We can’t solve problems by using the same kind of thinking we used when we created them.
-Albert Einstein, physicist, Nobel laureate (1879-1955)

Course Description

This course introduces students to applied, cultural and design anthropology as sub-disciplines of anthropology and as a career path through in depth investigation of social change and social entrepreneurship across several countries. By examining social change and social enterprise through comparative, cross-cultural and evolutionary lenses, students will learn how to apply anthropological approaches to major social problems facing many communities.

Students will be introduced to ethnographic methods of data generation and analysis and will apply anthropology to the study of social change and entrepreneurship through observation and analysis, including writing projects designed around students’ existing experiences, strengths and interests and group discussions on matters ranging from ethical considerations of international development to social climates that inhibit or encourage innovation. Since the inception of anthropology, anthropologists have employed both basic (i.e., “pure”) and applied research to better understand the human condition and solve human problems. All of the subfields of anthropology have benefited from the theoretical and methodological contributions of applied research and today many professional anthropologists are working in non-academic (i.e., “applied”) contexts.

How do researchers come to understand people, their beliefs and values, and the things they do? Ethnography includes the close study of a local community, culture, group or activity. Cultural and applied anthropologists use ethnography to uncover how cultural practices take shape and draw from an interdisciplinary array of qualitative fieldwork and/or primary research methods including: participatory involvement, observation, photography, mapping exercises, depth interviews, note taking and then move on to analysis, interpretation and triangulation.
Students will observe, interview, gather multiple viewpoints and read about social entrepreneurs and communities served by social enterprises, to see through or beyond typical understandings about the process of change, situations, beliefs or practices.

**List of Topics Covered in this Course**
- What is cultural anthropology?
- What is applied anthropology?
- What is design anthropology?
- Basic anthropological research methods (application and analysis)

**Methodology**

This course follows an interdisciplinary perspective that combines different knowledge and fields of expertise. The course will closely complement and be complemented by the “Design Thinking and Human Centered Design” and “Technology, Change and Innovation” courses as well as site visits and guest lectures in each country, in order to address the issue of social change and social enterprise in a global context.

By collaborating on a real world project related to social change and a social enterprise, students will gain practice in applied research methods and video ethnography and learn to engage in collaborative analysis, and work with social entrepreneurs and end users to translate their research into practical applications. In addition to the hands-on experience, students will read a variety of materials on topics relevant to the project and cultural, applied and design anthropology in general.

In recent years, the use of ethnography has become very popular with designers of products and technologies as a way of learning about the experience of the users and what makes design more empathic. This research approach has been applied to such diverse problems as:

- How to design cities that encourage the use of public transportation, carpooling, bike riding or more walking
- How to design websites that fit the “mental model” and usage patterns of their target audiences
- How to design museum exhibits that maximize the engagement between visitors and displays
- How to design work environments that encourage teamwork and collaboration

All students will conduct ethnographic investigations and practice journal keeping, field note recording, interviewing, transcription, and interpretation/analysis for research findings.

The course will also explore, among other questions:

- How and why do social innovation and social enterprises actually emerge, develop, and evolve over time? How does social innovation direct, shape or otherwise influence social/societal change?
- What kinds of practices/processes do social entrepreneurs/enterprises employ? Are they conscious or unconscious? Can such processes be taught or learned? If so, how? What is the relationship between social enterprise and social innovation?
- What are the processes for deciding upon the direction, inclusion and exclusion of participants, and partners in social enterprises and/or social change?
- How does inclusiveness unfold over time? What is the process of incorporating newcomers or relating to those not present at the onset?
- The knowledge and application of human-centered design and empathic design varies – how can this knowledge and such techniques be better distributed globally?
What are the critical steps that occur when businesses wish to integrate design and design-driven innovation in their activities? What are the roles of local business advisors and other stakeholders? How can methods and principles of design, technology and applied/cultural anthropology be of help?

Materials


Learning Outcomes
The Anthropology and Social Change course comprises 60 class hours of instruction (4 credits). Upon completion of the course, students will be able to:

- **Explain, identify and put into practice** the principles of cultural, applied and design anthropology when addressing or considering social issues;
- **Recognize** how social innovation/change and social entrepreneurship are learned, are adopted, accepted and become established in individuals and/or a given community;
- **Evaluate and thoughtfully/sensitively use** methodological techniques from applied, cultural and design anthropology;
- **Apply** anthropological modes of analysis to solving problems;
- **Understand and explain** the factors influencing social change and social entrepreneurial innovations;
- **Develop** comparative lenses for cross-cultural and cross-geographic understanding of issues related to identity, the environment, poverty and social innovation and change;
- **Develop** language to communicate complex concepts associated with culturally derived definitions and relationships between people, communities and their environments and poverty.

