

Portfolio and Assessment Criteria ENG4550

Fall 2024

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The students had two oral presentations (assignments 1 and 4). There are not part the portfolio. Assignments 2 and 3 were turned in for feedback. Students were offered one-on-one meetings about Assignment 5, but they turned in their papers in Inspira without feedback to their written work. Assignment 4 was an oral presentation of two of the sources they picked for their final papers. The assignments should be graded with these considerations in mind.

Assignment 2

In this assignment, we ask you to look at how historians carry out their work of writing history. For this exercise, you choose **one** of the chapters and articles below to investigate. You should address the following **four questions** in your assignment:

1. Which *kind* of history would you say this article represents – political, social, cultural, or other – and why? Tip: Where was the piece *published*? What kind of journal is it? What kind of history does the journal focus on?
2. Explore the use of *evidence* in the article of your choice. What kind of evidence is used, and how is it presented?
3. Identify the *arguments* presented in the text. What is the overall, or main argument presented, and which arguments are put forward to build the case to support this overall argument?

This assignment will be part of your portfolio. You should revise after receiving feedback on your paper. The final version is to be uploaded in Inspira.

Formal requirements:

- Length: Three pages of about 2300 characters each.
- Page numbers should be included on every page.
- Use at least 1.5 line spacing, and font size 12.
- Include a bibliography at the end.
- Make sure to cite your sources, following the Chicago style (footnotes and bibliography).
- Note that the word count excludes references and bibliography.

Texts to choose from:

Bogart, Dan, Oliver Dunn, Eduard J. Alvarez-Palau, and Leigh Shaw-Taylor. "Speedier Delivery: Coastal Shipping times and Speeds during the Age of Sail." *The Economic History Review* 74, no. 1 (2021): 87-114.

Heffernan, Conor. "'He ate and pumped': The Rise and Fall of D. L. Dowd, America's Forgotten Fitness Entrepreneur." *Journal of Sport History* 47, no. 2 (2020): 143-160. [doi:10.1353/sph.2020.0027](https://doi.org/10.1353/sph.2020.0027)[Links to an external site.](#)

Holmes, Rose. "Love, Labour, Loss: Women, Refugees and the Servant Crisis in Britain, 1933-1939." *Women's History Review* 27, no. 2 (2018): 288-309.

Karatani, Rieko. "Britishness Reconsidered: Interplay Between Immigration and Nationality Legislation and Policymaking in Twenty-first Century Britain." *Journal of Imperial and Commonwealth History* 47, no. 5 (2019): 1021-042.

Laats, Adam. "Our Schools, Our Country: American Evangelicals, Public Schools, and the Supreme Court Decisions of 1962 and 1963." *Journal of Religious History* 36, no. 3 (2012): 319-34.

Lee, Erika. "The 'Yellow Peril' and Asian Exclusion in the Americas." *Pacific Historical Review* 76, no. 4 (2007): 537-62. <https://doi.org/10.1525/phr.2007.76.4.537>[Links to an external site.](#)

Mawdsley, Stephen E. "'Salk Hops': Teen Health Activism and the Fight against Polio, 1955 - 1960." *Cultural and Social History* 13, no. 2 (2016): 249-65.

Assignment 3

Raymond Williams' concept of keywords has become important in a range of related fields in the humanities--in history, American Studies, cultural studies, religious studies, and so on. In this essay, choose a keyword from one of the collections listed below. Find two scholarly articles that use this keyword. Compare how the authors define and apply the term. For instance: how do the authors define class? How and to what end do the authors use the term whiteness? What about disability? Or city? Or exceptionalism? What kinds of *sources* do they use, and how might these affect the *analytical lenses* used in the texts?

A good starting point is to explore relevant journals, publishers, and scholarly associations in relevant fields. Please find some examples [here](#).

For Raymond Williams' book, find the book at the library. You can browse the keywords (but not the essays) here: [Keywords - Google Books](#)[Links to an external site.](#)
[American Cultural Studies | Keywords \(nyupress.org\)](#)[Links to an external site.](#)

This assignment will be part of your portfolio. You should revise after receiving feedback on your paper. The final version is to be uploaded in Inspira.

Formal requirements:

- Length: **Three pages** of about 2300 characters each.
- Page **numbers** should be included on every page.
- Use 1.5m or double line spacing, and font size 12.
- Include a **bibliography** at the end.

- Make sure to give **references** to consulted works, following the Chicago style (footnotes).
- Note that the word count **excludes** references and bibliography.

Assignment 5

The terms "Britain/British" and "America/American" are at the heart of this theory and methods course. It is, after all, a course on theory and methods in British and American Studies. But what do they mean? In your essay, discuss how either Britain/British or American/America are used in a selection of academic texts. Base your essay on **five scholarly sources**. You may choose texts from different decades to discuss developments of the meaning of the term or you may choose to compare and discuss contemporary texts (for instance all texts from the 1970s). A good starting point is to explore relevant journals, publishers, and scholarly associations in relevant fields. Please find some examples [here](#).

Questions to help you start thinking: How do the authors imagine the terms? Who are included and excluded? What is the core of these concepts? What academic conversation are the texts parts of? What were the contexts of the conversations? What relevant keywords do they address - class, race, diaspora, or other? How does "Britain" relate to the other nations on the British Isles? What part of "America" does "American" refer to?

NOTE: Our last meeting will prepare you for the assignment. You should present two of the scholarly texts you select for your paper. If you cannot come to class, you should turn in a video file with the presentation.

Please upload the essay in Inspira for assessment on December 13 at 11:00 AM

Formal requirements:

- Seven pages (of 2300 characters), excluding bibliography.
- Page **numbers** should be included on every page.
- Use 1.5 or double line spacing, and font size 12.
- Include a **bibliography** at the end.
- Make sure to give **references** to consulted works, following the Chicago style (footnotes).
- Note that the word count **excludes** references and bibliography.

Assessment criteria

An excellent paper:

- critically and effectively engages with relevant scholarship and primary sources
- is written in clear and advanced prose
- has a clear structure

- has a strong thesis or argument
- uses evidence effectively
- follows academic conventions expertly
- shows a high degree of independent thought

A good paper:

- critically and effectively engages with relevant scholarship and primary sources
- is written in clear prose
- has a clear structure
- has a good thesis or argument
- mostly uses evidence effectively
- follows academic conventions very competently
- shows independent thought

An average paper

- engages with relevant scholarship and primary sources, though not always in an effective way
- is mostly written in clear prose, though it may contain some vague or ineffective passages
- has a mostly clear structure
- has a thesis or argument, though not very clear
- uses evidence competently
- follows academic conventions competently
- shows some independent thought

A satisfactory paper

- engages somewhat with relevant scholarship and primary sources
- has several grammatical errors and ineffective vocabulary that distort the meaning
- lacks a clear structure
- lacks a clear thesis or argument
- lacks effective use of evidence
- for the most part follows academic conventions
- shows a low degree of independent thought

A poor but passing paper

- superficially engages with relevant scholarship and primary sources
- has many grammatical errors and ineffective vocabulary that distort the meaning
- lacks a clear structure
- lacks a thesis or argument
- lacks effective use of evidence
- poorly follows academic conventions
- shows a low degree of independent thought

Potential reasons for failing:

- the paper does not answer the question
- the paper is based on inappropriate and/or irrelevant sources (such as Wikipedia)
- the paper is written in such poor English that the meaning is lost
- the paper lacks an appropriate structure
- the paper does not follow academic conventions