

## Kaleidoscopic Project Design

**Objective:** To practice “analysis-as-craft” (Ballestero and Winthereik 2021) and develop capacity to recognize and play with how research designs structure the conditions of research possibilities

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“...analysis-as-craft is not invention out of thin air, nor is it flat reproduction of the already known. It cannot be reduced to developing better observational skills, precise data collection techniques, or more accurate abstractions. Nor is it enough to write evocative texts. It is not about choosing a theorist in advance or claiming to have no theoretical preferences. Analysis transpires at the intersection of many of these and according to the specific problems and questions at hand. ... Each of the techniques you will encounter is an experiment to wonder, a process that depends on a “certain duration so that doubt and confusion can endure long enough to allow qualitative leaps and contradictions in our sense-making” (Ballestero 2019, 32). This kind of wonder is possible when conditions for structured play are put in place (Fortun 2009). Furthermore, we understand these conditions as ways of “staying with the trouble” (Haraway 2016) and directing our analytic movement athwart (Helmreich 2009). They are the conditions of possibility for finding companion concepts (Winthereik 2019), embracing unwanted afterlives (Murphy 2017b), and experimenting with kinky forms of empiricism (Rutherford 2012). Each technique offers an opportunity to co-labor (De la Cadena 2015) with what peers and interlocutors share with us,” (Ballestero and Winthereik 2021: 7).

“Experiments ... are not in themselves the end result to ethnography; experimenting gives movement to our questions, it does not answer them. Experimenting can help keep questions open to the unsettled and the unsettling, even the beginnings of a radical otherwise,” (Ballestero and Winthereik 2021: 261).

[Ballestero, Andrea, and Brit Ross Winthereik. 2021. Experimenting with Ethnography: A Companion to Analysis. Duke University Press. https://doi.org/10.25611/86EW-H349.](https://doi.org/10.25611/86EW-H349)

<b>Staccato Project Design</b>
<p>Use this sketch -- either quickly or more comprehensively -- to draw out an ethnographic research design -- for your own project or just for practice. Do this sketch many times for different kinds of possible projects -- thinking of it as calisthenics for ethnography.</p> <p>For the 6S 4021 workshop, select one of the sites initiatives problem-domains below to design a project for -- thinking first about different types of projects that could be done for the site initiative problem-domain you have selected, then about a specific project design, filling in the graphic below. Don't describe your own primary project. This is an exercise in rapid research imagining that you should spend about three hours on -- honing your capacity for "analysis as craft." The sketch can be done individually or collaboratively (the latter is more fun). Responses can be roughly drafted and in bullet points. Fill in as much as you can in the allotted time, purposely working fast. Prioritize work on "Overview / Research Questions," "Methods and Data Resources" and "Theoretical Frames and Data Analysis." All the sites initiatives problem-domains we've listed as options somehow relate to climate change. We fully understand that climate change is not a central focus for many of you (though it is context for all). We chose options within the climate change problem space so that the collection of proposals the group comes up with points to an array of STS research possibilities within any particular problem space.</p>
<b>Latinx social media practices and environmental data</b>
<b>RESEARCHER/S: JORGE ROJAS-ALVAREZ</b>
<p style="text-align: center;"><b>ABSTRACT, INTELLECTUAL MERIT, BROAD IMPACT:</b></p> <p>This research will focus on discourse production practices that involve Latinx communities in climate change issues in their communities. The purpose of this project is to understand the cultural traits that build Latinity in social media on climate change in the US. The project hopes to delve into the symbolic aspects characteristic of discourse that promote actions on climate change through social media. In addition, the project is intended to provide recommendations to environmental organizations in the use of social media for their involvement activities in their communities.</p>
<p style="text-align: center;"><b>OVERVIEW / RESEARCH QUESTIONS*</b></p> <p>Latinx communities that seek to influence their environment on climate change issues use social media to attract like-minded people or develop their own activities. On many occasions they also use these media to disseminate resources and form public discussion spheres that take advantage of information technologies. According to Anderson (2017), social media allows us to go from generating attention on a topic to carrying out specific coordination and actions that its users want. This is the case of the Southwest Organizing Project's (SWOP) Albuquerque chapter on Tiwa land in New Mexico. It is not clear how these communities acquire the skills to use these means and generate effective strategies to achieve their purposes. Additionally, in what way the use of said technologies shapes or influences the cultural identity of the community towards said problems. In terms of Karen Waltar, the purpose of this project is "rethinking of how place, temporality, sociality, and personhood are being reconfigured and to what effect." (Waltorp 2021)</p>
<p style="text-align: center;"><b>BACKGROUND AND SIGNIFICANCE</b></p> <p>The health and livelihoods of Latinx communities in the US are disproportionately at risk due to environmental hazards and climate change. For instance, Latinx people are burdened by 63% more hazardous air pollution than they create by their consumption (EDGI 2021). Despite these burdens faced by Latinx communities, EPA resources are not fully available in Spanish. The little information that is available in Spanish can be overly technical and difficult to understand. Social media has represented a new outlet to make visible these issues and mobilize individuals to support organizations that collect, distribute, and expose environmental data.</p>
<b>LITERATURE REVIEW</b>
<p style="text-align: center;"><b>METHODS AND DATA RESOURCES *</b></p> <p>The project will use participant observation to understand SWOP's social media usage practices in a campaign to increase support for data collected in an air monitoring project. The participant observation will be carried out with the communications managers of the organization. The design, publication, and follow-up of the pieces sent to Instagram will be observed. Ways of approaching the community will be sought through the expression of Latinidad, its link with the place.</p> <p>The Project Will use multimodal sorting as technique to establish the relationship between the publishers, the pieces created and their forms of communication of SWOP campaign.</p>

