ANTH 301—Ethnographic Fieldwork
Chapman University—Fall 2020
Fridays, 1:00-3:50 pm

Instructor: Erin Gould, PhD
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Office: Zoom Office
Office Hours: Thursdays from 4:00-5:00 pm PST (or by appointment)

Course Description:

This course is designed to give students an opportunity to be trained with hands-on ethnographic field methods while they construct their own original ethnographic projects. Throughout this class, students will read and interact with a wide array of case studies from which to build on when completing their own research. Each week, students will learn both practical skills and theoretical underpinnings of doing ethnographic research, including learning about the history of anthropological ethnographic research, engaging with ethical considerations, learning how to conduct interviews, practicing fieldnote techniques while doing participant observation, and entering into debates about the history and contemporary understandings of ethnographic methodology/research. Learning by doing will be a priority through the completion of many smaller "projects" that will culminate in their larger course projects, which, for some, will result in foundations for their senior thesis projects.

- **Course Description (from Chapman Course Catalog):** Prerequisite, ANTH 102, or consent of instructor. An introduction to ethnography, this class will teach aspects of field research and data collection through participant observation and interviewing. Students will be taught ethnographic field research methods and writing.

Course Learning Objectives:

- Understand what types of practices are included in "ethnographic methods," including considerations of ethics, language practices, and interpersonal relationships
- Examine case studies from around the world to gain a diverse understanding of how different ethnographic methods are used in a variety of settings
- Engage with and practice methodologies for qualitative, ethnographic fieldwork and understand how anthropologists display/represent findings
- Create an original ethnographic field research project
- Present analyses, both orally and through written/visual assignments

Required Reading:

- Crane, Julia G. and Michael V. Angrosino. 1992. *Field Projects in Anthropology: A Student Handbook.* Long Grove, IL: Waveland Press, Inc. (referred to as **C&A** in the course schedule)--**ISBN:** 9780881336856

Note: This syllabus is adapted from previous syllabi used by Stephanie Takaragawa and Joshua Liashenko. Their willingness to share previous iterations of this course/syllabus were invaluable to the structure of running this course.

- Robben, C.G.M. and Jeffrey A. Sluka. 2012. *Ethnographic Fieldwork: An Anthropological Reader.* Oxford: Wiley-Blackwell. (referred to as **EF** in the course schedule)--**ISBN**: 9780470657157
- All other required materials will be posted to Canvas

Ethnographic Fieldwork Research Projects: Why do Ethnography?

Ethnography is a way to answer questions. Essentially this course teaches you about one specific qualitative research method by making you design and carry out your own project. Ethnography is both the study of a culture/peoples/group as well as the product of that study, often in the shape of a book, article, or film. This type of qualitative research is intended to help capture the nuances of interpersonal and group dynamics, values and ideals that make this community distinct from others. For our purposes, the primary data collection method with be through observation (empirical) evaluation (to the best of our ability during these times). Ideally, the topic and associated field site should be the focus of your senior thesis or at least a constructive component of your senior thesis. The assignments in this class are designed to train you in ethnographic fieldwork methods and help you think anthropologically.

This project is entirely your choice: you can choose any site, group, culture, community, etc, that you want to explore further (within current constraints of social distancing). Past ethnographies for this class have included: Disneyland, Pokémon Go, Yum Cha (this was a study on food and identity), the beach, the campus, campus clubs, shopping malls, marijuana dispensaries, the public library, fitness centers, social media sites (tinder/chat roulette, finsta, etc), bars, clubs, bowling alleys, basketball teams, thrift stores, offices, museums and art galleries, etc. The point is to identify a community and investigate what their social norms, codes, linguistic patterns, demographics, likes/dislikes, ideologies and ethics are (just to name a very few). Defining who is in the group is as important as defining who is not in the group. You will keep a fieldnote book and record what <u>you see/experience</u>. This course is intended to provide tools to organize a field study of a culture. The **C&A** book will provide projects designed to help you gather different types of information about your chosen community. While you record your observations, these exercises and class discussions will help you interpret your fieldnotes and construct your analysis.

Field writing takes practice and we will begin with short in class 5-10 minute writings every week to help you develop your observational and analysis skills. Each week, we will share what we are observing with the class, discuss, analyze and compare notes. We will use your accumulated notes to help you hone your field writing skills before we actually move into the field. These are only 5-10 minute observations, but you will be expected to be doing 4-6 hours of fieldwork weekly, by the fourth week of class. The bulk of your grade comes from your data collection.

