

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

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

Департамент социологии

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

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

2-4 курс

Разработчики программы:

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Согласована методистом ОСУП

«30» августа 2018 г.

Т.Г. Ефимова _____

Утверждена Академическим советом образовательной программы

«30» августа 2018 г., № протокола 1

Академический руководитель образовательной программы

Д.А. Александров _____

Санкт-Петербург, 2018

*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	Research Seminar "Digital Anthropology " (offered in English)		
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
Total study hours		152		42	110
Indicative Assessment Methods and Strategy	Students of the 2 nd 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 <i>course participation</i> (=0.4* essays + 0.4 * fieldwork + 0.2 * participation in class) + 0.2 * <i>exam</i> .				
Readings / Indicative Learning Resources	<u>Mandatory</u> Boellstorff, T. (2015). *Coming of age in Second Life: An anthropologist explores the virtually human*. Princeton University Press. Horst, H. A., & Miller, D. (Eds.). (2013). *Digital anthropology*. A&C Black. Jaccard, J., & Jacoby, J. (2010). *Theory construction and model-building skills: A practical guide for social scientists*. Guilford Press. <u>Optional</u> Sanjek, R., & Tratner, S. W. (Eds.). (2015). eFieldnotes: The makings of Anthropology in the digital world. University of Pennsylvania Press. Housley, W., Dicks, B., Henwood, K., & Smith, R. (2017). Qualitative methods and data in digital societies. Boellstorff, T. (2006). A ludicrous discipline? Ethnography and game studies. Games and Culture, 1(1), 29-35. Miller, D., Costa, E., Haynes, N., McDonald, T., Nicolescu, R., Sinanan, J., ... & Wang, X. (2016). How the world changed social media. UCL press. Conole, G., Galley, R., & Culver, J. (2011). Frameworks for understanding the nature of interactions, networking, and community in a social networking site for academic practice. The International Review of Research in Open and Distributed Learning, 12(3), 119-138. Horst, H. A., & Galloway, A. (Eds.). (2017). *The Routledge companion to digital ethnography*. Taylor & Francis.				

	<p>Pearce, Celia. <i>Communities of Play : Emergent Cultures in Multiplayer Games and Virtual Worlds</i>. Cambridge, MA, USA: MIT Press, 2009.</p> <p>Dicks, B., Mason, B., Coffey, A., & Atkinson, P. (2005). <i>Qualitative research and hypermedia: Ethnography for the digital age</i>. Sage.</p> <p>Hogan, B. (2010). The presentation of self in the age of social media: Distinguishing performances and exhibitions online. <i>Bulletin of Science, Technology & Society</i>, 30(6), 377-386.</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, kmaslinsky@hse.ru Alexandra Kasatkina, alexkasatkina@gmail.com		

Course Syllabus for the 3rd Year of Study

Title of the course	Research Seminar "Digital Anthropology" (offered in English)		
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	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.
Intended Learning Outcomes (ILO)	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.
Teaching and Learning Methods	All metodological 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.

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
Total study hours		152		42	110
Indicative Assessment Methods and Strategy	Students of the 3 rd 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> Boellstorff, T. (2015). *Coming of age in Second Life: An anthropologist explores the virtually human*. Princeton University Press. Horst, H. A., & Miller, D. (Eds.). (2013). *Digital anthropology*. A&C Black. Jaccard, J., & Jacoby, J. (2010). *Theory construction and model-building skills: A practical guide for social scientists*. Guilford Press.</p> <p><u>Optional</u> Sanjek, R., & Tratner, S. W. (Eds.). (2015). eFieldnotes: The makings of Anthropology in the digital world. University of Pennsylvania Press. Housley, W., Dicks, B., Henwood, K., & Smith, R. (2017). Qualitative methods and data in digital societies. Boellstorff, T. (2006). A ludicrous discipline? Ethnography and game studies. Games and Culture, 1(1), 29-35. Miller, D., Costa, E., Haynes, N., McDonald, T., Nicolescu, R., Sinanan, J., ... & Wang, X. (2016). How the world changed social media. UCL press. Conole, G., Galley, R., & Culver, J. (2011). Frameworks for understanding the nature of interactions, networking, and community in a social networking site for academic practice. The International Review of Research in Open and Distributed Learning, 12(3), 119-138. Horst, H. A., & Galloway, A. (Eds.). (2017). *The Routledge companion to digital ethnography*. Taylor & Francis. Pearce, Celia. Communities of Play : Emergent Cultures in Multiplayer Games and Virtual Worlds. Cambridge, MA, USA: MIT Press, 2009. Dicks, B., Mason, B., Coffey, A., & Atkinson, P. (2005). Qualitative research and hypermedia: Ethnography for the digital age. Sage. Hogan, B. (2010). The presentation of self in the age of social media: Distinguishing performances and exhibitions online. Bulletin of Science, Technology & Society, 30(6), 377-386.</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, kmaslinsky@hse.ru Alexandra Kasatkina, alexkasatkina@gmail.com		

