Instructor: Danielle DiNovelli-Lang and Matthew Hawkins
Office Hours: By appointment
Email: danielle.dinovelli@carleton.ca; matthew.hawkins@carleton.ca

Pre-requisites & Precluded Courses: 3rd year standing or permission of the instructor.

Classes meet Mondays and Wednesdays 11:35-2:25pm on Zoom. Links will be provided on cuLearn.

Course Description and Objectives:

This Special Topics course has three interrelated goals. 1) To introduce advanced undergraduate and Masters students to digital ethnographic methods, including both digital methodologies for primary research and for ethnographic presentation; 2) to provide a structured space for current students to examine the COVID-19 crisis in anthropological perspective; 3) to allow students the opportunity to create their own original digital ethnographic research projects in a short time-frame. In order to fulfill these goals, the course will be organized in three parts: First, an introduction to digital methods in anthropology; second, selected readings in the anthropology of virtual communities; third, structured support for individual research projects alongside a collaborative investigation of the COVID-19 crisis online. By the end of the course, all students will have a working knowledge of digital ethnographic methods, a basic familiarity with anthropological approaches to virtual worlds, and experience conducting original research online. In addition, MA students will gain theoretical and methodological tools to adapt their research plans to the physical distancing requirements and viral connections of the COVID-19 era.

Course Requirements & Methods of Evaluation:

Assignments:
- Participation 20% - posts by Monday
- Weekly Assignments 55% - due Fridays before midnight
- Final Reflection (take home exam) 25% - due June 25

Participation - 20%
● 10% - Seminar participation through Zoom
● 10% - Weekly cuLearn forum participation

There will be two forms of participation in this course. One is your presence and engagement with our seminar-style discussions on-line using Zoom. **Links will be provided in cuLearn.** We will meet twice weekly (most weeks) for no more than 2 hours. Students are required to attend at least seven of our 10 scheduled meetings (10%).

Seminar classes will be open space to discuss the central reading(s) guided by short interventions by the instructors.

Second, you will be tasked to engage with another student’s journaling. You will be expected to post one short engagement each week (4 times) with another student’s journaling on cuLearn forum (10%). Engagement should be 2-3 sentences reflecting and 1 question and be posted by the following Monday.

**Journaling / Weekly assignment - 55%**

● 10% per week for 5 weeks + 5% first week

Each week there will be a prompt for you to research and respond to in your own digital way. You can choose to investigate social media (such as Twitter or Instagram), podcasts, blogs, video-logs, or other online media. You can creatively interpret the question and develop it in your own understanding.

Your assignment should incorporate at least one assigned reading for the week and preferably two.

Each week you may explore the selected issue based on your own digital experiences or in relation to a research area/topic that you develop over the semester.

Depending on your chosen method of communication, your response will be based on a mixture of text, other visual, and/or audio content. If you choose other visual or audio content, you will find alternative methods to reference the relevant authors.

You will use a cuPortfolio page to keep your weekly entries organized either by providing links or to be used as your blog platform.

Assignment should be posted by midnight Friday each week.

**Evaluation:**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of response</td>
<td>/5</td>
</tr>
<tr>
<td>Clarity of references</td>
<td>/2.5</td>
</tr>
</tbody>
</table>
Examples of different content:

<table>
<thead>
<tr>
<th>Style/aesthetic of response</th>
<th>2/5</th>
</tr>
</thead>
</table>

### Diary/blog post
Write a 400-600 word post that responds to the question, while making reference to the readings and your own research.

### Instagram posts
Post 5-6 images with hashtags and references in the description. Description should be a mixture of short quotes and textual comments.

You will be evaluated on the thoughtful curation of the images and links.

### Digital collage
Use PowerPoint or Presentations to create 2-3 collage slides composed of images/videos/sounds gleaned during the process of ‘research’ and including some references to the week’s readings in the form of quotes or brief analysis.

### Video
Create a 2-3 minute video, either as an edited vlog or as collage of video images with analysis.

Keep in mind that your video should be developed rather than a ‘rant’ or flow of consciousness.

### Podcast
Create a 3-5 minute audio clip that can be edited reflections on the readings and your independent explorations.

Keep in mind that your audio should be developed rather than a ‘rant’ or flow of consciousness.

You are challenged to use a visual and/or audio-dominant method at least once over the course of the 5 assignments but are encouraged to use a non-text-dominant method regularly.