Course Requirements (total grade out of 400 points)
1. **Fieldnote Book with 8 C&A Projects (Individual Projects due as noted in syllabus on Thursdays by 11:59 pm; Compiled notebook due by Finals Week, December 18th at 11:59 pm):** Your fieldnote book will include all of your fieldnotes/projects from the **C&A**

text. Due to our course being fully online, your course notebook will take the form of an electronic document. However, this does not mean that all elements have to be typed out—if you choose to do any activities or record any information in a paper notebook, these must be photographed (in good quality), and then uploaded for credit. Each assignment will be turned in on separate due dates, and the final compiled notebook (with other assignments also incorporated) will be uploaded to a class OneDrive Folder. This assignment will be worth **25% (100 pts. total; 10 points per project plus 10 points for organization of final submission)** of the total course grade.

2. **Research Design & Thesis Statement (Due Week 3, September 17ᵗʰ by 11:59 pm; also included in final "fieldnote book" submission):** This is an outline of your proposed research that should include a clear thesis statement, 3-5 research questions you wish to answer through your fieldwork, and an overview of the theme, topic, population, and field site of your study. This assignment will be worth **2.5% (10 pts.)** of the total course grade.

3. **Informed Consent Form (Due Week 4, September 24ᵗʰ at 11:59 pm; also included in final "fieldnote book" submission):** Through following the template of Chapman University's IRB "Adult Informed Consent to Participant in Research" form (linked in Canvas, or can be found on [Chapman's Templates and Forms site](#)), you will create a sample informed consent release form based upon the details of your topic and field site. This assignment will be worth **2.5% (10 pts.)** of the total course grade.

4. **Positionality Statement (Due Week 5, October 1ˢᵗ by 11:59 pm; also included in final "fieldnote book" submission):** Once you have chosen a topic and field site, you will write a 600-800-word statement that describes your positionality. It is important to acknowledge your subjectivity, worldview, cultural context, and potential areas of bias as you approach fieldwork. You are required to speak to these elements, as well as state how you plan on navigating the management of yourself in light of the cultural realities in your field site. This assignment will be worth **2.5% (10 pts.)** of the total course grade.

5. **Collaborative Institutional Training Initiative (CITI) IRB Training (Due Week 5, October 1ˢᵗ by 11:59 pm; also included in final "fieldnote book" submission):** We will be discussing the importance of ethics and integrity in fieldwork. You will be required to complete an online-training session through Chapman's Internal Review Board (IRB): https://www.chapman.edu/research/integrity/irb/training-and-continuing-education.aspx. You will upload your completion certificate to Canvas. This assignment will be worth **2.5% (10 pts.)** of the total course grade.

6. **Annotated Bibliography (Due by 11:59 pm on Week 6, October 8ᵗʰ (First 5 sources) and Week 11, November 12ᵗʰ (Full 10 sources); also included in final "fieldnote book" submission):** To frame your project within anthropology, it's necessary to collect sources that inform your work. You will craft a list of <u>at least 10 sources</u> (in a standard citation style)

that includes a 150-word description and explanation of how and why each is relevant to your project. Your sources cannot include required readings from this class. This assignment will be worth **12.5% (50 pts.; 25 points for first turn in, 50 points for full bib)** of the total course grade.

7. **Interview (Week 10, November 5th; also included in final "fieldnote book" submission):** You will complete 2 semi-structured interviews with members of your study population. Each interview should be 20 to 45 minutes in length, recorded using an audio device, and transcribed. Transcribing interviews is a lengthy process so manage your time wisely. This assignment will be worth **5% (20 pts.; 10 pts. each interview)** of the total course grade.

8. **Written Assignments (Due weekly to be done in class and uploaded to our Discussion Board by 11:59 pm on Fridays):** We will be starting off the class with 5-10 minute writing assignments. These assignments will either be based on quick observations from in-class directed exercises, your experiences conducting fieldwork, or observations/points of analysis from the readings. Be sure to always arrive on-time so you are able to earn points from completing these assignments. These assignments will be worth **7.5% (30 pts.; 3 pts. each upload—possible total of 33 pts. if attend and turn in all assignments)** of the total course grade.