Course Schedule

**US Bay Area – Palo Alto**

**Session 1: Introduction to Anthropology and Social Change**
Anthropology is the scientific study of human beings as social organisms interacting with each other in their environment, and cultural aspects of life. Anthropology can be defined as the study of human nature, human society, and the human past. It is a scholarly discipline that aims to describe in the
broadest possible sense what it means to be human. Anthropologists are interested in comparisons. To make substantial and accurate comparisons between and across cultures, requires research and evidence from the wide range of human societies. Field work is a crucial component of anthropology.

Although fairly new as an academic field, anthropology has been used for centuries. Anthropology is holistic, comparative, field-based, and evolutionary. Historically anthropology was seen as "the study of others," meaning foreign cultures. Now, anthropologists strive to uncover the mysteries of foreign cultures and eliminate any prejudice that it may have first created. Anthropologists participate in the constructing of social scientific knowledge an meaning that looks beyond inequality, hierarchy, and ecological disaster.

What is the role and responsibility of cultural and social anthropology and the other social sciences in helping to bring about positive social change? How can anthropologists help social entrepreneurs and businesses better understand and address the global challenges with which we are all facing?

Required Reading:


Session II: What is Applied Anthropology? What is Cultural Anthropology? What is Design Anthropology?
Students will explore these terms and begin to develop their own understanding and working definitions of them in addition to considering the practical application of anthropology as a tool help bring about social change and innovation.

Required Reading:


Kottak, C. Cultural Anthropology. chapters 1, 7, 16 and 17

São Paulo, Brazil

Session III: Research Methods: Ethnography and Ethics
Students will learn that ethnographers, like others in a profession or community, follow a code of ethics. With the many challenges that an anthropologist or even student of anthropology, may face, having a code of ethics as a guideline is useful in the collection, dissemination, and utilization of information collected while in the field. The Code of Ethics as presented by the American Anthropological
Association (AAA) and the Society for Applied Anthropology (SfAA) are used as primary guides support as well as utilize information gained in an appropriate fashion. Anthropologists are also to disseminate the results of their research in a timely manner. Furthermore, there are responsibilities that anthropologists ought to be aware of including responsibilities to:

- People and animals with whom they live and work. The primary ethical obligation is to the “people, species, and materials” studied. They should gain informed consent and can implement measures to ensure anonymity. There is to be no intentional harm done to the people, animals or environment.
- Scholarship and science. Anthropologists should not intentionally deceive or misrepresent information, should preserve opportunities for future fieldwork for others who may come after them, and should consider all reasonable requests to access data for purposes of research.
- The public. Results of research should be accessible to the public, anthropologists and non anthropologists alike.
- Students and trainees. No discrimination based on “race,” gender, class, political position, etc should exist. Anthropologists are also responsible for the encouragement of students and their interest, training of students, and the acknowledgement of students and trainees publicly who contribute to research.

The American Anthropological Association Code of Ethics states that anthropologists “…have a duty to be informed about ethical codes relating to their work, and ought periodically to receive training on current research activities and ethical issues” (AAA 1998).

Students will participate in an online class discussion on this topic. The instructor will offer a variety of ethical challenges in Applied and Cultural Anthropology. Each student’s goal will be to participate in a meaningful and thoughtful discussion with others in the class.

**Required Reading:**


Peters-Golden (eds.) Cultural Sketches, chapters 6, 8 and 14
Session IV: Method and Theory
As a social science, anthropology deals with both the objective collection and recording of empirical data and the treatment of such findings in terms of an explanatory system.

A variety of methods are part of anthropological methodology, including participant observation (often called fieldwork because it involves the anthropologist spending an extended period of time at the research location), interviews, and surveys.

Gregory Bateson is the most influential and earliest founder of system theory in social sciences. Students will be introduced to Bateson’s work and give thought to how systems theory relates to social change.

