

Course Guidelines

Postcolonial Perspectives on Audiovisual Media, 15 hp, spring 2019

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Course start: Wednesday 27 March 2019 at 12 pm in F-salen

Course description:

In today's moving image culture, issues such as multiculturalism, the divide between the "west" and the "third world", and legacies of colonial stereotypes are acute and need to be assessed. Whiteness in the media, and in academic research, seems strangely invisible, representing the generic human, whereas non-whiteness easily stands out and represents specificities or added spice. In the course, these and many other tendencies are critically examined along with an introduction to postcolonial thought as a theoretical framework to rethink questions of difference and otherness. The course examines how hierarchies across and within changing national, ethnic and racialised locations are produced and potentially dislodged in western and non-western media imageries. Through various examples from around the world, we explore how "race", ethnicity, class, gender and sexuality intertwine and become valued in forms and subject matters of audiovisual narration. In addition to postcolonial theory, the course deals with related and overlapping fields of thought, such as critical studies of whiteness, ethnographic film, intersectionality, representation, and scholarship on transnationality and diaspora, which all share an interest in challenging hegemonic ways of knowing and seeing.

Expected learning outcomes:

After the course, students are expected to:

- Understand and critically reflect on introduced central concepts and frameworks, such as postcolonialism, multiculturalism, otherness, "race", ethnicity, and whiteness.
 - Discuss contemporary challenges in postcolonial media studies.
 - Contextualize academic debates and moving image material within broader frameworks of postcolonial history, cultural location and research.
 - Apply learned concepts and approaches to independent critical analysis of moving images.
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Course outline

The course consists of sixteen lectures, twelve film screenings, group project including presentation, seminar discussions, two research papers, and a visit to the Ethnographic Museum.

Assessment :

The course is examined through two research papers (consisting of 1,500-1,800 words each) and one group project including presentations and seminar discussions. Each research paper and the group project/seminar discussions represents one third of the total grade.

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: [Exams spring 2019 in TimeEdit](#)

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.

Basic Level

Areas of assessment

- Scientific argumentation and analytical ability
 - 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	<ul style="list-style-type: none"> • A particularly thorough and sustained analysis throughout all parts of the assignment. • A notably original and detailed problematization of the course material.* • Impeccable written presentation; there is great accuracy in the provision of footnotes and references.
B	<ul style="list-style-type: none"> • Convincing analysis and argumentation throughout the assignment. • An original and detailed problematization of the course material.* • Impeccable written presentation; there is great accuracy in the provision of footnotes and references.
C	<ul style="list-style-type: none"> • Thorough and coherent analysis and argumentation throughout most of the assignment. • Competent problematization of the course material.* • The written presentation has no major flaws; there is accuracy in the provision of footnotes and references.
D	<ul style="list-style-type: none"> • There is a coherent analysis and argumentation throughout most of the assignment. • 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	<ul style="list-style-type: none"> • The assignment fulfils the basic requirements for academic writing, including a structured written presentation. • The use of the course material is limited but adequate.* • Written presentation has no major flaws; footnotes and references are provided with a fair degree of accuracy.
FX	<ul style="list-style-type: none"> • Almost all of the criteria for E have been fulfilled, but some revision is required.
F	<ul style="list-style-type: none"> • The criteria for E have not been fulfilled and/or the student has not completed all course requirements.

* 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.