

Grading guideline KULH2011 spring 2026

1. BACKGROUND

KULH 2011 is a 10 ECTS BA-level elective designed to introduce students to some of the central topics, ideas, thinkers and directions in the cultural history of nature, broadly defined—equipping students with basic knowledge and critical understanding to begin navigating this complex intellectual field on their own, cultivating a sense of how past understandings of nature connect to the present, to everyday practices and institutions and to the increasingly urgent issues that we confront, both in Norway and globally, in an age of ecological turmoil.

Materials and instruction for the course present students with a range of writers and ideas, but students are encouraged to explore beyond the central texts to find topics and case studies that reflect their own interests. The course is open to students from a very wide range of disciplines, also outside the humanities; as it is taught in English, it also attracts a significant number of overseas and exchange students.

2. ASSIGNMENT

The course is examined by a final term paper of **six to eight pages** (2300 characters per page, not counting spaces; not including footnotes, references or illustrations).

Please submit this paper **in Inspira**, the university examination platform, where you will also find instructions for how to prepare the document. Please **do not** try to submit it by sending it directly to me or by posting it anywhere in the Canvas platform.

The term paper should present your detailed analysis of **a single focus** of your choice: this could be a text, an image, an object, a landscape, a practice, something else. Choose something that interests you, that you would like to think more deeply about and that allows you to explore topics connected to the themes of the course.

Your analysis of this focus should relate it to the various texts, materials and topics we have been working through over the course of the semester. It should engage substantially with at least **three of the texts** you have access to through Leganto or in the Canvas site: these can be texts we have discussed in class but you may also choose others. In addition to these three you may also bring in sources or readings from beyond the curriculum.

You are welcome to work collaboratively on this assignment. Feel free to discuss sources, read and discuss each others' work and so on—working collaboratively is an important academic skill and a good way to deepen your understanding of a task. The final term paper you submit **must** however be written by you, and no one else: no copying, no writing for each other, absolutely no plagiarism (**this includes submitting AI-generated text as your own**).

3. GUIDELINES

Over the course of the semester students have been encouraged to think independently and critically, to experiment with genre, voice and literary devices, to explore an expansive curriculum, and to challenge themselves with concepts and ideas that they find interesting, that may be outside the "comfort zone" of their home disciplines but that they find productive in their own studies and research. A key emphasis of the course this year has been on working on a set of core skills: historicizing, contextualization, critical reflection and working with empirical materials. Instruction has focused on close reading of a selection of core texts, framed by a larger, expanded curriculum of optional texts students have been prompted to explore and make use of.

Most or all students this year are working with English as their second or third language, and assessment should reflect this. Overall presentation and the ability to construct an argument are important, but minor errors of spelling, grammar and syntax should not be unduly penalised. Enrolment this year also includes some international students and students from the natural sciences with little or no prior training in the humanities. Finally, the course is normally taken as an elective by second- or third-year undergraduates but for the first time this year, approximately half the cohort are first-year students from a new interdisciplinary BA programme in another department, who are taking this course as a compulsory and have received very little prior training.

A: A paper for the highest mark is of a **very high to exceptional overall standard**, and outstanding in at least two areas. The paper is very well presented, with a coherent, logically structured discussion and a clear presentation of a relevant, well described focus. The focus is well chosen and historically contextualised, in a manner that illuminates both ideas and practices connected to nature and relevant readings from the course. Academic literature is used in a skilful and judicious manner and there is evidence of independent research and reading. Critical reflection is of a good calibre. The argument demonstrates creativity, insight, originality, wide reading and a degree of theoretical sophistication. At the discretion of the examiner, other factors (such as for example experimentation with the form, narrative skill, effective use of personal experience, particularly creative selection of sources and so on) may also be considered meritorious.

B: A paper for this mark is of a **high to very high overall standard**, with significant strengths in multiple areas and no major shortcomings.

C: A paper for this mark is of a **good overall standard**. Shortcomings in some areas may be balanced out by strengths in others.

D: A paper for this mark is of an **acceptable overall standard**. Substantial shortcomings may be partially balanced out by strengths in other areas.

E: A paper for this mark is of a **poor overall standard**, with major shortcomings in multiple areas. This is the lowest possible pass mark.

F: This is the fail mark. A paper for this mark falls **below the minimum acceptable standard** for the course.