other presentations useful in preparing for the exam. They suggested removing more of Hroch's book from the syllabus, and perhaps add something on current issues, such as citizenship policy. Students still find Leganto confusing (I have tried to alleviate this by posting an alphabetical reading list on Canvas). They suggested organising the readings by lecture in the next iteration of the course.

2. Helhetlig vurdering av emnet *

Gi din faglige vurdering av kvaliteten på emnet. Inkluder en refleksjon over læringsutbytte, undervisningsformer, særlig studentaktive undervisningsformer, og andre relevante temaer i lys av [instituttets strategiske mål for undervisning](#).

This is a well-established course that has been given off and on since the 1980s. Theories of nationalism have always constituted the core, but otherwise, course contents as well as syllabus have changed over the years. A major revision took place in 2015, when we started to teach the course in English – in part to accommodate incoming exchange students. However, this year all students were Norwegians, and I therefore ended up teaching the course in Norwegian (but with slides in English).

In its current form the course 1) combines theories of nationalism with empirical cases (Norway, Central Europe) to shed light on why nations and nationalism emerged historically, and 2) brings in contemporary topics such as nationalist and far right parties, and the relationship between majorities and ethnic minorities (whether original or immigrant). Finally, the course also covers pan-movements.

The reading list comprises (parts of) two books and several downloadable book-chapters and articles. Teaching consists of 10 lectures. To qualify for the exam, students must hold an oral presentation alone or with another student. Attendance is compulsory during all student presentations. These sessions have always worked well – and this year was no exception. Students held interesting and well-prepared presentations – in Norwegian.

This year's edition of the course has been fun and enjoyable to teach because of the active and interested student group. The students have asked excellent questions and have had good comments to the topics we have talked about in the lectures. The exam results reflect this. It is my impression that the course as a whole has worked well.

3. Justeringer siden forrige gjennomføring *

Beskriv eventuelle justeringer som er gjort basert på tidligere evalueringer, samt endringer som er implementert i løpet av emnet.

The course was not given in 2024 because of sabbatical. In 2023 I reorganised the empirical part of the course, covering nation-forming process for all cases (Norway/Central Europe) in one lecture and talking about examples of invented traditions in another lecture. This year I re-ordered the lectures; treated the classical debate theoretically and empirically first, and then moved on to more contemporary theoretical developments and empirical examples. I also worked through a couple of the lectures in the latter part of the course. I am pleased to say that the changes I made seem to have worked well.

I also made some changes to the syllabus and based on the evaluation from the last iteration of the course, I introduced a syllabus item on Pan-Africanism, which both I and the students found interesting.

4. Forslag til videreutvikling "Action points" *

List opp muligheter for videre utvikling av emnet til neste gjennomføring.

I don't think it is necessary to make major changes to the course. I will of course make some adjustments to the syllabus, as I always do, especially on the more contemporary topics, and I will consider adding more readings on non-European cases. The structure and order of the lectures work fine now.

I again urge the department to do something with Leganto to make it less confusing. As a minimum it should be possible to alphabetise the readings automatically.

5. Behov for oppfølging gjennom programrådet *

List opp eventuelle behov for oppfølging gjennom programrådet som følge av evalueringen.

Do something about Leganto! As a minimum it should be possible to alphabetise the readings automatically. It should also be easier to organise readings according to lecture.