**THEORETICAL FRAMES & DATA ANALYSIS \***

The dissemination of tools that make participation in the processes of production, editing and distribution of information and content possible, the consumer becomes at the same time an active creator with the ability to contribute and share multiple visions of the world in which he lives (Castells 1999). Likewise, the communicative logic of the digital ecosystem is completely different from the conventional, based on the very nature of the signal. The fact that people inhabit a digital, interactive, hypertextual and networking communication system expands, and at the same time determines, the communication operations that can be carried out in said system (Gómez et al. 2015).

Anthony Giddens (2009) uses "Giddens's paradox" to describe the way in which people respond to environmental issues. According to this, as the dangers posed by global warming are not tangible, immediate or visible in the course of daily life, no matter how formidable they may seem, many will sit back and do nothing about it. Reaching awareness about environmental issues requires participation or sometimes direct influence.

**PLAN OF WORK**

Acquire Permissions and Access: Month 1  
Observe and Participate: Month 2-3 (during campaign)  
Interview: Month 2-3 (during campaign)  
Collect Archival Data on social media: Month 2-3 (during campaign)  
Code and Analyze Data: Months 4-6  
Writing the research report: Months 7-9

**CHALLENGES AND ETHICAL CONSIDERATIONS**

Currently I do not have contact with SWOP. I attended a talk where they presented issues of access for Spanish speaker communities.

**VALIDITY AND EVALUATION**

**PREPARATION AND WORK THUS FAR**

**REFERENCES**

Anderson, Ashley A. "Effects of Social Media Use on Climate Change Opinion, Knowledge, and Behavior." *Oxford Research Encyclopedia of Climate Science*. 29 Mar. 2017. <https://oxfordre.com/climatescience/view/10.1093/acrefore/9780190228620.001.0001/acrefore-9780190228620-e-369>.

Castells, Manuel. 1999. *The information age: economy, society and culture*. Oxford: Blackwell.

Comms, Edgi. "Environmental Justice for Whom? The Inaccessibility of Environmental Data for Latinx Communities." *Environmental Data and Governance Initiative* (blog), June 21, 2021. <https://envirodatagov.org/environmental-justice-for-whom-the-inaccessibility-of-environmental-data-for-latinx-communities/>.

Giddens, Anthony. *Politics of Climate Change*. First edition, First Printing. Cambridge ; Malden, MA: Polity Press, 2009.