9. **Discussion Participation (throughout the course):** Discussion will make up a significant portion of this course, and I will be consistently tracking each student's level of participation. Please come to class ready to discuss readings, ask questions, and respond to your classmates' questions. Participation will be worth **12.5% (50 pts.; based off your participation in class, asking questions in office hours, and attending individual meetings during Week 12)** of the total course grade.

   a. (OPTIONAL) Student Scholar Symposium Abstract due Sunday, November 1st at 11:59 pm: This event is an excellent opportunity to get feedback from other students and faculty about the direction of your work after gathering some preliminary data. If you apply to and/or present your fieldwork project in the Student Scholar Research Symposium, you will receive full participation points automatically. For more details on the event or how to participate, visit: https://www.chapman.edu/research/center-for-undergraduate-excellence/events/student-research-day.aspx.

10. **Discussion Leading (determined by class sign ups; materials for class due Thursdays by 11:59 pm):** You will select 3 course days to lead the class discussion of the assigned readings (with other classmates). You will be responsible for reading all readings, and you will create course materials to share with the class—and this is meant to be a collaborative endeavor with your fellow presenters (share the load). When groups are determined, each

one will be given a Canvas Collaboration Page to contribute to with their groups. These class requirements will be worth **15% (60 pts.; 20 points per discussion)** of the total course grade.

   a. As a group, you will be required to:
      i. Provide summaries of each reading for that week by filling in a template I will post on Canvas **(Due Thursday night by 11:59 pm; 10 points)**
      ii. Provide me with a list of 5-10 discussion questions you will use in our discussion on Friday of that week. <u>At least one rep</u> from your group must meet with me in office hours or by appointment to discuss the questions you've gathered as a group **(10 points for questions and meeting)**

11. **Final Presentation of Research (During Week 14 or 15):** You will present your original research to the class. You will present 8-10-minutes, discussing your thesis statement, basic research design, research questions, key methods, data, data analysis, and your findings and conclusions. Your conclusions should reflect what you have learned through fieldwork assignments, the review of sources, and interviews. As these presentations are the culmination of your semester of research, I recommend you create a PowerPoint, Canva, Adobe Spark, ArcGIS StoryMap, or another form of digital presentation that you can list on your CV/present for evidence of your experience with research/display of data. This presentation is worth **12.5% (50 points)** of your total course grade. *****There is no written final portion of this project due for this class, except for your portfolio of collected activities from the entire semester.**

Grade Breakdown:

Graded Item	Points for each item
Fieldnote Book (8 C&A Projects, and other assignments)	100 points
Research Design and Thesis Statement Submission	10 points
Informed Consent Form	10 points
Positionality Statement	10 points
CITI Ethics Certification	10 points
Interviews (2 due dates)	20 points
Annotated Bibliography (2 due dates)	50 points
Written in-class Assignments	30 points (max. possible 33 points)
Discussion Participation	50 points
Leading Discussion (3 times)	60 points
Final Presentation of Original Research	50 points
Total Grade	**400 pts.**

COURSE POLICIES

- **Respect and inclusion:** For our class, we will foster a productive and inviting atmosphere where everyone feels welcome and invited to speak. We want healthy debates and academic deliberations; you are expected to remain courteous to others and to differing opinions. Please follow a mature and respectful moral guide in the discussions.
- **Canvas:** Primary communication will occur on Canvas. All announcements will be posted on Canvas, and Canvas will be important for checking grades and submitting assignments.
- **Email:** Our primary contact will be through Canvas, but if there are any questions or any concerns that you have about class or material, please feel free to email me. Emails should adhere to a business format, and I will reply to all emails within 2 *business* days.
- **Attendance:** Attendance is mandatory for discussion portions of the course unless absence is approved ahead of time. If you are unable to attend synchronous discussions, there will be an alternative activity you will be responsible for completing for participation points.
- **Late/Missing Work:** In general, no late work will be considered for full credit in this course. If there are extenuating circumstances (extreme emergencies) beyond your control that prohibit you from turning in an assignment or taking an exam, it is your responsibility to contact me prior to the due date. I will manage students with extenuating circumstances on a case-by-case basis, granted adequate documentation is provided.

SOCIOLOGY DEPARTMENT WRITING ASSESSMENT

The Sociology Department seeks to improve the writing skills of sociology students by implementing the following tactics:

- All Instructors will assign at least 20 pages of writing in each course, including papers, essay exams and discussion boards.
- All instructors will seek to identify students with poor writing skills early in each semester and refer them to the writing center whenever possible.

