



UNSW
A U S T R A L I A

School of the Arts and Media

Faculty of Arts and Social Sciences

ARTS2095

Digital Technologies and the Self

Session 2, 2016

Course Outline

Staff Contact Details

Position	Name	Email	Availability	Location	Phone
Convener	Kath Albury	k.albury@unsw.edu.au	Tuesday 1pm-2pm; Thursday 11am-12pm	Robert Webster Bldg, Room 231F	N/A
Tutor	Jonathan Bollen	j.bollen@unsw.edu.au	via email		
Tutor	Paul Byron	paul.byron@unsw.edu.au	via email		
Tutor	Katariina Rahikainen	katariina.rahikainen@student.unsw.edu.au	via email		

Contact Information

Room 312, level 3 Robert Webster Building

Phone: (02) 9385 4856

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Website: <https://sam.arts.unsw.edu.au>

Attendance Requirements

A student is expected to attend all class contact hours for a face-to-face (F2F) or blended course and complete all activities for a blended or fully online course.

A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, their request should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance. A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course's learning outcomes and/or volume of learning. A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

For more information about the SAM attendance protocols, see the SAM policies and guidelines webpage: <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>

Essential Information

All SAM students must make a serious attempt at all assessments in order to pass the course.

For essential student information relating to: attendance requirements; requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential matters, see the SAM Policies and Guidelines webpage: <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>

Course Details

Credit Points 6

Summary of the Course

This course explores the ways that digital media and technologies shape our collective and individual understandings of 'the self'. It draws both theoretical and popular accounts of the relationship between technologies, individuals and cultures. You will examine the continuities and discontinuities between 'old' and 'new' self-making practices such as journaling/ blogging; and self-portraiture/ selfies, to consider the ways that media and technology both shape, and are shaped by socio-cultural understandings of identity formation. You will explore the ways that technologies and media platforms constrain some 'selves' and enable others. We will also consider the ways that self-making practices intersect with data-gathering practices, design processes, business models, and public policy. Topics include: life-hacking and the quantified self movement, microcelebrity and branding, mediated intimacies in dating and hook-up app cultures, and biometrics and surveillance.

At the conclusion of this course the student will be able to

1. Evaluate a range of digital technologies, including social media platforms and practices.
2. Apply theoretical frameworks in order to explain the impact of media and technology on individual and collective expressions of identity.
3. Communicate clearly and persuasively in both verbal and written contexts.
4. Design and conduct basic research, both independently and in teams, drawing on academic and non-academic resources.

Teaching Strategies

This course comprises of a 1.5 hour lecture and a 1.5 hour tutorial. The lecture will introduce key theoretical concepts, case studies, and research methods and methodologies drawn from the fields of science and technology studies, media studies and cultural studies. The tutorials will encourage critical reflection on key readings and case studies, building on student's own observations of 'everyday' engagements with digital technologies. Activities will include practical media production and research skills exercises, student presentations, and facilitated discussions of readings. The extended 1.5 hour tutorial will allow for extended workshopping of research projects, and formative feedback on assessment tasks.

Assessment

Assessment One: Social Media Auto-ethnography

Length: 1500 words

Weighting: 30%

Due Date: Friday 19 August, 5pm

Submit online via Turnitin

Write a 1500 word essay answering the following question:

"How do my selfies produce or obscure a sense of my identity?"

You may choose 3 pre-existing individual or group selfies from your social media sites, or take 3 new pictures for the purposes of this assessment. In either case, you should be central to, or a large part of the photo.

Examine your selfies and describe your self-presentation in relation to at least two of the following categories:

Race/ethnicity, class/socio-economic status, gender, sexuality.

Each category should be described both individually, and in relation to the other categories you choose to describe. You should consider the following aspects of your pictures (where relevant): clothing, pose, facial expression; lighting, framing, filters, proximity and angle of camera; other people/animals/non-human objects in the picture. You should also consider the ways your selfies relate to other well-known images (i.e. artworks, advertising images or celebrity selfies), and how the three pictures relate to each other. Your essay should present an argument in relation to the readings, and other course materials, and should be referenced throughout according to SAM guidelines. You may embed your selfies in a pdf, or post them on a separate site (i.e. Instagram/Flickr). If you make your post private, be sure your tutor has access to both URL and password to access the images.

This assessment is supported by tutorial activities. You will receive verbal (formative) feedback in class, and written feedback and a mark (summative feedback) on your essay.

You will need to use APA (ie in-text) referencing, and include a reference list at the end of your essay. For a 'how-to', see <https://student.unsw.edu.au/american-psychological-association-apa-referencing-system>

Assessment Two: Research project

Length: 2500 words

Weighting: 45%

Due Date: Friday 19 September, 5pm

According to Jill Walker Rettberg (2014) "there are three distinct modes of self-representation in digital media: written, visual and quantitative" (p1). To successfully complete this assessment, you will choose a digital self-representation practice (i.e. productivity hacking, fitness tracking) or platform (i.e. a lifestyle blog, a hook-up app) and research it in detail. Your investigation should take account of each aspect of the 'circuit of culture' (DuGay et al 1997/2013) and the affordances of any technologies involved (i.e. mobile phones, wearable devices). You should also consider the ways your chosen practice is similar to, or different from earlier and/or non-digital practices of self-representation.

