

Periodisk Emnerapport
JAP 2503 Japanese History
Autumn 2019

1. Eventuelle avvik

There were no serious deviations from the course content as described in the emnebeskrivelse. As we made clear in all communications concerning this course, this year we focused mainly on the post-1600 period in class.

2. Kvantitative gjennomføringsdata

41 students officially applied for this course, but not that many actually participated, so we had the luxury of relatively small-size classes. 25 students were accredited to do the exam (some who had taken the course previously). 17 students participated in the exam, 14 candidates passed, 3 failed. C was the most common mark (6 students), followed by A and B (both 3 students).

3. Indikasjoner på særlig god kvalitet

There were 3 students who stood out and received an A-grade, which in this type of course tends to be relatively difficult. The overall results of the course were quite satisfactory, considering that 65% of the students scored in between A and C.

4. Indikasjoner på sviktende kvalitet

Although I am a historian regrettably I did not partake in teaching this class the last few years. And the most recent evaluation report seems to be from 2012 (when it still was the obligatory 1st-year course JAP1503). Nonetheless, I co-taught this class for a long time, and even when not teaching it I usually functioned as internal examiner. Since this course no longer is obligatory student numbers have decreased and inter-action between teacher and students is far more facile and rewarding. This year I also had the luxury of a co-teacher, which resulted in a two-fold structure of this course. Whereas I focused on macro-level structures and developments in lecture style, my colleague delved into micro-level in a seminar style. Together with our decision not to do 'the whole of history' in this one course, this approach made for more variety and depth, and was much appreciated by the students.

5. Utvikling av studiekvalitet / 6. Forslag for å forbedre emnet

The evaluation of this course by the students, on the basis of the anonymous enquete we conduct during the last class, was relatively high. This also convinced us that it was a good decision not to hurry through 'the whole of Japanese history' in a very limited number of classes, and instead focus on the early modern and modern periods. Accordingly we very much welcome the new development that room has been created to establish a separate modern and contemporary Japanese history course, so from the next academic year onwards the pre- and early-modern periods on the one hand and the modern and contemporary periods on the other can be taught more thoroughly, with more depth and more care for detail.

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January 2020