

Emerging fields of interest:

My fields of interest as of now, 28/09/18 are fairly straightforward. I am highly interested in anthropological principles and techniques, especially when applied to fringe cultures or counter-culture movements, as well as to literary traditions. This plays into my second and more driven field of interest, which is literary analysis and dissection, especially in the fields of non-traditional fields of literature, particularly in regards to board and card games, such as *Magic: the Gathering*. I have enjoyed my previous work of studying both the culture and the history surrounding *Magic* in the scope of British Columbia, as well as my foray into exploring the literary validity of the game of *Magic* in an attempt to widen the scope of what is traditionally thought of in regards to literature for literary analysis.

List of courses:

The list of courses that I have taken thus far in my academic experience that i have found to be particularly useful for my fields of interest are as follows:

-ANTH 124 Intro Biological Anthropology

Fall Semester, 2014. Taught by Dr. Stanley Copp, this was my first introduction to anthropology, and as such was an eye opening experience to be introduced to anthropological methods of inquiry.

-ENGL 200 English Literature to 1660

Fall Semester, 2014. Taught by Thor Polukoshko, this was one of my first forays into literary analysis of classical literature, and helped form my love for the subject.

-ENGL 201 English Literature Since 1660

Cody Peters, 100118935

Spring Semester, 2015. Taught By Mark Baker, this course was a continuation of the previous English literature course that I had taken, and helped expand my understanding of literary concepts and their analysis.

-ENGL 208 Studies in Fiction

Spring Semester, 2015. Taught by Gregory Holditch, this course set up the template in my head that anything can be considered literature, and thus is capable of being analysed as such.

-ANTH 121 Intro to Social Anthropology

Fall Semester, 2015. Taught by Gordon Roe, this course offered my first look into holistic research and anthropological studies, as it went into great detail on the validity and unique traits of differing religious groups.

-ENGL 103 Studies in Contemporary Literature

Fall Semester, 2015. Taught by Thor Polukoshko, this course really reinforced the concepts of literary validity being able to be applied to almost an work of writing, this course helped develop the beginnings of my tutorial projects.

-ENGL 317 Traditions in Western Literature

Fall Semester, 2016. Taught by Dan Munteneau, this course showed me the logic and styles behind upper-level literary analysis, which opened me up to other more advanced concepts and literary traditions.

-PHIL 110 Critical Thinking

Cody Peters, 100118935

Spring Semester, 2017. Taught by Chirstie Laird, this course was useful to me due to its nature of being a critical thinking course. It helped me better understand different methods of thought and arguments, which helped develop a more detailed method of inquiry.

-ANTH 420 Contemporary Topics in Anthropology

Fall Semester, 2017. Taught by Maureen Bracewell, this course highlighted the fact that anthropology is not something that has to remain in the past, but can rather be utilized as a method of inquiry and critical thinking for present events.

-ENGL 335 Electronic Literature

Spring Semester, 2018. Taught by Aurelea Mahood, this course further delved into concepts of literary validity through exploring non-traditional pieces and platforms of literature, and how one can analyse them despite their varying mediums.

-LBST 390 Tutorial 1

Spring Semester, 2018. Taught by Gillian Crowther, this tutorial project was centered around the concept of doing a small participant-observation based ethnography of the culture surrounding *Magic: the Gathering* communities in the greater Vancouver area, and has served as the baseplate form all of my tutorial projects.

-LBST 391 Tutorial 2

Summer Semester, 2018. Taught by Aurelea Mahood, this tutorial project centered around highlighting the literary elements and literary validity of the game of *Magic: the Gathering*, and served as an in-depth exploration of the different literary elements and unique literary styles inherent to the game.

Cody Peters, 100118935

-LBST 392 Tutorial 3

Summer Semester, 2018. Taught by Maureen Bracewell, this tutorial surrounded the socio-cultural history surrounding the game of *Magic: the Gathering*, as well as the moral panic that surrounded the game in the late 1990's. It served as a unique opportunity to look at the moral panic surrounding a "role-playing game" through an academic lens, as well as an anthropological lens.