The Sociology Department will implement the following assessment procedures to measure current writing excellence among our students and assess improvement over time. All instructors will select at least one writing assignment from each course and assess the students' writing skills based on the following elements**: 1) Clear & concise writing**, **2) Grammar and Spelling**, **and 3**) **Organization**

UNIVERSITY POLICIES

- **Equity and Diversity Statement:** Chapman University is committed to ensuring equality and valuing diversity. Students and professors are reminded to show respect at all times as outlined in Chapman's Harassment and Discrimination Policy. Any violations of this policy should be discussed with the professor, the Dean of Students and/or otherwise reported in accordance with this policy.
- **Academic Integrity:** Chapman University is a community of scholars that emphasizes the mutual responsibility of all members to seek knowledge honestly and in good faith. Students

are responsible for doing their own work, and academic dishonesty of any kind will be subject to sanction by the instructor/administrator and referral to the University's Academic Integrity Committee, which may impose additional sanctions up to and including expulsion. See Chapman's Academic Integrity Policy Website to see more details.

- **COVID-19 Policies:** The COVID-19 pandemic requires all of us to accept the possibility that changes in how this course is taught may be required and that some changes may occur with little or no notice. If this occurs, you will be given clear instructions as to how to proceed. The uncertainty of the situation is not ideal for any of us. We must all try to approach this situation with good-will, flexibility, and mutual understanding.

STUDENT SUPPORT AT CHAPMAN UNIVERSITY

- **Chapman University's Students with Disabilities Policy:** In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that might affect their ability to perform in this class are encouraged to contact the Office of Disability Services. If you will need to utilize your approved accommodations in this class, please follow the proper notification procedure for informing your professor(s). This notification process must occur more than a week before any accommodation can be utilized. Please contact Disability Services at (714) 516-4520 if you have questions regarding this procedure, or for information and to make an appointment to discuss and/or request potential accommodations based on documentation of your disability. Once formal approval of your need for an accommodation has been granted, you are encouraged to talk with your professor(s) about your accommodation options.

- **Policy on Accommodations for Remote Learning:** If you have concerns or questions about accommodations for this class with remote learning, please see the Chapman Accommodations for Remote Learning document to inquire about finalizing your accommodations with Disability Services.

- **Mental Health Support:** Over the course of the semester, you and your colleagues may experience a range of challenges that interfere with your learning, such as problems with friend, family, and or significant other relationships; substance use; concerns about personal adequacy; feeling overwhelmed; or feeling sad or anxious without knowing why. To ameliorate the impacts of these challenges, learn more about the resources available through Chapman University's Student Psychological Counseling Services. Fostering a community of care that supports the success of students is essential to the values of Chapman University, consult the Chapman University Student Concern Intervention Team if you have concerns for others.

- **The Writing Center:** All Chapman University students are welcome to meet with Writing Center tutors, who can help you with any part of the writing process, from understanding the assignment and finding a significant topic to editing your final drafts. To get help with a tutor, consult the Writing Center Website.

**See other pertinent policies on Canvas page

Course Schedule: (subject to change throughout the semester)

Readings/other materials must be completed <u>before</u> their assigned class date
**General questions to consider while reading: What is the overarching theme of the chapter or article you are reading? What are its main points? How do these ideas pertain to your own fieldwork? Why are these considerations important?

Date	Topics for Class/Viewing	Readings/Other Materials	Due
Week 1 Sept 4	**Course Introduction and Welcome!** **Topic Sign ups & Collaborations**	**EF—**Fieldwork in Cultural Anthropology: An Introduction (pg. 1-48) **Rutherford** (2020) "What is Anthropology?" **Watch:** "<u>What are office hours</u>?", Andrew Ishak **Watch:** Snoop Dogg—<u>Syllabus Video</u>	**None**
Week 2 Sept 11	**Foundations of Ethnography** **Watch**: Gould Lecture—Week 2 **Watch**: Gould Lecture—Course Projects	**EF—"**Beginnings: Introduction" (pg. 51-55); Method and Scope of Anthro Fieldwork (pg. 69-81) **C&A—**Preface, Intro, & Beginning Fieldwork, and Project 1: Proxemics (pg. v-29) **Culhane** (2017)—"Imagining: An Introduction" (1-21) in *A Different Kind of Ethnography* (Elliott and Culhane, eds)	**1.** Come up with 2 ideas of fieldsites for your project (share in class) **2.** Project 1: Proxemics (on Canvas)
Week 3 Sept 18	**What about when things are virtual?** **Watch**: Gould Lecture—Week 3 Week 3 Group Leading	**C&A—**Project 2: Making Maps (pg. 29-43) **Boellstorff et al** (2012) "Ch.2: Three Brief Histories" (pg. 13-28) **Boellstorff et al** (2012) "Ch. 4: Research Design and Preparation" (pg. 52-64) **Weston** (1997) "The Virtual Anthropologist." (pg. 163-184)	**1.** Turn in project topic/thesis statement/3 RQs on Canvas by Sept. 17th at 11:59 pm **2.** Project 2: Making Maps (on Canvas)

