

Course Guidelines – Advanced level

Media Archaeology, 7.5 hp Spring 2018

Course coordinator: Jörgen Skågeby (jorgen.skageby@ims.su.se)

Teachers: Emma Dahlin(emma.dahlin@ims.su.se),Magnus Danielson(magnus.danielson@jmk.su.se)

Start of the course: 21:th of march, 10.00 -12.00, Sal 3

Course description:

This course examines the intricate temporal relations that exist between new and old media technologies. The concept of 'new media' is questioned and current digital cultures are put into historical contexts. During the course students will engage with and explore forgotten, neglected, recycled, and imagined media as well as the myths, hopes and fears that have surrounded them. A particular focus will be put on how the materiality, functionality and design of media can coordinate political, social and cultural practices. This includes a view of media technologies as artefacts (with physical, visual and functional components); as knowledge (with normative epistemic components); as parts of design processes (including design critical perspectives); and as parts of human volition (including memory studies, game studies, imaginary media, posthumanism and transhumanism).

Expected learning outcomes:

For a passing grade, the student must demonstrate:

- deepened understanding of the media history of digital cultures;
 - deepened understanding and analytical capacity concerning societal and temporal myths, hopes and fears surrounding (digital) media technologies
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Assessment:

The course is examined through 1) participation in the lectures (not graded, but a course requirement); 2) active participation in the assignments (i.e. labs and seminars) (not graded, but a course requirement); and 3) an individual short essay assignment (graded A-F).

Students need to compose their written assignments so that they can be presented electronically, if the teacher so requires. Written exams may be scanned with the tool Urkund. Possible fraud, such as plagiarism, will be reported to the University Disciplinary Committee. Corrected exams can be collected at the Student Office.

Examination dates:

2018-06-03 Deadline for Essay

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

Grading criteria

A

Excellent in all respects. The student demonstrates comprehensive and solid understanding of course material, and presents thoughtful interpretations, well-focused and original insights and choice of case/examples, and well-reasoned commentary and analysis. Writing demonstrates impressive understanding and intellectual engagement with the readings, discussions, themes and ideas. Includes skillful and precise use of source materials, illuminating examples and illustrations, and fluent expression, which is well organized and grammatically polished.

B

Very Good. The student demonstrates a thorough and accurate understanding of course material, presents a reasonable degree of insight and broad levels of analysis. The writing reflects competence and provides analysis rather than simple description, but stays at a general or predictable level of understanding. Arguments are solid but not thoroughly original. Source materials, examples, illustrations are used appropriately and articulation/writing is clear.

C

Good. The student demonstrates an accurate and reasonable degree of understanding of the readings, themes and ideas in the course. However the choice or use of examples or cases chosen for illumination may have flaws. The writing is competent and arguments solid, but may be somewhat lacking in precision or vague, or they reflect a lack of intellectual engagement with the material and the examples. Source materials or formalia use may have mistakes.

D

Satisfactory. The student demonstrates an adequate understanding of readings, themes and ideas in the course. Shows acquaintance with reading and ideas, but it is fragmented and lacking in intellectual engagement. Written work should be clear, but some arguments may be choppy may be difficult to follow, examples could be vague or irrelevant, and ideas are imprecise. Source materials may be used inadequately or inappropriately, and arguments could use more concrete examples and illustrations.



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E

Poor. The student demonstrates a serious lack or error in understanding, and fails to express acquaintance with readings, themes, and ideas, in short, the most rudimentary aspects of the course. Written work is choppy, fractured and unclear and veers toward underdeveloped ideas, off-topic sources or examples, personal anecdotes, or creative writing. Arguments follow little logical development, or work presents little discernable argument whatsoever. Sources may be used entirely inappropriately or not at all, and formalia is deficient.

Fx

Not all the criteria for E are filled. Incomplete.

F

Unacceptable. Not all criteria for E are filled. Student has not completed all the assignments, or has been absent at more than 2 classes without compensation. Or plagiarism has been found.

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

For Chicago standard, see

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

<http://www.chicomanualofstyle.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;
- 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.