### Weekly Assignment Prompts:

*May be updated as course progresses*

**Week 1 - Due May 8:** Create cuPortfolio page and respond to both prompts (5% - marked for completion)

- Describe your digital presence/activities (~1 paragraph)
- What will be your ethnographic focus for this class and why? (~1 paragraph)
- [Link for support for cuPortfolio](#)

**Week 2 - Due May 15:** Digital Diary in the time of COVID-19
● Describe how COVID-19 and physical distancing has interacted with your digital experiences OR how COVID-19 and physical distancing has interacted with your research project.
● Can be part of May 12th Digital Diary Day

**Week 3 - Due May 22:** Networks / connections / communities and social media

● Find 5-10 social media posts related to your research interest; reflect on how you collected the data and why; how do they reflect notions of community or network

**Week 4 - Due May 29:** Technology and non-human representations

● How do issues of identity and representation emerge in relation to the digital in your research?

**Week 5 - Due June 5:** Considering the materiality of digital life and it’s political-economy

● Explore an aspect of “work” and/or surveillance in the digital realm.

**Week 6 - Due June 12:** Futures and extensions of the cyborg self

● Explore notions of the ‘future’ online – in popular culture or as a projection of the political-social realities of your research.

**Final “Take Home” Project - 25%**

● Due: June 25
● ~8 (4th yr) / ~12 (MA) page paper (12 pt font, double space) or equivalent multi-media project

The final assignment is a reflection piece building on the weekly assignments that you have already completed, and explicitly addressing theoretical and methodological questions raised in class.

You are encouraged to consider the theoretical and methodological consequences of translating a key ethnographic category into the (nearly) purely online communicative circumstance of COVID-19 physical distancing. While incorporating the results of your weekly research assignments, your final paper should go beyond ethnographic discovery to analytical synthesis.

**Readings/Textbooks:**

There is no single textbook for the course. The instructors will post the required readings to cuLearn at least one week before they are due to be discussed in class.
Course Outline and Schedule of Readings:

_May be updated as course progresses_

**Week 1**
**Introduction to Digital Ethnography**
Method: Ethnography and Ethics in Digital Realms
Concepts: Ethnography; Digital; Online; Virtual; Field

*Friday journaling assignment:* Create cuPortfolio page and respond to both prompts (5% marked for completion)

- Describe your digital presence/activities (~1 paragraph)
- What will be your ethnographic focus for this class and why? (~1 paragraph)
- [Link for support for cuPortfolio](#)

**Readings for Wednesday May 6:**

Markham, Annette (2007) The Methods, Politics and Ethics of Representation in Online Ethnography. In _The SAGE Handbook of Qualitative Research_


**Week 2**
**Ethnographic Methods for Digital Media**
Method: Journaling / Auto-ethnography
Concepts: Social media; selfie and the self

*Friday journaling assignment:* Digital Diary in the time of COVID-19

- Describe how COVID-19 and physical distancing has interacted with your digital experiences OR how COVID-19 and physical distancing has interacted with your research project.
- [Can be part of May 12th Digital Diary Day](#)

**Readings for May 11th:**


**Readings for May 13:**


*Interview (2020) “Patricia G. Lange on her new book, Thanks for Watching” (On YouTube)*

*Alex D’Aloia (2020) “Symbolic confusion and how to flirt with emoji” (On Facebook) on the Familiar Strange.*

**Week 3**  
**Technology and Communities**  
Method: Data collection / data organizing  
Concepts: Networks; Communities; Technology

*Friday journaling assignment:* Representations and social media

- Find 5-10 social media posts related to your digital experiences or research interest; reflect on how you collected the data and why; how do they reflect notions of technology, community, or network

**Readings for May 20th:**


**Week 4**  
**Technology: Power and Self-representation**  
Concepts: Technology; Representation; Race and Gender online

*Friday journaling assignment:* Technology and non-human representations

- How do issues of identity and representation emerge in relation to the digital in your research?

**Readings for May 25th:**


Readings for May 27th:


Week 5
Political-economy of surveillance and gigs
Concepts: Power; Surveillance; Work and gigs

*Friday journaling assignment:* Considering the materiality of digital life and it’s political-economy

- Explore an aspect of “work” and/or surveillance in the digital realm.