Required Reading:


Session V: Cultural Mediations 1
In this class, students will consider and explore urban spaces, nationalism, historical processes, cultural policy, language ideology, social movements, transnational processes such as migration, the circulation and consumption of cultural capital, and tourism as a means to better understand cultural influences and contributing factors to social change.

Required Reading:


Session VI: Anthropology and Social Action

Students will be introduced to two schools of thought that attempt to understand social action: performance theory and practice theory. What is at stake with regard to social action, beyond claims about identity and how is this action connected to larger structural conditions for action? Students will explore and consider the theoretical obstacles and ethnographic challenges between micro-level expression and action and macro-level social structure and processes with a particular focus on social change and social entrepreneurship

Required Reading:


Dhaka, Bangladesh

Session VII: Anthropology and Development

Students will be provided a broad overview of classical social theory and modern anthropological theory, with reference made to a range of theoretical issues, including those of development, social change and ethnography. A brief history of development policy and practice and related theory will be presented, and show how all have been influenced by anthropology.

Students will learn how anthropologists have evaluated, criticised and contributed to development. They will see how the work of practitioners/insiders focusing on practical projects, such as social enterprise and social action can be reconciled with critiques of development theory and practice by anthropologists.

Required Reading:


Session VII: Cultural Mediations 2:
Cultural mediation includes the study of cultural differences between people, using existing data in problem solving. It is a key element of human development introduced by Lev Vygotsky that has continued to evolve through the work and research of his many students and followers worldwide.

In this class, students will explore how the study of language, emotion and personhood, art and material culture, media, museums, music and popular culture, religion and ritual, and history and “social memory can contribute to influencing social change.

**Required Reading:** NONE

**Session IX: Medical Anthropology**

Medical anthropology focuses on the study of "human health and disease, health care systems, and biocultural adaptation." It views humans through multidimensional and ecological perspectives. It is one of the most highly developed areas of anthropology and applied anthropology, and is a subfield of social and cultural anthropology that examines the ways in which culture and society are organized around or influenced by issues of health, health care and related issues. How has medical anthropology helped the development community as well as social entrepreneurs create new approaches and to have a better understanding of the challenges of global health issues?

**Required Reading:**


**Session X: Anthropology and Business**

Major companies are increasingly hiring anthropologists. Google, for example, hired an ethnographer to ferret out the “meaning of mobile. Intel has an in-house cultural anthropologist and Microsoft is reportedly the second-largest employer of anthropologists in the world. Why are giant companies seeking and investing in this kind of cultural expertise? How can anthropology help social entrepreneurs develop innovative new business models to address some of the world’s greatest social challenges?

**Required Reading:**


Kampala, Uganda

Session XI: Environmental Anthropology

Environmental anthropology is a sub-specialty within the field of anthropology that takes an active role in examining the relationships between humans and their environment across space and time. Students will consider how knowledge in this area can help those working toward creating social change.

Required Reading:


Session XII: Anthropology and Ethnography of Media

Anthropology of media is an area of study within social or cultural anthropology that emphasizes ethnographic studies as a means of understanding producers, audiences, and other cultural and social aspects of mass media.

In this class, students will be introduced to a wide range of qualitative audience research that charts the emergence of a critical ethnographic perspective on everyday consumer practices. The distinctive features of audience ethnography and applications in communication and cultural analysis will be examined including four main areas: the power of media texts to determine the meanings made by their readers; the relationship between media genres and the social patterns of taste; the day-to-day settings and dynamic social situations of reception; and the cultural uses and interpretations of communication technologies in the home.

The basic theories of Bourdieu, De Certeau and others will be presented, as well as new media technologies in domestic contexts.

Students will learn how to apply practical approaches to their own research for the class and see how work in this area can and has already contributed to social change.

Required Reading:

Bagnoli, Anna (2009). Beyond the Standard Interview: The Use of Graphic Elicitation and Arts-Based Methods. Quantitative Research 9(5): 547-570


Session XIII: Cultural Mediations 3:

(The Interplay Between Culture and Media)

Required Reading:

Session XIV: Coding and Analyzing Research Findings

In this class, students will learn that both qualitative and quantitative analysis involves labeling and coding all of the data in to identify similarities and differences. Responses from even an unstructured qualitative interview can be entered into a computer in order for it to be coded, counted and analyzed. The qualitative researcher, however, has no system for pre-coding, therefore a method of identifying and labeling or coding data needs to be developed for each research - which is called content analysis. Coding and classifying data, allows researchers to make sense of the data collected and to highlight the important messages, features or findings.

