

Course Guidelines

Whatever Happened to Ingmar Bergman? Reception, Methodologies, and Academic Agendas – a Case Study, 7.5 ECTS, spring term 2018

Course coordinator: Marina Dahlquist, marina.dahlquist@ims.su.se

Start of the course: January 17, 10:00 in F-salen, Filmhuset

Course description:

It is sometimes said that academia renews itself by gluttonously devouring its own history: one day some phenomenon is declared worthy of scrutiny, the next it is regurgitated, with the herd on its way to greener pastures. This is true also for the field of film studies, in which phenomena can be re-evaluated according to various changes in society, reception or, for that matter, academic market conditions. A rich object for study in this regard is the Swedish director/writer Ingmar Bergman (1918-2007). As writer and director of about fifty feature films, director of well over one hundred plays, as well as playwright and author of several short stories and novels, his work has been revered, denigrated, and rehabilitated over time, in the name of a number of agendas. Equally important, some of his internationally most well-known films premiered in an era rife with issues that were critical for the establishment of academic film studies as such, including any new burgeoning approaches, which arise from time to time on the academic horizon. Bergman's multifaceted work therefore can be mapped in various ways, historically as well as theoretically, while lending itself to a multitude of perspectives and approaches: Swedish film history, as well as national, regional and transnational theory; media-archeological approaches; revisionist authorship studies; aesthetics, interarts and intermedia; existential and religious studies; socio-political, cultural, and feminist/gender/queer studies; genre, celebrity, and television studies; and memory and affect studies. The course will consist of a series of lectures held by the faculty of the film studies' section, in line with the interdisciplinary traditions of our field and our scholars' research interests.

Assessment:

Film, television, and other media screenings in the course are mandatory, and thereby equated with course literature. Confirmed presence of 80% is required for being graded.

The course is assessed in two steps: one oral research presentation together with a short written paper (35% for grading impact); and a culminating written research paper (65% GI).

Grades are awarded on a 7-point assessment scale (see attached description of assessment criteria)

A: Excellent ; B: Very good; C: Good; D: Satisfactory; E: Sufficient;

Fx: Insufficient (requires further work to pass); F: Entirely insufficient.

Examination dates:

For information on the course examinations, please refer to [the website of IMS](#)

Assessment criteria:

Assessment is based on a criterion-referenced scale. A, B, C, D and E are approved grades. Fx and F are failed grades. In order to obtain final approval the course requires a minimum grade of E for the written exam and that all course requirements are met.

Assessment criteria

For goal-related 7-point grading scale

The assessment criteria below set out the minimum requirements for the different levels of grades awarded at the end of the course. These assessment criteria directly reflect the learning objectives of the course.

Advanced Level

Areas of assessment

- Scientific argumentation and analytical ability
 - Theoretical and methodological awareness (independence, relevance and reflexivity)
 - Relation of students' work to the course material (course literature and screenings)
 - Appropriate level of discourse and written expression
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Assessment criteria

A	<p>In addition to the requirements for the attainment of a B grade, the degree project is distinguished by the following characteristics:</p> <ul style="list-style-type: none"> • A distinctly independent, innovative and nuanced approach to argumentation and analysis. • The research problem is formulated with originality and clarity. • Thorough, innovative problematisation of the current research situation. • A particularly thorough and sustained analysis throughout all parts of the project. • A notably original and detailed problematisation of the course material.* • Impeccable written presentation; there is great accuracy in the provision of footnotes and references.
B	<p>In addition to the requirements for a C grade, the degree project is distinguished by the following characteristics:</p> <ul style="list-style-type: none"> • An independent and nuanced approach to argumentation and analysis. • The research problem is formulated with originality as well as a critical perspective. • A detailed and independent explanation of the problem area together with a thorough problematisation of research in this field. • Convincing analysis and argumentation throughout the project. • An original and detailed problematisation of the course material.* • Impeccable written presentation; there is great accuracy in the provision of footnotes and references.
C	<p>In addition to the requirements for D, the degree project has the following characteristics:</p> <ul style="list-style-type: none"> • Competent, consistent and balanced analysis and argumentation. • The research problem is formulated somewhat independently and takes account of previous research in this field. • The relevant aspects of the chosen problem area are thoroughly presented and explained. • Thorough and coherent analysis and argumentation throughout most of the project. • Competent problematisation of the course material.* <ul style="list-style-type: none"> • The written presentation has no major flaws; there is accuracy in the provision of footnotes and references.
D	<p>In addition to the requirements for the E grade, the degree project has the following characteristics:</p> <ul style="list-style-type: none"> • The argumentation shows some analytical ability. • The research problem is clearly formulated and relevant to previous research in this field. • The main aspects of the chosen problem area are adequately presented and

	<p>explained.</p> <ul style="list-style-type: none"> • There is a coherent analysis and argumentation throughout most of the essay, including the discussion of research findings. • There is adequate and consistent treatment of the course material.* • The written presentation has no major flaws; there is accuracy in the provision of footnotes and references.
E	<p>The degree project has the following characteristics:</p> <ul style="list-style-type: none"> • There are noticeable limitations in analysis and argumentation. • The research problem is relevant to previous research in this field. • Basic aspects of the chosen problem area are adequately presented. • The use of the course material is limited but adequate.* • The project fulfils the basic requirements for academic writing, including a structured written presentation. • Written presentation has no major flaws; footnotes and references are provided with a fair degree of accuracy.
FX	<p>Almost all of the criteria for E have been fulfilled, but some revision is required.</p>
F	<p>Most of the criteria for E have not been fulfilled and/or the student has not completed all course requirements. A full supplementary examination is required.</p>

* The course material comprises course literature, screenings, etc.

For Chicago standard, see

<<http://library.osu.edu/sites/guides/chicagogd.php>>

<http://www.chicagomanualofstyle.org/tools_citationguide.html>

Plagiarism

As a student, you will be writing and submitting different types of written assignments. It is fundamental that you know that no kind of plagiarism is permitted.

Plagiarism consists of:

- Students copying from each other;
- Students copying from the internet, books, articles or other sources without a clear reference;
- Students passing a work or a citation as their own when it is not;
- All kind of cut-and-paste writing strategies.

Any incident of this kind will be reported to the Disciplinary committee of Stockholm University. In case you are found guilty you might be suspended from the University for a period of time.

In order to avoid plagiarism you need to:

- Clearly reference your sources by specifying the author(s), the book/article/text and the page;



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- Highlight that you are citing someone else's words by using quotation marks;
- Make clear whose thoughts you are presenting if they are not your own;
- Not share your work with other students while in the process of writing the exam assignment.

Writing your own text in your own words is part of your learning process. This will develop your ability to think independently and express your thoughts in speech and writing.