

HIS2364/4364 | Vår 2024

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Grading guidelines, sensorveiledning

Examination:

To recap, the course is assessed by a portfolio consisting of the following:

1. A report about digitized primary source(s): where it was found and what it can shed light on (900 words, notes included). In a nutshell, this can be the oral presentation you gave in the course of the semester (compulsory element) in written form. Remember to incorporate the questions and comments you have received in class, by following up on those you think were productive.

2. A documentary review (900 words, notes included). On May 2, we watched this documentary together: [Crossing Over : Stories of Immigration & Identity](#). (Isabel Castro, 2015). I gave you the heads up that the documentary includes discussions of violence and sexual abuse.

Here are some guiding questions. Mostly, I am interested in how you engage with some of the themes we discussed throughout our class.

- How are some of these themes emerging in this documentary?
- Think of agency, for example, or coercion. Have these immigrants migrated "freely"? Were they coerced to do so? What elements of each can you identify?
- How is their identity as immigrants emerging? How does their identity as immigrants interact with their identity as trans-women?
- The three protagonists share some features, but they are also different individuals experiencing their immigration in different ways. How?
- Is there anything you wished the documentary had included or discussed that it didn't?

3. A course paper (2700-3600 words, notes included) on a relevant topic. The course paper must be connected to the digitized primary source(s), developed by the student and approved by the instructor. The paper can also be presented in website form or in podcast form. Attachments and/or bibliography are not included in the word count.

These are some steps that I would recommend (remember to reach out to me if you need assistance identifying a topic and relevant secondary readings):

1. identify one topic in the syllabus and class discussions. You can choose one reading from the Pensum, for example, and then start mining its footnotes for further references
2. you have already identified a primary source for both your in-class presentation and your written report (see #1 above). That's a great starting point. You may either analyze that one source in depth (if it is long/detailed enough) or you may juxtapose it to similar ones. You may also choose a different primary source altogether if you need to, but that will require more work.

3. Provide a context to your primary source(s) with the help of secondary sources (again, check the Pensum first). Be mindful of relying on academic works from university presses or trustworthy online repositories e.g. JStor
4. Be mindful that I would expect a good amount of sources beyond the 2-3 relevant readings from the syllabus (it is difficult to provide a number, but at least 10 academic works could be a good start). The Hoerder textbook is definitely a place to start and something I would expect to see cited.
5. Start thinking of a workplan as soon as possible. Try to create an outline. Remember you should have an introduction and a conclusion, besides distinct body paragraphs that are internally coherent and help you build your narrative - step after step.
6. Once complete, scan for grammar and structure. Remember that many names require upper-case initials e.g. Levant, Ottoman, League of Nations etc.

A papers

All portfolio components are analytically nuanced and well-written; well-articulated; effectively organized. Substantiated claims & excellent use of citation system.

Excellent bibliography.

The student demonstrates the ability to reflect on class contents (readings and discussions) and discuss them in her/his own personal terms.

B papers

Most portfolio components are analytically nuanced and well-written; well-articulated; effectively organized.

Good bibliography.

C papers

Most portfolio components raise good points.

Writing or organization may need some strengthening. There may be some unclear passages.

Satisfactory bibliography.

D papers

Portfolio components are not sufficiently articulated.

They do not sufficiently engage with the class contents.

Only barely grounded in the literature.

E/F papers

Unfocused; unsubstantiated; unclear.

Unclear writing hinders understanding of author's claims.

Insufficient bibliography.