

Grading criteria

Learning objective: Account for and explain important developments, relationships and events over a broad time span, and account for the scientific basis of historical knowledge

A: The student demonstrates acquired knowledge by identifying relevant material and providing an independent use of evidence to support arguments. The student's personal insight and originality in identifying causality demonstrates an excellent understanding of historic and cultural relations between the Nordic countries. Key concepts within social processes are recognised and defined with ease. Furthermore, by providing an extensive description of events and being precise in differentiating perspectives of historical theory or historical realities, the student clearly demonstrates the understanding that writing history is a matter of constructing a past. The student contributes to the formation of new insights and knowledge.

B: The student demonstrates knowledge and understanding by recalling and presenting independent interpretations of relevant details of events. Overall, the student is well read, and show clarity of thought and personal insight on every subject the student presents. The student provides a well-balanced overview and distinguishes, categorises, and evaluates arguments about historical events. A thorough understanding of relevant material implies insightful discussion and shows independent and critical judgement of these key concepts.

C: The student demonstrates sufficient knowledge in terms of presenting an overview of relevant events and an awareness of a broader context of a particular historical problem. Using distinct characterisations for societies in different time periods, the student reveals a good understanding of relevant processes affecting cultural relations. She/he is able to recognise, define, evaluate and problematize causality. Knowledge of relevant facts and key concepts is also demonstrated by generalizations.

D: The student demonstrates limited knowledge of relevant events in the analysis of relevant material. Using the textbooks efficiently, the student is demonstrating an understanding of historic processes. The structures of presentations are generally clear with developed arguments. Central key concepts can be defined and explained, in relation to social and political processes. The student's analytical capacity is limited but demonstrated by an adequate use of relevant literature in providing a grasp of continuity and change.

E: The student demonstrates basic knowledge by recognising a few details of relevant events and understanding of the cultural relations between the Nordic countries by providing examples of the relation between cause and effect. Central key concepts are identified and defined. A minimal demonstration of analytical thought is provided by using the course material; and attempts to support historical argument are given. Some flaws in the logic of argumentation and a few factual errors are acceptable.

U: The student does not demonstrate sufficient knowledge of history or understanding of the cultural relations between the Nordic countries. The presentations are unsystematic, incomplete and/or inaccurate, and the student lacks the ability to identify the relationship between cause and effect. Central concepts are misunderstood and the student does not demonstrate analytical capacity, i.e. inaccurate use of literature; no evidence in support for arguments, and irrelevant exemplifications.

Learning objective: Critically analyse and review academic articles

A: The student demonstrates competence and skill in discussing, evaluating and synthesizing academic historical writing. Through critical reading, used in theorizing and reflecting on developments in historical thinking, the student constructs well-structured academic products with regards to focus, presentation style, as well as the use of compelling and independent arguments. She/he contributes to a historical debate.

B: The student demonstrates competence and skill in discussing and evaluating academic writing by choosing relevant material for an insightful discussion on recent developments in historical thinking. The understanding of historical research is mirrored in well structured and focused handling of the course content with persuasive argument. Apart from using an extensive range of sources, applied insightfully, the student provides coherent arguments presented logically. The analytical texts are written in a clear and fluent writing style.

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C: The student demonstrates competence and skills in discussing and evaluating academic writing by giving well organised presentations. Any hypothesis provided by academics can be described, defined, problemized and criticized by applying key points at a more general level. The student insightfully applies a wide range of sources, and effectively supports arguments, provided in a coherent and logical manner.

D: The student demonstrates competence and skills in reading academic historical writing by giving organised presentations with coherent arguments. The student shows the ability to contextualise by producing logical presentations of several relevant arguments taken from the course material. By describing for example how different periods have been perceived in different times, the student shows awareness of a broader context of a particular historical problem by identifying links and interconnections as well as historical debates associated with it.

E: The student demonstrates competence and skills in discussing academic historical writing by providing a somewhat organised presentation of the course material. The student can identify historians' use of sources and methodology, and shows an understanding of the changes in historical research by presenting it in accordance with sound principles of academic writing.

U: Neither competence nor skills are demonstrated in discussing academic historical writing. The student's arguments are incoherent and the organisation of the student's presentations are unclear. The student lacks the necessary academic skills to use relevant information from the course material. Presentations are unacceptably brief and/or too superficial. Too little attention is attributed to structure and language.

Learning objective: Discuss and evaluate academic historical writing and understanding of the history of Sweden in a comparative Nordic context from the perspective of historical theory

A: The student's ability to evaluate academic historical writing and historical theory is very high and shows a high level of originality. Judgements are well substantiated and contain an extensive range of sources, and the student is exceptionally able in using evidence from different sources in support of argumentation.

B: The student demonstrates a rigorous approach to academic historical writing by differentiating between the conflicting explanations of contrasting historical theories. The student can clearly motivate her/his opinions by giving critical judgements of universal or specific ideas within academic history.

C: The student demonstrates judgement and a sufficiently competent approach to academic historical writing and historical theory by discussing why certain facts and concepts are deemed important. The student is able to distinguish the elements of a specific topic and identifies alternative explanations to historical theory.

D: The student demonstrates judgement and a sufficient competent approach to academic historical writing and historical theory by showing a general understanding of the fact that historical writing consists of explanations and interpretations. The student can apply this knowledge by giving examples of components within a specific explanation regarding events or mechanisms of social change.

E: The student mostly demonstrates judgement and a somewhat competent approach to historical writing and historical theory by showing a limited understanding of the fact that historical writing consists of different explanations and interpretations. The student can situate various phenomena in its historical context, and is also able to identify some historiographical settings, pointing out relevant biases in interpretations.

U: The student fails to demonstrate the required judgement and competence of approach with respect to academic historical writing and historical theory in the sense that she/he lacks the ability to apply any critical method in the discussion of academic texts.