Week 4 Sept 25	**The 'Field' and Orienting the Self/Others** **Watch**: Gould Lecture—Week 4 Week 4 Group Leading	**EF—"**Fieldwork Identity: Introduction" (pg. 85-91); **"**Fieldwork Relations and Rapport: Introduction" (pg. 137-142); "The Politics of Truth and Emotion…" (pg. 175-190) **C&A**—Project 3: Charting Kinship (pg. 44-52); Project 12: Studying Formal Organizations (pg. 150-158) **Gupta & Ferguson** (1997) "Discipline and Practice: "The Field" as Site, Method, and Location in Anthropology." (pg. 1-46)	**1.** Choose one of the following based on your fieldsite: **--Project 3:** Charting Kinship **OR** **-- Project 12:** Studying Formal Organizations **2.** Informed Consent Form Due on September 25th by 11:59 pm
Week 5 Oct 2	**Representation and Ethics in the Field** **Watch**: Gould Lecture—Week 5 Week 5 Group Leading	**EF**—"Fieldwork Ethics: Introduction" (pg. 299-306); "Confronting Ethics of Ethnography" (pg. 318-330) **AAA** (2012)—Statement on Ethics (also in PDF form on Canvas) **Smith** (2012)—"Imperialism, History, Writing, and Theory" in *Decolonizing Methodologies* (pg. 20-43)	**1.** CITI Training for IRB due, upload certificate on Canvas **2.** Positionality Statement due on Canvas on Oct. 2 by 11:59 pm
Week 6 Oct 9	**I'm in the field…what do I do now?** **Watch**: Gould Lecture—Week 6 Week 6 Group Leading	**C&A**—Project 5: Participant Observation (pg. 64-74) **Emerson et al** (2011) "Fieldnotes in Ethnographic Research" (pg. 1-20) **Causey** (2016) "Ch. 1: Introduction" in *Drawing to See* (pg. 1-24) **Taussig** (2011) "Introduction" in *I Swear I Saw This* (pg. 1-9)	**1.** Project 5: Participant Observation **2.** 5 Sources from your annotated bibliography due in class (and uploaded to Canvas)
Week 7 Oct 16	**Interviewing and Asking** **Watch**: Gould Lecture—Week 7 Week 7 Group Leading	**C&A**—Project 4: Interviewing Informants (pg. 53-63) **Bernard** (2006)—"Ch. 9: Interviewing: Unstructured and Semistructured" (210-250)	**1.** Project 4: Interviewing Informants

Week 8 Oct 23	**Multi-sited or Multi-considered Spaces** **Watch**: Gould Lecture—Week 8 Week 8 Group Leading	**EF—**"Multi-Sited Fieldwork: Introduction" (pg. 367-373); "Being There…" (pg. 399-408) **C&A**—Project 6: Collecting Life Histories (pg. 75-87) **Malkki** (1997)—"News and Culture: Transitory Phenomena and the Fieldwork Tradition." (pg. 86-101) **Stoller** (1997)—"Globalizing Method…" (pg. 81-94)	**1.** Project 6: Collecting Life Histories
Week 9 Oct 30	**Phenomenology, Embodiment, and Sensorial Anthropology** **Watch**: Gould Lecture—Week 9 Week 9 Group Leading	**EF—**"Sensorial Fieldwork: Introduction" (pg. 443-449); "The Taste of Ethnographic Things" (pg. 465-479) **C&A—** Project 13: Taking Photographs (pg. 159-178) **Pink** (2007)—Ch. 3: "Photography in Ethnographic Research" (pg. 65-95) **Moretti** (2017)—"Walking" (91-111) in *A Different Kind of Ethnography* (Elliott and Culhane, eds)	**1.** Project 13: Taking Photographs (forgive the dated nature of the descriptions)
Week 10 Nov 6	**Engaged Fieldwork** **Watch**: Gould Lecture—Week 10 Week 10 Group Leading	**EF—"**Engaged Fieldwork: Introduction" (pg. 565-572); "Human Terrain…" (pg. 593-603) **C&A—** Project 11: Designing a Survey (pg. 136-149) **McMullin** (2010)—"Native Hawaiian Voices…" (52-62)	**1.** Project 11: Designing a Survey **2.** Full Interview Transcript due November 6th by 11:59 pm
Week 11 Nov 13	**Critical Considerations of Ethnography** **Watch**: Gould Lecture—Week 11 Week 11 Group Leading Sign-ups, Week 12 Individ. Meetings	**EF—**"Reflexive Ethnography: Introduction" (pg. 513-519) **Fassin** (2014)—"True Lives, Real Lives" (pg. 40-55) **Shah** (2017)—"Ethnography? Part. Observation…" (pg. 45-59) **De Seta** (2018)—"[Three Lies of Digital Ethnography](#)." **Salzmann** (2002)—"On Reflexivity" (pg. 805-813)	**1.** Full Annotated Bibliography due November 13th by 11:59 pm **2.** Volunteer for presentation days

