EN3583: FACEBOOK AND AUTOBIOGRAPHY. HOW WE NARRATE OURSELVES ON SOCIAL NETWORK SITES.

Effective Term
Semester A 2022/23

Part I Course Overview

Course Title
Facebook and Autobiography. How we narrate ourselves on social network sites.

Subject Code
EN - English
Course Number
3583

Academic Unit
English (EN)

College/School
College of Liberal Arts and Social Sciences (CH)

Course Duration
One Semester

Credit Units
3

Level
B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction
English

Medium of Assessment
English

Prerequisites
Nil

Precursors
Nil

Equivalent Courses
Nil

Exclusive Courses
Nil

Part II Course Details

Abstract

The shift from Web 1.0 to Web 2.0 has provided new tools of self-expression which are significantly different from traditional forms of self-presentation and autobiographical writing. Explicit, linguistic forms of self-expression are increasingly replaced by automated recordings of personal data. The resulting post-human autobiography is an assemblage of deliberate utterances and automated records. Thus identity is constructed as a datafied mirror of a person's actions rather than as a result of self-reflection. The course discusses this issue by exploring traditional and contemporary theory and practice of narration in identity construction and aims at providing students with a critical understanding of how new media operate and the ability to express themselves and generate an online-identity in the most effective and meaningful way. Subjects discussed in the course's sessions are: self-narration on Facebook, identity and the postmodern subject, the role of narration in identity construction, episodic and narrative concept of identity, photography as indexical concept of memory, numerical narratives via database, the Internet as archive, perfect memory and the right to forget, self tracking and the quantified self.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	To identify and discuss the ways new technologies have affected how we understand and describe ourselves.		x	x	x
2	To analyze and critically evaluate communication, self-narration, and concepts of identity on social networks.		x	x	x
3	To identify and discuss the impact of different sources (update, like, share, comment, upload, automated reports) and forms of data (linguistic, visual, numerical) on self-narration and self-understanding.		x	x	x
4	To apply knowledge about the significance and impact of those different media and data to effectively communicate and manage information online.		x	x	x
5	To utilize the findings in the process of self-expression and the generation of identity in social network sites.			x	x

A1: Attitude
Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability
Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments
Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Teaching and Learning Activities (TLAs)

	TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lecture	Explain key concepts, such as theories related to narration and identity	1, 2, 3	2 hrs/wk
2	Analysis report	Requires students to individually diagnose the meaning of different forms of (self)narration in social media.	2, 3	1 hr/wk
3	Group Project	Analyses the function of an app or online platform facilitating self tracking and self narration.	2, 3, 4, 5	3 hrs/wk for 3 weeks
4	Individual Essay	Discusses the findings of the group project with respect to additional academic readings.	2, 3, 4, 5	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks
1	Class participation	1, 2	20	This assessment activity reviews students' participation and performance in discussions, debates and peer critique during class and in the discussion forum on Canvas.
2	Quizzes (two)	1, 2, 3	20	Quizzes will test students' understanding of theoretical concepts from lectures and readings.
3	Individual Essay (1,750 words)	3, 4	30	Students should demonstrate ability to apply knowledge to undertake an independent research and build up argument.

| 4 | Group Project and Presentation | 3, 4 | 30 | Students work together to investigate an area of inquiry in the field of self-narration on social networks and demonstrate analytical skills and the ability to apply their knowledge in their own project of self-narration on Facebook or other social networks (Twitter, Linkedin, Snapchat, Instagram etc.) |

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

1. Class Participation

Criterion

Evidence of discovery, coherent argumentation and interpersonal sensitivity

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

2. Quiz

Criterion

Proof of knowledge and understanding regarding the questions asked.

Excellent (A+, A, A-)

90-100 % of possible points

Good (B+, B, B-)

80-89 % of possible points

Fair (C+, C, C-)
70-79 % of possible points

Marginal (D)
60-69 % of possible points

Failure (F)
Below 60% of possible points

Assessment Task
3. Individual Essay

Criterion
Capacity for self-directed learning to understand the principles of narrative activity and medial representation in the apps and platforms explored

Excellent (A+, A, A-)
High

Good (B+, B, B-)
Significant

Fair (C+, C, C-)
Moderate

Marginal (D)
Basic

Failure (F)
Not even reaching marginal levels

Assessment Task
4. Group Project and Presentation

Criterion
Ability to explain in detail and with accuracy the relationship of the apps and platforms investigated to the subject of narration and identity.

Excellent (A+, A, A-)
High

Good (B+, B, B-)
Significant

Fair (C+, C, C-)
Moderate

Marginal (D)
Basic

Failure (F)
Not even reaching marginal levels

Part III Other Information

Keyword Syllabus

self-narration, narrative psychology, narrative theory, concepts of identity construction, modern/postmodern subject, linguistic versus photographic signification, episodic and narrative concept of identity, archive versus memory, database versus narration, quantified versus qualified self

Reading List

Compulsory Readings

	Title
1	Ruth Page (2010): Re-examining Narrativity: Small Stories in Status Updates, in: Text and Talk 30 (4), 423-444.
2	Zygmunt Bauman (1996): "From Pilgrim to Tourist – or a Short History of Identity", in: Stuart Hall, Paul du Gay (ed.): Questions of Cultural Identity, London: Sage, pp. 18-36
3	Donald E. Polinghorne (1991): Narrative and Self-Concept. In: Journal of Narrative and Life History, Vol. 1, No 2/3, 135-153
4	Galen Strawson (2004). Against Narrativity. In: Ratio 17, No. 4, 428-45
5	Siegfried Kracauer (1927): Photography, in: Critical Inquiry, Vol. 19, No. 3 (Spring, 1993), pp. 421-436
6	Lev Manovich (2001): The Language of New Media, Cambridge: MIT Press, pp. 218-243 (The Database)
7	Wolfgang Ernst (2013): Digital Memory and the Archive, UP Minnesota, Chapter 3: Underway to the Dual System: Classical Archives and Digital Memory, pp. 81-94
8	Clive Thompson (2013): Smarter Than You Think: How Technology is Changing Our Minds for the Better, New York, pp. 19-44 (Chapter 1: We, the Memorious)
9	Gary Wolf (2009: Know Thyself: Tracking Every Facet of Life, from Sleep to Mood to Pain, 24/7/365. Wired Magazine 17.07

Additional Readings

	Title
1	Nicholas Felton (2011): Numerical Narratives. Lecture at UCLA Department Design, Media, Arts in November 15, 2011 (1 hour) (http://video.dma.ucla.edu/video/nicholas-felton-numerical-narratives/387)
2	Laurie McNeil (2012): »There Is No ›I‹ in Network: Social Networking Sites and Posthuman Auto/Biography«, in: Biography Volume, 35/1, pp. 65-82
3	Philippe Lejeune (2014): "Autobiography and New Communication Tools ", in: Anna Poletti, Julie Rak (Hg.): Identity Technologies: Constructing the Self Online, Madison, Wisconsin, pp. 247-258
4	Hanna Meretoja (2014): "Narrative and Human Experience. Ontology, Epistemology, and Ethics", in: New Literary History, Volume 45, Number 1, Winter 2014, pp. 89-109
5	John Zuern (ed.) (2003): "Online Lives." Biography 26/1
6	Gillian Whitlock, Anna Poletti (ed.) (2008): „Self-Regarding Art. " Biography 31/1
7	Margaretta Jolly (ed.) (2011): „Life Writing and Intimate Publics. " Biography 34/1