You may present your findings in the form of a) a 2500 word academic research essay, or b) a 2500 word whitepaper. In all cases, your work must be fully referenced according to SAM guidelines.

Academic essays and white papers should be submitted via a word doc or pdf (in Turnitin).

This assessment is supported by tutorial activities. You will receive verbal (formative) feedback in class, and written feedback and a mark (summative feedback) on your final submission.

You will need to use APA (ie in-text) referencing, and include a reference list at the end of your essay or white paper. For a 'how-to', see <https://student.unsw.edu.au/american-psychological-association-apa-referencing-system>.

Assessment Three: Pecha Kucha class presentation

Length: 6 min 40 sec minute presentation plus 500 word project documentation.

Weighting: 25

Due Date: in tutorials, weeks 11 and 12

Submit documentation online via Turnitin by 5pm on the day of your presentation

This is a team tutorial presentation exercise. Each 2-3 person team will prepare a presentation following the Pecha Kucha format: a timed sequence of 20 powerpoint slides, automated to change after 20 seconds. The total presentation lasts no more than 6 minutes 40 seconds (see <http://www.pechakucha.org/faq>). Your presentation should explore a key theoretical idea or reading from this course (ie technologies of the self/technologies of gender, affordances, the politics of platforms, circuits of culture/circuits of labour, lateral surveillance, filtered/algorithmic reality, data subjects etc).

Your presentation will use a practical example (or case study) to explain the ways that one of the concepts or theories we have covered in this course might be applied to help us understand an everyday digital practice or technology. Your presentation will not take a moral stance in relation to the concept or example you have chosen – that is, you will not focus on why your example is empowering/demeaning, good/bad etc. Rather, you will critically reflect on why and how the theoretical concept you have chosen can be used as a tool for understanding contemporary digital technologies and practices. To gain maximum marks for this assessment, your focus should be very specific. We will discuss this in detail in class.

Your 500 word documentation should briefly provide a rationale for your team’s choice of topic, research methods and theoretical approach (in about 300 words). Each member of your team should also define their individual contribution to the group project (in about 200 words). Your documentation should be fully referenced, and should not include your powerpoint slides or other visual images (though you may include links to external material if you wish).

This assessment is supported by tutorial activities prior to presentations in weeks 11 and 12. You will receive verbal (formative) feedback in class, and written feedback and a mark (summative feedback) on your Turnitin documentation. You will need to use APA (ie in-text) referencing, and include a reference list for your documentation.

Assessment Tasks

Assessment task	Weight	Length	Due Date	Submission
Social media autoethnography	30%	1500 words	19 August, 5pm	Submit via Turnitin
Individual research project	45%	2500 words	16 September, 5pm	Submit via Turnitin.
Team class presentation	25%	6.40 tutorial presentation, plus 500 word documentation	in tutorial, weeks 11 and 12	Documentation submitted via Turnitin on the day of presentation.

Assessment Details

Assessment 1: Social media autoethnography

Details: This 1500 essay is based on autoethnographic methods. The essay should be referenced throughout according to SAM guidelines. This assessment is supported by tutorial activities. You will receive verbal (formative) feedback in class, and written feedback and a mark (summative feedback) on your essay.

Turnitin setting: This assignment is submitted through Turnitin, students do not see Turnitin similarity reports

Learning outcomes:

- Apply theoretical frameworks in order to explain the impact of media and technology on individual and collective expressions of identity.

- Communicate clearly and persuasively in both verbal and written contexts.
- Evaluate a range of digital technologies, including social media platforms and practices.

Assessment 2: Individual research project

Details: You will research a digital platform or practice, and present your findings in the form of a 2500 word academic research essay or equivalent. In all cases, your work should be fully referenced according to SAM guidelines. All images/audio used should be original, or licensed for sharing/re-use. This assessment is supported by tutorial activities. You will receive verbal (formative) feedback in class, and written feedback and a mark (summative feedback) on your final submission.

Turnitin setting: This assignment is submitted through Turnitin, students do not see Turnitin similarity reports

Learning outcomes:

- Evaluate a range of digital technologies, including social media platforms and practices.
- Apply theoretical frameworks in order to explain the impact of media and technology on individual and collective expressions of identity.
- Communicate clearly and persuasively in both verbal and written contexts.
- Design and conduct basic research, both independently and in teams, drawing on academic and non-academic resources.

Assessment 3: Team class presentation

Details: This is a team tutorial presentation exercise. Your presentation should be supported by a 500 word individual contribution statement from each group member, to be submitted via Turnitin. This is the final assessment for this course. This assessment is supported by tutorial activities prior to presentations in weeks 12 and 13. You will receive verbal (formative) feedback in class, and written feedback and a mark (summative feedback) via a written rubric, following your class presentation.