Gómez Isassi, José Alberto, y Treviño, Fernando, y "Cambio climático y ecosistemas digitales: Las narrativas transmedia como nuevas prácticas comunicativas.." *Razón y Palabra* , no. 91 (2015): . Redalyc, <https://www.redalyc.org/articulo.oa?id=199541387037>

Waltorp, Karen. "Multimodal Sorting: The Flow of Images across Social Media and Anthropological Analysis." In *Experimenting with Ethnography: A Companion to Analysis*, edited by Andrea Ballesterio and Brit Ross Winthereik, 133–50. Durham and London: Duke University Press, 2021. <https://doi.org/10.25611/86EW-H349>.

Williams, Ed. "Do Albuquerque's Air Pollution Policies Violate Civil Rights?," 2016. <https://www.kunm.org/post/do-albuquerques-air-pollution-policies-violate-civil-rights>.

DATA MANAGEMENT PLAN

Instagram screenshots, interview audios and transcripts, as well as identification records will be stored in a password protected repository approved by the institution who grant the IRB protocol.

FURTHER NOTES

POINTERS

- Make sure to come up with a title (though this is hard and always feels -- and is -- reductive).
- The abstract should describe your project significance, aims, methods, expected findings/contributions (intellectual merit) and expected societal implications (broad impact). Describe each in a sentence.
- In the Overview / Research Questions, try to articulate the scales, systems or objects that will be foregrounded in the project, and its context|location (geographic, ecologic, geopolitical, discursive, etc.). Include both theoretical and empirical questions, and a description of the types of data you will generate and mobilize. End with a few statements about what the project will push *against* (methodological nationalism or essentialist constructs of identity or place, for example).
- In the Literature Review section for a literature review, describe two to four topical literatures that you will build on and contribute to through this research. See [Annual Reviews](#) for ideas but reach for [bibliodiversity](#).
- In the methods section, describe *what you will do, where and with whom* -- and the different kinds of data and insight these activities will produce. Consider, for example, how you might include multisited ethnography ([Marcus 1995](#), a tale of implosion ([Dumit 2014](#)), tactile analytics ([Patricia Alvarez Astacio 2021](#)), drawing as analysis ([Rachel Douglas-Jones 2021](#)), or archive ethnography ([Fortun et al. 2021](#)).
- In the section for theoretical frames, describe the basic theoretical insights that you can mobilize in your study design, data collection, analysis, and writing. You could mobilize understanding of “the subaltern,” for example, or Foucaultian ideas about discourse and subject formation. This can be a long list with very cursory descriptions. Note that this section is not usually included in a proposal submitted to funders -- but should be part of your thinking and dialogue with collaborators
- In building your references, reach for bibliodiversity and a transnational field of reference.

sites | initiatives | problem-domains for 6S 2021 Workshop

- [Melting Siberia](#)
  - Troianovski, Anton and Chris Mooney (photo and video by Michael Robinson Chavez). 2019. “Radical Warming in Siberia Leaves Millions on Unstable Ground,” Washington Post. October 3. <https://www.washingtonpost.com/graphics/2019/national/climate-environment/climate-change-siberia/>
  - Struzik, Ed. 2020. “How Thawing Permafrost Is Beginning to Transform the Arctic,” Yale Environment 360. January 21. <https://e360.yale.edu/features/how-melting-permafrost-is-beginning-to-transform-the-arctic>
- [Climate Change and Combo Disaster in the United States](#)
- [Climate Change, Labor Productivity and Politics](#)
- [USAID's Climate Links](#)
- [World Bank's Climate Change Knowledge Portal](#)

- [WHO et al Environment and Health Compendium](#)
- WHO, UNDP, UNEP and UNICEF have partnered to create a new compendium of 500 actions aimed at reducing death and diseases driven by environmental risk factors, the first such resource to unite this expertise from across the UN system.
- [Climate Change and Social Media](#)
- [World Economic Forum on Climate Governance](#)

**QUESTIONS FOR ELABORATIVE REVIEWS**  
**Staccato Project Designs**

- **What is the scale, system or object in the foreground of this project, and what questions are you left with about these?**
- **What is the project's context -- geographic, ecologic, geopolitical, discursive, etc -- and what questions|thoughts are you left with about these?**
- **What array of (inventive) methods are planned in this project? What questions | thoughts do you have about these?**
- **How diverse and transnational is this project's field of reference? What suggestions do you have for strengthening its bibliodiversity?**