Students will be using their own research data for analysis.

Required Reading:


Session XV: Presenting Research Findings

Session XVI: Final Presentation

GL  Guests to include individuals from the organizations with whom student teams were working over the course of the semester. Some may join via Skype.

FA  We will look into the possibility of using a gallery space so student work may be on display.

Evaluation and Grading Criteria

Description of Assignments:  (See also pages 14-19)

Participation (15%):

Students are expected to participate actively in all sessions, meetings, guest lectures, site visits and any other related-activities. “Participation,” is defined as active engagement, demonstrating curiosity, interest and being collaborative.

Journals/Field Notes/Discussion Guides (10%)

Students will be expected to keep ongoing individual written observations and notes in a notebook specifically designated for this class. The notebooks and discussion guides students developed and used in conducting fieldwork will be reviewed at the end of the term.
Individual Assignments (25%)

There will be both individual written assignments in the form of short papers as well as individual field assignments. Individual fieldwork will consist of learning exercises based on ethnographic observation and interviewing techniques. These assignments are separate from and in addition to the group research work. These assignments will include narrative descriptions of the student experiences in applying the research methods covered in the course. Further information on the assignments will be provided in the field.

Final Team Reports (50%)

The guiding issue students will be examining across countries are the traits and qualities of the social entrepreneurs they have observed and how to effectively bring about social change through social enterprise may vary across cultures.

Students will be working in small teams comprised of 4-6 people and will work on and present findings on a specific aspect of a particular social venture they have studied in each country. Each team will have a faculty advisor who will supervise the research and facilitate the workshops for the student teams.

Case Studies – Case study projects will be completed in groups of 4-6 students and used to apply the tools and methods covered in the course and applied to a specific aspect of a particular social venture. The case studies are country specific and logistics are arranged by the respective country coordinators, so may be organized differently from one country to the next. Country coordinators and local faculty in addition to the lead instructor of the course will work closely with each team to insure the concepts and tools covered in the course are applied to the projects. The findings will be presented at the end of the stay in each given country, other students, faculty and guests will have the opportunity to ask the teams questions and offer feedback on the research and overall findings.

The team research reports and findings are to be presented in written form with supplementary video footage and will be no shorter than 15 pages in length. The final work should demonstrate original research, rigorous analysis and offer insights in terms of strategic application and relevance for the social entrepreneur and venture for whom and/or which it was conducted.

Rubric: An “A” represents truly outstanding work that exemplifies through analysis, superior insights and crystal clear presentation. A “B” signifies highly competent work that accomplishes the task at hand very well, through considerable thought, reasonable analysis and an organized presentation. A “C” represents adequate work that meets basic requirements but does not demonstrate distinction in terms of analytical insight or organization. A “D” is characterized by poorly or partially completed work that reflects a lack of initiative, inconsistent analysis and/or erratic presentation. Plus and minus indicate relatively better or poorer work within each category. There is no A+.

N.B. Papers without thematic ideas or arguments – those that lapse into mere narration or description, or whose arguments are buried within the text – will be graded with their low level of organization.

Assessment:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Journals/Field Notes/Discussion Guides</td>
<td>10%</td>
</tr>
</tbody>
</table>
Individual Assignments 25%
Final Team Reports 50%

Grading Scale
94-100%   A   Excellent
90-93%     A-
87-89%     B+
84-86%     B   Above Average
80-83%     B-
77-79%     C+
74-76%     C   Average
70-73%     C-
67-69%     D+
64-66%     D   Below Average
below 64   F   Fail

Expectations and Policies

- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule, printed, and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Participate actively in synthesis and analysis seminars, as well as group presentation, projects, and field excursions.
- Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates’, lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.
- Late Work: In keeping with IHP policy, late papers will drop one point per day, unless other arrangements have been made in advance. Course assignments are due at the beginning of the day.
- Electronic Devices: The use of mobiles, smartphones or laptops is not permitted in class sessions. The idea behind this policy is to guarantee an environment in which constant attention and concentration are maintained.