Week 12 Nov 20	**Writing Up**	**Elliott** (2017)—"Writing" (23-44) in *A Different Kind of Ethnography* (Elliott and Culhane, eds) **Narayan** (2012)—"Self" (93-110) in *Alive in the Writing*	**None**
Week 13 Nov 27	**NO CLASS— Thanksgiving Break**	**No readings**	****Finalize projects and presentations**
Week 14 Dec 4	**Final Presentations**	**No readings**—work on projects	****Finalize projects and presentations**
Week 15 Dec 11	**Final Presentations**	**No readings**—work on projects	****Finalize written portions of class work**
Finals Week	____	____	**Final portfolios due Friday, December 11th by 11:59 pm**

Additional resources to consult if you'd like (all sections organized alphabetically):

Methods Guides:

- Bernard, H. Russell. 2006. *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. New York: AltaMira Press.
- Causey, Andrew. 2017. *Drawn to See: Drawing as an Ethnographic Method*. Toronto: University of Toronto Press.
- Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. 2011. *Writing Ethnographic Fieldnotes*. Chicago: The University of Chicago Press.
- Galman, Sally Campbell. 2019. *Shane: The Lone Ethnographer*. Boulder, CO: Rowan & Littlefield.
- Madden, Raymond. 2010. *Being Ethnographic: A Guide to the Theory and Practice of Ethnography*. Los Angeles: SAGE.

Theoretical Conceptions for Fieldwork:

- Geertz, Clifford. 1973. *The Interpretation of Cultures: Selected Essays*. New York: Basic Books.
- Madison, D. Soyini. 2012. *Critical Ethnography: Methods, Ethics, and Performance*. Los Angeles: SAGE.
- Pink, Sarah. 2012. *Situating Everyday Life: Practices and Places*. Los Angeles: SAGE.
- Smith, Linda Tuhiwai. 2012. *Decolonizing Methodologies: Research and Indigenous Peoples*. London: Zed Books.
- Taussig, Michael. 2011. *I Swear I Saw This: Drawings in Fieldwork Notebooks, Namely My Own*. Chicago: The University of Chicago Press.

Virtual Methods and Projects:

- Boellstorff, Tom. 2008. *Coming of Age in Second Life: An Anthropologist Explores the Virtually Human*. Princeton: Princeton University Press.
- Boellstorff, Tom, Bonnie Nardi, Celia Pearce, and T.L. Taylor. 2012. *Ethnography and Virtual Worlds: A Handbook of Method*. Princeton: Princeton University Press.
- Nardi, Bonnie A. 2013. *My Life as a Night Elf Priest: An Anthropological Account of World of Warcraft*. Ann Arbor: The University of Michigan Press.

Anthropological Writing:

- Pandian, Anand, and Stuart McLean. 2017. *Crumpled Paper Boat: Experiments in Ethnographic Writing*. Durham, NC: Duke University Press.
- Frank, Arthur W. 2010. *Letting Stories Breathe: a Socio-Narratology*. Chicago: The University of Chicago Press.
- Narayan, Kirin. 2012. *Alive in the Writing: Crafting Ethnography in the Company of Chekhov*. Chicago: The University of Chicago Press.