

**Exam Grading Guidelines for
The Political Ecology of Music
MUS2651/4651– 10 credits points**

General Information

MUS2651: <https://www.uio.no/studier/emner/hf/imv/MUS2651/>

MUS4651: <https://www.uio.no/studier/emner/hf/imv/MUS4651/index.html>

Grading scale: A – F

<https://www.uio.no/english/studies/examinations/grades/index.html>

Grading guidelines

Examination: Students registered for MUS2651 must write an essay of 10 pages, each consisting of approximately 2300 characters (spaces not included). Students registered for MUS4651 must write an essay of 15 pages, each consisting of approximately 2300 characters (spaces not included). In both cases, **the essay is to take the form of a “white paper,”** which is defined here as a concise report on a complex issue that is designed to provide information and offer proposals that allow readers to address a problem, make a decision, or take action. The essay asks students to experiment with environmental ideas that may lead toward post-catastrophic musical media, instruments, performance practices, audience awareness, and so on. This could take place in the future tense—imagining new music technologies and forms of music-making. But students may also reimagine how music’s environmental and human consequences could have been mitigated in the past.

In all cases, the essay must demonstrate thoughtful, critical, and explicit engagement with course concepts and assigned readings. In order for an essay to demonstrate above-average critical judgment and independent thinking, students are also expected to demonstrate that they have been able to expand on such concepts and readings by extending their research beyond those sources and topics covered directly in the course.

Students also have the option of including a **creative/practical component** for their essay—**in which case they are required to write an essay of half the length described above** (i.e. 5 pages for MUS2651 and 7.5 pages for MUS4651). Creative/practical components may include recordings, compositions, videos, devices, handicrafts, and so on—as long as the creative component may be submitted for assessment. In cases where students choose to include a creative/practical component, the creative component will account for half of the overall grade for the written examination. This means that the creative component should demonstrate a level of development equivalent to roughly the amount of time they would have otherwise spent writing a full essay. Students who submit creative/practical components must base their white paper on that component.

In the case of a combined essay and creative/practical submission, the examiner is not to assess the aesthetic merits of the creative/practical component itself. Rather, the grade is to

be based on whether the connection between the creative/practical component and the essay is carefully explained and justified, thereby demonstrating sound reasoning and independent thinking. **Essay components that take the form of “personal reflections” on the process of producing the creative/practical component will not receive high grades** unless such reflections conform to the general examination criteria outline above. That is, students who choose to submit a creative/practical component must also submit an essay component that demonstrates thoughtful and explicit engagements with course concepts and course literature. Above-average combined essay/creative submissions should similarly demonstrate that the student has been able to further develop her or his thinking by doing research and reading outside the boundaries of the course syllabus.