Extra-curricular experiences:

My extra-curricular experiences that helped shape my fields of interests are somewhat twofold; My family and myself travel around the world a fair amount, which has led to my increased awareness of different cultures and their different ways of thinking. Additionally, I am heavily involved in the *Magic: the Gathering* community in Vancouver, and play in local tournaments regularly. As such, my enjoyment of the game and my involvement in the community has grown significantly since my beginnings of playing the game, and as such I have begun to take an academic interest into its many facets.

Signature Works Analysis:

The three works of mine that I will analyse are the three finished tutorial projects that I have completed so far. All three of these projects center around the focal point of *Magic: the Gathering*, and as such contain a somewhat coherent feeling.

The first piece is my participant-observation ethnography. I generated, conducted, and transcribed several interviews with individuals who participate in varying degrees within the *Magic* community in Vancouver. Each interview consisted of questions I generated, in regard to specific

differing fields of interest surrounding *Magic* and its culture of players. These interviews were then submitted to Gillian, who gave them her approval, and from there it was simply a matter of interviewing people, and transcribing their responses, before generating a more completed analysis of the unique responses.

While there were a multitude of differing answers to the multiple questions, there were some unifying opinions and overarching concepts that were consistent throughout the different individual's responses. These overarching concepts, as well as the more unique responses and their potential interpretations, can be found within the completed research brief that I generated for the finalization of the project.

The second work is my foray into proving the literary validity of the game of *Magic: the Gathering*, as well as an attempt to highlight the different literary elements within the game itself and in the surrounding lore and stories.

This project involved utilizing different academic outlines for literary works, as well as different definitions and interpretations of literary elements, and then applying these concepts to the game of *Magic*. Through this discovery, analysis, and application, I was able to generate a coherent list of different literary elements and their literary validity within the physical pieces of the game, as well as the expounded storylines and lore that surround it.

Again, the entirety of the finalized summary paper can be read as part of the completed tutorial, and it goes into detail over the different themes and literary elements that can be identified and interpreted within the game of *Magic: the Gathering*.

Lastly, the third piece of my work is the tutorial project that I completed with Maureen Bracewell, in regard to the socio-cultural phenomenon of a moral panic that surrounded *Magic: the*

Gathering in the late 1990's and early 2000's. This moral panic was a somewhat common occurrence in these timeframes when confronted with a "role-playing game" that was not in the mainstream culture of North America yet. This included the "Satan-scare" that surrounded the game *D&D* in a somewhat earlier timeframe, and as such this moral panic was used as a framing device for the moral panic that surrounded *Magic*.

I go on to highlight the different sides of the moral panic, as well as their viewpoints and belief systems that allow for these views. In addition to this, I highlight the potential ridiculousness of these claims, as well as the antiquated worldviews of some of the more outspoken proponents of the moral panic surrounding *Magic*. As with the previous two entries, the entirety of this project can be read and interpreted through the completed research brief that was generated to complete the project.

Sample research project:

A sample research project that I am interested in pursuing as a graduation project is based on the idea that both the literary elements of *Magic: the Gathering* and the cultural aspects of the game can be interwoven to generate a more holistic understanding of the game and its surrounding peripheries. This would involve anthropological and literary research methods, and would be a hybrid of the two in an attempt to showcase the multitude of different facets that surround the game itself, as well as create a more academic understanding of the game.

An alternative to this would be a more thorough ethnographic study of the literary elements of the game of *Magic*, in an attempt to understand to what point, do its players feel involved in the literary elements of the game, and to what extent these elements are prevalent in the day-to-day culture of the game. This would take the form of an ethnographic research project, with an implied focus on the literary aspects of the game already touched upon in my previous tutorial project.