Please refer to the SIT Study Abroad Student Handbook for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment, and the academic appeals process.
Other Suggested Readings and Supplementary Materials

**Brazil**

Barki, Edgard and Juracy Parenty. (2010). *Consumer Behavior at the Base of the Pyramid Market in Brazil*. Getulio Vargas Foundation, Brazil.

Research proposal on Social Enterprise and Economics in Brazil  

**Uganda**

Williams, Roger, Ross, (Director). (2014) *God Loves Uganda*.

**Gregory Bateson**


**Innovation**

Gillian Tett. (March 18, 2013) *The Anthropology of Innovation*. [Video file].

**Diversity**


**Landless Worker Movement**


ANCLAS presents a public lecture and film on the Landless Worker’s Movement and Politics in Brazil. The speaker is Dr. Luiz Bernardo Pericás, the ANCLAS visiting fellow and a member of FLACSO (Facultad Latino-Americana de Ciencias Sociales). (2010)

**Ethnography**


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ASSIGNMENTS

Writing Assignment 1:
What is Applied Anthropology?

Write a three page paper (i.e., at least 750 words) defining Applied Anthropology. Students are expected to reference at least three sources in this paper. Some questions that might (but do not have to) be addressed include: What exactly is the field? What are its theoretical foundations?; What were the field's original areas of focus? What, if any, are its benefits/harms to society? What are some examples of applied anthropology? Could applied anthropology be of benefit to your area of expertise? How can applied anthropology by used to help foster social change and entrepreneurship?

Writing Assignment 2:
What is Cultural Anthropology?

Write a three page paper (i.e., at least 750 words) defining Cultural Anthropology. Students are expected to reference at least three sources in this paper. Some questions that might (but do not have to) be addressed include: What exactly is the field? What are its theoretical foundations? What were the field's original areas of focus?; What, if any, are its benefits/harms to society? What are some examples of applied anthropology? Could cultural anthropology be of benefit to your area of expertise? How can cultural anthropology be used to help foster social change and social entrepreneurship?

Assignment 3:
Individual Interview

Chart Kinship:
Interview someone in the local culture and make as complete a genealogical chart for him or her as possible.

Appropriate terms should be to each individual in the family tree: full name, relation such as “cousin” (the term the person being interviewed would use in referring to the relative), and the term of address your research subject uses, such as “Mother,” “Uncle Joe,” “Grandma.” For the sake of clarity, student researchers should place the terms of address in quotation marks. If the person being interviewed did not know the person and therefore had no term of address for him or her, the researcher may simply draw a line to

Students may select one of three options:
indicate the lack of a term, using △ for males, ○ for females, and = for marriage/tie.

Document a Process:
Select someone who will agree to show how to do a particular activity, and in doing so also discuss the social and cultural implications of that activity.

The first part should include a step-by-step description of how to do the particular activity, including a description of all materials and tools used. Students may use a sequence of photos or sketches accompanied by explanatory captions. Details should be specific and clear, as if describing the activity to someone who is completely unfamiliar with such activity.
The second part should be a general discussion of what meaning or relevance the activity has for the informant. Find out how your informant came to be interested in this activity in the first place. You should attempt to find out the values and attitudes that are attached to this activity.

Conduct a life history interview of a research subject. This is to be a nondirective interview, so that it is, as much as possible, the subject’s own story in every way. Student researchers should emphasize what is important is whatever the person being interviewed thinks is important to tell rather that what the researcher may believe is important. As soon as the subject understands what is wanted in the interview, student researchers may begin with such nondirective questions as, “Please tell me about your life as a child or “What was it like to grow up here?” It may be also rewarding to ask subjects who they consider to be the most important people and most important events in their lives.

The overall grade for Assignment 3 will be assessed on the student researcher’s success with conducting an ethnographic interview and on the organization, presentation and depth of data, as outlined in the rubric for the assignment. While there is no minimum page length for this assignment, students should keep in mind that the goal is to communicate a rich description of the interview to the reader.

Assignment 4:

Ethnographic Observation (only) of an innovative activity

Students will be expected to systematically observe and “write” about a self-selected interaction for a 60-minute period. At some point during any person’s observational process, certain things will be documented and others not. Students need to determine on what they will focus prior to their observation. Once students determine what they will be observing and documenting, a location is to be selected and students will record what they see for 60 minutes.