Turnitin setting: This assignment is submitted through Turnitin, students do not see Turnitin similarity reports

Learning outcomes:

- Apply theoretical frameworks in order to explain the impact of media and technology on individual and collective expressions of identity.
- Communicate clearly and persuasively in both verbal and written contexts.
- Design and conduct basic research, both independently and in teams, drawing on academic and non-academic resources.

Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally in SAM there will no longer be any hard-copy submission; assessments must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible it will be stated on your course's moodle site with alternative submission details.

Late Assessment Penalties

An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

The late penalty is the loss of 5% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays. This does not apply to a task that is assessed but no mark is awarded.

Work submitted fourteen days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

Work submitted twenty-one days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- * Prevent you from completing a course requirement,
- * Keep you from attending an assessable activity,
- * Stop you submitting assessable work for a course,
- * Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including 'When to Apply', 'How to Apply' and 'Supporting Documentation' please refer to the Special Consideration website: <https://student.unsw.edu.au/special-consideration>

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices;

Paraphrasing, summarising, essay writing and time management

Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre. Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

Course Schedule

Timetable

Date	Type	Content
Week 1: 25 - 29 July	Lecture plus Tutorial	Introduction: technologies of the self
Week 2: 1 - 5 August	Lecture plus Tutorial	Seeing ourselves through our selfies
Week 3: 8 - 12 August	Lecture plus Tutorial	Circuits of culture/circuits of labour case study: Facebook
Week 4: 15 - 19 August	Lecture plus Tutorial	The politics of platforms, and the uses of Actor Network Theory
Week 5: 22 - 26 August	Lecture plus Tutorial	Dating and hook-up apps: off-label uses and affordances
Week 6: 29 August - 2 September	Lecture plus Tutorial	Facetalking: algorithmic publics, and practices of social surveillance
Week 7: 5 - 9 September	Lecture plus Tutorial	Filtering the self: connecting and disconnecting with digital technologies
Week 8: 12 - 16 September	Lecture plus Tutorial	Technologies of influence: Visual cultures & digital entrepreneurialism
Week 9: 19 - 23 September	Lecture plus Tutorial	The quantified self: self-tracking, productivity and life hacking
Week 10: 4 - 7 October	Lecture plus Tutorial	The digital self as data: from Big Data to Thick Data
Week 11: 10 - 14 October	Lecture plus Tutorial	Digital cultures of refusal: detoxes, and other practices of social media ethics
Week 12: 17 - 21 October	Lecture plus Tutorial	What next?: the utopian/dystopian future digital self

Resources

Prescribed Resources

(open access e-book downloadable at: <http://jilltxt.net/books/Seeing-Ourselves-Through-Technology-full-book.pdf>)

Rettberg, JW (2014) *Seeing ourselves through technology: how we use selfies, blogs and wearable devices to see and shape ourselves*, London: Palgrave

Recommended Resources

Baym, N. (2015) *Personal Connections in the digital age* (2nd edition). Cambridge: Polity.

boyd, d. (2014) *It's complicated: the social life of networked teens*. Cambridge: MIT Press.

Couldry, N. (2012) *Media, Society, World: social theory and digital media practice*. Cambridge: Polity.

Cover, R. (2016) *Digital Identities: Creating and communicating the online self*. Oxford: Academic Press.

Du Gay, P., S. Hall, L. Janes, A.K. Madsen, H. Mackay & K. Negus. (2013) *Doing Cultural Studies: The Story of the Sony Walkman* (2nd edition). London: Sage.

Markham, A., & Buchanan, E. (2012). *Ethical Decision-Making and Internet Research: Recommendations from the AoIR Ethics Working Committee*. Association of Internet Researchers. 2nd revision. Retrieved October 19, 2014, from <http://aoir.org/reports/ethics2.pdf>

Marwick AE. (2013) *Status update: Celebrity, publicity and branding in the networked age*. Yale: Yale University Press.

Gillespie, T., Boczkowski, P., Foot, K (eds) (2014) *Media Technologies: essays on communication, materiality and society*. Cambridge: MIT Press

Light, B. (2014) *Disconnecting with social networking sites*. London: Palgrave.

Lupton, D. (2016) *The Quantified Self*. London: Polity.

Papacharissi, Z. (ed) (2011) *A Networked Self: Identity, Community and Culture on Social Network Sites*. New York: Routledge.

Pink, S. Horst, H., Postill, J., Hjorth, L., Lewis, T., Tacchi, J. (2015) *Digital Ethnography: Principles and practice*. London: Sage.

Rudder, C. (2014) *Dataclysm: who we are when we think no-one's looking*. New York: Crown.

Course Evaluation and Development

This course is evaluated via CATEI surveys, and via informal student surveys. Survey data will inform the future refinement of course content and assessment tasks.