Readings for June 1:


(Can’t) Picture This An Analysis of Image Filtering on WeChat Moments *(Part 1) (Part 2)* - About surveillance in China of social media images (including discussion of HK)

Readings for June 3:


Bádue, Ana Flávia. (2020). "We are in a battlefield"- and I Went Online to Make an Ethnography of Capitalism in Crisis" In "Pandemic Diaries" Gabriela Manley, Bryan M Dougan, and Carole McGranahan, eds., *American Ethnologist website, APRIL 23 2020*

Week 6
Gaming and Digital Futures
Concepts: Gaming; the Future

*Friday journaling assignment:* Futures and extensions of the self
• Explore notions of the ‘future’ online – in popular culture or as a projection of the political-social realities of your research.

Readings for June 8:


Readings for June 10:
TBA

University-level Requirements:

In accordance with the Carleton University Undergraduate Calendar Regulations, the letter grades assigned in this course will have the following percentage equivalents:

- A+ = 90-100
- B+ = 77-79
- C+ = 67-69
- D+ = 57-59
- A = 85-89
- B = 73-76
- C = 63-66
- D = 53-56
- A- = 80-84
- B- = 70-72
- C- = 60-62
- D- = 50-52
- F = Below 50
- WDN = Withdrawn from the course
- DEF = Deferred

Academic Regulations, Accommodations, Plagiarism, Etc.
University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university’s website, here: [https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/](https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/)

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Academic Accommodations for Students with Disabilities
The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*).

*The deadline for contacting the Paul Menton Centre regarding accommodation for final exams for the Early Summer 2020 exam period is May 29, 2020.*

For Religious Obligations:
Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is
known to exist. For more details, visit the Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

For Pregnancy:  
Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

For Survivors of Sexual Violence  
As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: www.carleton.ca/sexual-violence-support

Accommodation for Student Activities  
Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf

Plagiarism  
Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See https://carleton.ca/registrar/academic-integrity/). The Policy is strictly enforced and is binding on all students. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties.

What are the Penalties for Plagiarism?  
A student found to have plagiarized an assignment may be subject to one of several penalties including but not limited to: a grade of zero, a failure or a reduced grade for the piece of academic work; reduction of final grade in the course; completion of a remediation process; resubmission of academic work; withdrawal from course(s); suspension from a program of study; a letter of reprimand.
What are the Procedures?
All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

Assistance for Students:
Academic and Career Development Services: [https://carleton.ca/career/](https://carleton.ca/career/)
Writing Services: [http://www.carleton.ca/csas/writing-services/](http://www.carleton.ca/csas/writing-services/)
Peer Assisted Study Sessions (PASS): [https://carleton.ca/csas/group-support/pass/](https://carleton.ca/csas/group-support/pass/)

Important Information:
- Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).
- Students must always retain a hard copy of all work that is submitted.
- Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.
- Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton’s Privacy Office seeks to encourage the implementation of the privacy provisions of Ontario’s *Freedom of Information and Protection of Privacy Act* (FIPPA) within the university.
- In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your MyCarletonOne account through Carleton Central. Once you have activated your MyCarletonOne account, log into the MyCarleton Portal.
- Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting [https://students.carleton.ca/](https://students.carleton.ca/)

Important Dates and Deadlines Early Summer 2020
- April 27: Full Summer and early Summer term course outlines should be posted.
- May 4: Full Summer and early Summer courses begin.
- May 11: Last day for registration and course changes for early Summer courses.
- May 15: Last day for registration and course changes for full Summer courses.
- May 18: Statutory holiday; University closed.
- May 20: Suggested deadline for early feedback for all early and full Summer term courses.
- May 22: Last day to withdraw from early and full Summer term courses with a full fee
adjustment.

June 9  Last day before the final examination period for summative or final examinations, or formative tests or examinations totaling more than 15% of the final grade for early Summer courses.

June 16  Last day of classes for early Summer courses. Last day for academic withdrawal from early Summer courses. Last day for take-home examinations to be assigned (except those that conform to the Academic Regulations of the University in the Undergraduate Calendar/General Regulations of the Graduate Calendar). Last day for handing in term work subject to any earlier course deadline.

June 19-25  Final examinations in early Summer term courses and mid-term examinations in full Summer term courses may be held. Examinations are normally held all seven days of the week.

June 25  All take-home examinations are due except those that conform to the Academic Regulations of the University in the Undergraduate Calendar/General Regulations of the Graduate Calendar.