Course Syllabus for the 4th Year of Study

Title of the course	Research Seminar "Digital Anthropology" (offered in English)		
Title of the Academic Programme	Sociology and Social Informatics		
Type of the course	Elective		
Prerequisites	Argumentation Theory and Academic Writing		
ECTS workload	3		
Total indicative study hours	Directed Study	Self-directed study	Total
	30	84	114
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	All metodological 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.
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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	11		4	7
8	Research Project: Defining your Field	9		2	7
9	Ethnographic Methods: Interview	22		2	20
Total study hours		114		30	84

Indicative Assessment Methods and Strategy	Students of the 4 th 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 $0.8 \text{ course participation} (=0.4 * \text{essays} + 0.4 * \text{fieldwork} + 0.2 * \text{participation in class}) + 0.2 * \text{exam}$.
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Readings / Indicative Learning Resources	<p><u>Mandatory</u> Boellstorff, T. (2015). *Coming of age in Second Life: An anthropologist explores the virtually human*. Princeton University Press. Horst, H. A., & Miller, D. (Eds.). (2013). *Digital anthropology*. A&C Black. Jaccard, J., & Jacoby, J. (2010). *Theory construction and model-building skills: A practical guide for social scientists*. Guilford Press.</p> <p><u>Optional</u> Sanjek, R., & Tratner, S. W. (Eds.). (2015). eFieldnotes: The makings of Anthropology in the digital world. University of Pennsylvania Press.</p>
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	<p>Housley, W., Dicks, B., Henwood, K., & Smith, R. (2017). Qualitative methods and data in digital societies.</p> <p>Boellstorff, T. (2006). A ludicrous discipline? Ethnography and game studies. <i>Games and Culture</i>, 1(1), 29-35.</p> <p>Miller, D., Costa, E., Haynes, N., McDonald, T., Nicolescu, R., Sinanan, J., ... & Wang, X. (2016). <i>How the world changed social media</i>. UCL press.</p> <p>Conole, G., Galley, R., & Culver, J. (2011). Frameworks for understanding the nature of interactions, networking, and community in a social networking site for academic practice. <i>The International Review of Research in Open and Distributed Learning</i>, 12(3), 119-138.</p> <p>Horst, H. A., & Galloway, A. (Eds.). (2017). <i>*The Routledge companion to digital ethnography*</i>. Taylor & Francis.</p> <p>Pearce, Celia. <i>Communities of Play : Emergent Cultures in Multiplayer Games and Virtual Worlds</i>. Cambridge, MA, USA: MIT Press, 2009.</p> <p>Dicks, B., Mason, B., Coffey, A., & Atkinson, P. (2005). <i>Qualitative research and hypermedia: Ethnography for the digital age</i>. Sage.</p> <p>Hogan, B. (2010). The presentation of self in the age of social media: Distinguishing performances and exhibitions online. <i>Bulletin of Science, Technology & Society</i>, 30(6), 377-386.</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	+	14
	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, kmaslinsky@hse.ru Alexandra Kasatkina, alexkasatkina@gmail.com		