

Undergraduate Thesis Assessment Rubric
Department of English, Faculty of Education, University of West Bohemia

Thesis Author: Štěpán Zoubek

Title: From real to right: Authenticity, Czech rap, and global hip hop culture

Length: 41

Text Length: 35

<i>Assessment Criteria</i>	<i>Scale</i>	<i>Comments</i>
1. Introduction is well written, brief, interesting, and compelling. It motivates the work and provides a clear statement of the examined issue. It presents and overview of the thesis.	Outstanding Very good Acceptable Somewhat deficient Very deficient	
2. The thesis shows the author's appropriate knowledge of the subject matter through the background/review of literature. The author presents information from a variety of quality electronic and print sources. Sources are relevant, balanced and include critical readings relating to the thesis or problem. Primary sources are included (if appropriate).	Outstanding Very good Acceptable Somewhat deficient Very deficient	
3. The author carefully analyzed the information collected and drew appropriate and inventive conclusions supported by evidence. Ideas are richly supported with accurate details that develop the main point. The author's voice is evident.	Outstanding Very good Acceptable Somewhat deficient Very deficient	
4. The thesis displays critical thinking and avoids simplistic description or summary of information.	Outstanding Very good Acceptable Somewhat deficient Very deficient	
5. Conclusion effectively restates the argument. It summarizes the main findings and follows logically from the analysis presented.	Outstanding Very good Acceptable Somewhat deficient Very deficient	
6. The text is organized in a logical manner. It flows naturally and is easy to follow. Transitions, summaries and conclusions exist as appropriate. The	Outstanding Very good Acceptable Somewhat deficient Very deficient	

author uses standard spelling, grammar, and punctuation.		
7. The language use is precise. The student makes proficient use of language in a way that is appropriate for the discipline and/or genre in which the student is writing.	Outstanding Very good Acceptable Somewhat deficient Very deficient	As for point 6, the thesis contains many minor errors of language, but none of these prevent comprehension.
8. The thesis meets the general requirements (formatting, chapters, length, division into sections, etc.). References are cited properly within the text and a complete reference list is provided.	Outstanding Very good Acceptable Somewhat deficient Very deficient	The List of References is incorrectly formatted.

Final Comments & Questions

This thesis is well written, draws on a wide range of sources, displays the student's knowledge of the area, as well as the student's critical acumen as he moves through various cultural contexts. I recommend the grade of **1/výborně**.

Yet I do have difficulty signing myself as supervisor below, as my only assistance in the work was to discuss the outline with the student last year. I did not know the student had written the thesis, let alone submitted it. So my position is more like that of reviewer than supervisor. Here, then, I will mainly write what I would have said to the student, had he consulted me during the writing of the thesis.

I was impressed throughout by the student's use of theories of authenticity, but feel that he never quite escaped the trap that the idea sets up. As the student admits in the course of the thesis, it is difficult, if not impossible, to definitively decide whether a cultural work is authentic or not, as this mainly depends on *who* the arbiter is. A work may be authentic in one view and inauthentic in another. By the end of the thesis (p. 28) he is still noting how Czech rap, like its inspiration from the US, struggles with the idea of authenticity. I felt that this merely repeats the weak analysis from earlier in the thesis, as though the student isn't sure what more can be said.

Yet much much can be said. Authenticity necessarily implies a question of audience, and audience implies an idea of community. If the student had attended more to the structural dynamics of the genre's movement from its community of origin (the Bronx) to the broader US context, he would then have been able to analyse the genre's further movements (even to the global level) by reference to those dynamics. Thus, I would have advised the student to avoid a history of hip hop, or the identification of the elements of the genre, and instead develop a palette of analytical tools to talk about a genre's movement from one community (or social context) to another. A lot more could have been said about this, by attending to the nature of the hermeneutic communities involved.

But we're already stepping up to a theoretical level that is exceptional for BA theses. Yet the intelligence and critical acumen the student displays in the thesis shows that he is capable of such work. It was a pleasure to read, and I regret only that I did not supervise it.

Supervisor: doc. Justin Quinn Ph.D.

Date: 5 Aug 2021

Signature: