

**Санкт-Петербургский филиал федерального государственного  
автономного образовательного учреждения высшего образования  
"Национальный исследовательский университет  
"Высшая школа экономики"**

Факультет Санкт-Петербургская школа социальных и гуманитарных наук  
Национального исследовательского университета «Высшая школа экономики»

Департамент социологии

**Рабочая программа дисциплины  
*Научно-исследовательский семинар «Цифровая антропология и  
организации» (преподается на английском языке)***

для образовательной программы «Социология и социальная информатика»  
направления подготовки 39.03.01 «Социология»  
уровень бакалавр

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Согласована методистом ОСУП

«30» августа 2017 г.

Т.Г. Ефимова \_\_\_\_\_

Утверждена Академическим советом образовательной программы

«30» августа 2017 г., № протокола   1  

Академический руководитель образовательной программы

Д.А. Александров \_\_\_\_\_

Санкт-Петербург, 2017

*Настоящая программа не может быть использована другими подразделениями  
университета и другими вузами без разрешения кафедры-разработчика программы.*

## Course Syllabus for the 2nd Year of Study

Title of the course	<b>Research Seminar "Digital Anthropology and Organizations" (offered in English)</b>		
Title of the Academic Programme	Sociology and Social Informatics		
Type of the course	Elective		
Prerequisites	Argumentation Theory and Academic Writing		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	42	110	152
Course Overview	<p>This seminar is intended for the students interested in qualitative study of social practices in various digital settings. Anthropology is the main disciplinary frame of reference in this seminar. The content and goals of the seminar are threefold. First, we will read and discuss seminal works in digital anthropology to understand the field and to “learn by example”. Second, we will devote some classroom time and home assignments to the training in designing and writing up a research project, with a particular focus on fieldwork in digital environment. And finally, during the course all students will participate in the group research projects on the topic of their choice studying human behavior in some digital environment; we will discuss projects in class at every stage.</p>		
Intended Learning Outcomes (ILO)	<p>As a result of participating in this seminar students will familiarize themselves with the modern anthropological ideas and ethnographic data on the role of various digital media in the social life and acquire skills necessary to fulfil anthropological fieldwork in digital environment. The latter presuppose being able to use essential tools of ethnography — participant observation and interviews, as well as understanding the specific requirements and limitations of ethnographic fieldwork in the online communities. These knowledge and skills are vital for the students who wish to further pursue anthropological and qualitative research. Additionally, students will practice their academic skills in reading, writing and speaking.</p>		
Teaching and Learning Methods	<p>All methodological and theoretical discussions in class are based on reading seminal anthropological works. All the texts assigned for reading are available to students in electronic form and should be read before the class. A successful student is expected to regularly contribute ideas and relevant comments without being domeneering. During the course students will be required to write a series of short essays (1-2 pages) devoted to the analysis of the assigned reading material, to the practice in research methodology, and to the group research projects. Group research projects presuppose for each student to participate in presentations in class, in the fieldwork and in writing a final research report. Adequate performance in group assignments both in and out of class is an essential aspect of student participation. Creative ideas are very valued.</p>		
Content and Structure of the Course			

№	Topic / Course Chapter	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
1	Introduction: Defining Social Media	2		2	
2	Ethnographic methods: Fieldnotes	14		4	10
3	Research Project: Formulating research question	9		4	5
4	Reading: Fieldwork in Digital Environments	9		4	5
5	Research Project: Literature Review	14		4	10
6	Ethnographic methods: Participant Observation	24		4	20
7	Reading: Online Communities	9		4	5
8	Research Project: Defining your Field	14		4	10
9	Ethnographic Methods: Interview	24		4	20
10	Research Project: Data Analysis	19		4	15
11	Presentation of Group Projects	14		4	10
<b>Total study hours</b>		152		42	110
Indicative Assessment Methods and Strategy	Students of the 3 <sup>rd</sup> year are expected to complete all the assigned reading, submit all the required essays, participate in class discussion, fulfil their share of fieldwork in a group research project as well as participate in designing, writing and presenting of the group project. The <i>final grade</i> for the course is $0.8 \text{ course participation} (=0.4 * \text{essays} + 0.4 * \text{fieldwork} + 0.2 * \text{participation in class}) + 0.2 * \text{exam}$ .				
Readings / Indicative Learning Resources	<p><u>Mandatory</u>  Underberg, N. M., &amp; Zorn, E. (2013). <i>Digital ethnography: Anthropology, narrative, and new media</i>. University of Texas Press.  <a href="https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=3443656">https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=3443656</a>  Lange, P. G. (2016). <i>Kids on YouTube: Technical identities and digital literacies</i>. Routledge. <a href="https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1656068">https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1656068</a></p> <p><u>Optional</u>  Kwame Harrison, A. (2018-06-14). (Ed.), <i>Ethnography</i>. : Oxford University Press, from  <a href="http://www.oxfordscholarship.com/view/10.1093/oso/9780199371785.001.0001/oso-9780199371785">http://www.oxfordscholarship.com/view/10.1093/oso/9780199371785.001.0001/oso-9780199371785</a> .  Miller, D., Costa, E., Haynes, N., McDonald, T., Nicolescu, R., Sinanan, J., ... &amp; Wang, X. (2016). <i>How the world changed social media</i>. UCL press.  <a href="https://www.jstor.org/stable/j.ctt1g69z35">https://www.jstor.org/stable/j.ctt1g69z35</a></p>				

Indicative Self- Study Strategies	Type	+/-	Hours
	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)	+	10
	Assignments for seminars / tutorials / labs	+	10
	E-learning / distance learning (MOOC / LMS)	-	
	Fieldwork	+	40
	Project work	+	40
	Other (please specify)		
	Preparation for the exam	+	10
Academic Support for the Course	Academic support for the course is provided via the dedicated course website and Dropbox, where students can find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials		
Facilities, Equipment and Software	The seminar usually requires a white board and Internet access with a projector.		
Course Instructor	Dr. Kirill Maslinsky, <a href="mailto:kmaslinsky@hse.ru">kmaslinsky@hse.ru</a> Alexandra Kasatkina, <a href="mailto:alexkasatkina@gmail.com">alexkasatkina@gmail.com</a> Dr. Ekaterina Taratuta, <a href="mailto:etaratuta@hse.ru">etaratuta@hse.ru</a>		

### Assessment Methods

Types of Assessment	Forms of Assessment	Modules			
		1	2	3	4
Formative Assessment	Project				*
	Essay		*		
	In-class Participation	*	*	*	*
Summative Assessment	Exam				*

### Assessment Criteria

#### In-class Participation

Grades	Assessment Criteria
«Excellent» (8-10)	A critical analysis which demonstrates original thinking and shows strong

	evidence of preparatory research and broad background knowledge.
«Good» (6-7)	Shows strong evidence of preparatory research and broad background knowledge. Excellent oral expression.
«Satisfactory» (4-5)	Satisfactory overall, showing a fair knowledge of the topic, a reasonable standard of expression. Some hesitation in answering follow-up questions and/or gives incomplete or partly irrelevant answers.
«Fail» (0-3)	Limited evidence of relevant knowledge and an attempt to address the topic. Unable to offer relevant information or opinion in answer to follow-up questions.

### **Project Work**

<b>Grades</b>	<b>Assessment Criteria</b>
«Excellent» (8-10)	A well-structured, analytical presentation of project work. Shows strong evidence and broad background knowledge. In a group presentation all members contribute equally and each contribution builds on the previous one clearly; Answers to follow-up questions reveal a good range and depth of knowledge beyond that covered in the presentation and show confidence in discussion.
«Good» (6-7)	Clearly organized analysis, showing evidence of a good overall knowledge of the topic. The presenter of the project work highlights key points and responds to follow up questions appropriately. In group presentations there is evidence that the group has met to discuss the topic and is presenting the results of that discussion, in an order previously agreed.
«Satisfactory» (4-5)	Takes a very basic approach to the topic, using broadly appropriate material but lacking focus. The presentation of project work is largely unstructured, and some points are irrelevant to the topic. Knowledge of the topic is limited and there may be evidence of basic misunderstanding. In a group presentation, most of the work is done by one or two students and the individual contributions do not add up.
«Fail» (0-3)	Fails to demonstrate any appropriate knowledge.

### **Written Assignments (Essay, Written Exam)**

<b>Grades</b>	<b>Assessment Criteria</b>
«Excellent» (8-10)	Has a clear argument, which addresses the topic and responds effectively to all aspects of the task. Fully satisfies all the requirements of the task; rare minor errors occur;
«Good» (6-7)	Responds to most aspects of the topic with a clear, explicit argument. Covers the requirements of the task; may produce occasional errors.
«Satisfactory» (4-5)	Generally addresses the task; the format may be inappropriate in places; display little evidence of (depending on the assignment): independent thought and critical judgement include a partial superficial coverage of the key issues, lack critical analysis, may make frequent errors.
«Fail» (0-3)	Fails to demonstrate any appropriate knowledge.

### **Recommendations for students about organization of self-study**

Self-study is organized in order to:

- Systemize theoretical knowledge received at lectures;
- Extending theoretical knowledge;
- Learn how to use legal, regulatory, referential information and professional literature;
- Development of cognitive and soft skills: creativity and self-sufficiency;
- Enhancing critical thinking and personal development skills;
- Development of research skills;
- Obtaining skills of efficient independent professional activities.

Self-study, which is not included into a course syllabus, but aimed at extending knowledge about the subject, is up to the student's own initiative. A teacher recommends relevant resources for self-study, defines relevant methods for self-study and demonstrates students' past experiences. Tasks for self-study and its content can vary depending on individual characteristics of a student. Self-study can be arranged individually or in groups both offline and online depending on the objectives, topics and difficulty degree. Assessment of self-study is made in the framework of teaching load for seminars or tests.

In order to show the outcomes of self-study it is recommended:

- Make a plan for 3-5 presentation which will include topic, how the self-study was organized, main conclusions and suggestions and its rationale and importance.
- Supply the presentation with illustrations. It should be defined by an actual task of the teacher.

### **Recommendations for essay**

An essay is a written self-study on a topic offered by the teacher or by the student him/herself approved by teacher. The topic for essay includes development of skills for critical thinking and written argumentation of ideas. An essay should include clear statement of a research problem; include an analysis of the problem by using concepts and analytical tools within the subject that generalize the point of view of the author.

Essay structure:

1. *Introduction and formulation of a research question.*
2. *Body of the essay* and theoretical foundation of selected problem and argumentation of a research question.
3. *Conclusion* and argumentative summary about the research question and possibilities for further use or development.

### **Special conditions for organization of learning process for students with special needs**

The following types of comprehension of learning information (including e-learning and distance learning) can be offered to students with disabilities (by their written request) in accordance with their individual psychophysical characteristics:

- 1) *for persons with vision disorders*: a printed text in enlarged font; an electronic document; audios (transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 2) *for persons with hearing disorders*: a printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 3) *for persons with muscle-skeleton disorders*: a printed text; an electronic document; audios; individual assignments and advising.