

6S 2022 Sketch Groups Template  
Staccato Project Design

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.

For the 6S 2022 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). Feel free to reach out to members in your group if you want to do this collaboratively. 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 of 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.

The sustainability project: readiness, resilience and compound disasters

RESEARCHER/S  
Nadine Tanio +

ABSTRACT, INTELLECTUAL MERIT, BROAD IMPACT  
project significance, aims, methods, expected findings/contributions (intellectual merit) and expected societal implications (broad impact).

**\*\*OVERVIEW / RESEARCH QUESTIONS**

This study begins from the recognition that generations are currently living and coming of age within built communities vulnerable to multiple sudden and long-enduring environmental disasters.

- What is the impact of climate destabilization on youth imaginaries; sense of stewardship; or the experience of living within precarity?
- In what ways are adults working to create, design and ready lived spaces that are resilient to a spectrum of compounding disasters?
  - what challenges have they faced in this work
    - Whom
    - Resources
    - Time scales

- A key focus in the discussions of overlapping disasters is the lack of time. I am interested in time scales with regard to compound and overlapping disasters. How does the perspective of time shape activism, agency, and planning for disaster
- To map a knowledge ecology framework for understanding how communities understand and engage in complex and overlapping disaster planning.

#### BACKGROUND AND SIGNIFICANCE

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#### LITERATURE REVIEW

- Knowledge Ecologies (Feminist STS/Ecological (G. Bateson) framework):
  - Sofoulis, Zoë, Sky Hugman, Philippa Collin, and Amanda Third. "Coming to Terms with Knowledge Brokering and Translation. A Background Paper." Institute for Culture and Society: UWS Parratta, 2012. [https://www.westernsydney.edu.au/\\_\\_data/assets/pdf\\_file/0020/405650/Coming\\_to\\_Terms\\_Background\\_Paper.pdf](https://www.westernsydney.edu.au/__data/assets/pdf_file/0020/405650/Coming_to_Terms_Background_Paper.pdf).
  - Sofoulis, Zoë. "From Integration to Interaction: A Knowledge Ecology Framework." Integration and Implementation Insights (blog), October 3, 2016. <https://i2insights.org/2016/10/04/knowledge-ecology-framework/>.
  - Sofoulis, Zoë. "A Knowledge Ecology of Urban Australian Household Water Consumption." ACME: An International Journal for Critical Geographies 14, no. 3 (September 26, 2015): 765–85.
  - Sofia, Zoë. "Knowledge Integration and Digital Infrastructures: Some Fantasies and Complications." Institute for Culture and Society: University of Western Sydney, 2012.
  - \*Sofia, Zoe. "Container Technologies." *Hypatia* 15, no. 2 (2000): 181–201. Bridging Bateson, Winnicott, Mumford & Heidegger
- Initial Annual Review Bib:
  - Arcaya, Mariana, Ethan J. Raker, and Mary C. Waters. "The Social Consequences of Disasters: Individual and Community Change." *Annual Review of Sociology* 46, no. 1 (July 30, 2020): 671–91. <https://doi.org/10.1146/annurev-soc-121919-054827>.
  - Margolin, Gayla, and Elana B. Gordis. "The Effects of Family and Community Violence on Children." *Annual Review of Psychology* 51, no. 1 (February 1, 2000): 445–79. <https://doi.org/10.1146/annurev.psych.51.1.445>.
  - Tierney, Kathleen. "Disaster Governance: Social, Political, and Economic Dimensions." *Annual Review of Environment and Resources* 37, no. 1 (November 21, 2012): 341–63. <https://doi.org/10.1146/annurev-environ-020911-095618>.

#### \*METHODS AND DATA RESOURCES

- Ethnographic, multi-sited community study
- Oral history interviews
- Data ethnography (?-new method to me)

#### \*THEORETICAL FRAMES & DATA ANALYSIS

- I want to frame a capacities, or assets-based perceptive and resist deficit models even as the focus is on overlapping disaster
- To use the metaphor of knowledge ecology (Sofoulis, 2012 and 2016) to map and understand the various actors engaged in community disaster planning
- To work within the lens of epistemic justice to understand how futurity (readiness, resilience, sustainability) is constructed by adults and children

PLAN OF WORK
CHALLENGES AND ETHICAL CONSIDERATIONS
VALIDITY AND EVALUATION
PREPARATION AND WORK THUS FAR
REFERENCES
DATA MANAGEMENT PLAN
FURTHER NOTES
<p><u>POINTERS</u></p> <ul style="list-style-type: none"> <li>• Make sure to come up with a title (though this is hard and always feels -- and is -- reductive).</li> <li>• 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.</li> <li>• 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 <i>against</i> (methodological nationalism or essentialist constructs of identity or place, for example).</li> <li>• 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 <a href="#">Annual Reviews</a> for ideas but reach for <a href="#">bibliodiversity</a>.</li> <li>• In the methods section, describe <i>what you will do, where and with whom</i> -- and the different kinds of data and insight these activities will produce. Consider, for example, how you might include multisited ethnography (<a href="#">Marcus 1995</a>, a tale of implosion (<a href="#">Dumit 2014</a>), tactile analytics (<a href="#">Patricia Alvarez Astacio 2021</a>), drawing as analysis (<a href="#">Rachel Douglas-Jones 2021</a>), or archive ethnography (<a href="#">Fortun et al. 2021</a>).</li> <li>• 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</li> <li>• In building your references, reach for bibliodiversity and a transnational field of reference.</li> </ul>

## sites|initiatives|problem-domains for 6S 2022 April 26 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](#)