Assessment Part 1:

The instructor will evaluate the first part of assignment on the detail of the researcher’s observations. If they are general “summaries” of actions, the student will earn no better than a C. If the observations are reports of actual behavior that has been documented for a sustained period of time, students will receive a B or A depending on how comprehensive and well developed the notes were filled out after finishing the observational period.

Directly after the 60-minute period, students should fill out any spaces on the observation form left empty due to time.

The instructor will also evaluate the assignment based on whether or not the following points in Part 2 are addressed.

Assessment Part 2:

Guidelines should be followed as closely as possible during the observations, and when write-ups are completed. Students are asked to use the points below in their write-ups. If directions are followed and responses are made to all points below (some responses may require one or two sentences only), full credit will be granted.

1. Where and who are you observing? Time of observation.
2. Describe in detail the physical setting in which you observed – imagine that the person reading your notes has never been to such a place before and be specific (e.g., how big is the room in feet and inches? How many tables, chairs, desks are there?). Maps and diagrams are helpful.

3. What are the stated rules regulating behavior in this setting? Give this some thought as this is a central feature of ethnography and cultural anthropology. Base this on observations not generalizations.

4. What are the unstated rules regulating behavior in this setting? Give this some thought as this is a central feature of ethnography and cultural anthropology. Base this on observations not generalizations.

5. Note the general patterns of behavior, speech, interaction – what are most people doing most of the time?

6. Describe those observed in general terms: how many of them are there, what are the gender/ethnicity/linguistic divisions, are there other features and/or characteristics that distinguish them as a group (uniforms, physical, speech, interaction – what are most people doing most of the time?)

7. Reflect on your own feelings and thoughts while you were in this setting/situation.

Keep in mind:

- No analysis please.
- Do not include descriptions of clothing.
- Do not observe something you are familiar with (i.e., your family, friends, job etc.).
- Do not conduct this fieldwork with others. Researchers should each be working alone on this assignment.
- Use time index, duration is essential to note.
- Limit observations to “prolonged” “social” interactions (“prolonged” implies the same few people will be observed for the entire 60-minutes, for example, not someone taking orders at a fast food restaurant; “social” implies that people will be observed while interacting with other people – the focus of this assignment is to examine the social interactions of others in a given setting.

**Ethical Issues in Applied Anthropology**

Discussion – Students will participate in an online class discussion on this topic. The instructor will offer a variety of ethical challenges in Applied and Cultural Anthropology. Each student’s goal will be to participate in a meaningful and thoughtful discussion with others in the class.

The assessment will be based on the amount of work (i.e., 750 words minimally, broken up into at least six different messages) and quality (e.g., Are students giving thoughtful responses to others?; Are students raising important concerns? etc).

Any of the following will lower the grade: writing fewer than 750 words overall, poorly developed comments, writing in a monologue, inappropriate or insensitive.

**Final Project**
Teams will define, address and work towards solving a problem an organization is facing in each of the following countries: Brazil, Bangladesh and Uganda.

Applied Anthropology is about solving real world problems. Social change and entrepreneurship are about innovation. Each group of students will work with an organization of their choosing.

Steps:
1. Define the challenge
2. Analyze the challenge (ethnographic observation activity; business recommendations)
3. Make strategic recommendations based on insights
4. Report on their team’s findings/challenges/efforts/recommendations will be presented to each organization in the final week in each country.

Final grades will be linked to the effectiveness of the team’s ability to both define and offer solutions to the challenges identified. Final presentations will be made to instructors as well as the social entrepreneurs and staff from the organizations/businesses with whom teams were working.

Sample overview for Final Project:

Final Class project

The final team project consists of a series three cases across countries. The team will receive a grade for completing each step. Together these final project assignments will add up to 50% of each student’s final course grade.

1. Project Title
Exploratory Research on ___________ for ______________ (social enterprise)

2. The Client
Students will have a choice of several organizations with which to work in each country. Each team will have the opportunity to interact and work with several key staff members from the organizations who will available to them throughout the duration of the stay in that country.

3. Overview of Purpose
This project is likely to be exploratory in nature.

It is designed to elicit new ideas for _______________(subject identified in advance by the organization and IHP instructors). Students will conduct an investigation into what motivates people to _________________ (Topic will be determined and agreed upon by student team and the selected organization.)

The research question:
• What makes people interested in _________________?
(For example, What makes people interested in environmentally friendly or “green” products?
Assumptions:
• People use the consumption of “green” products to represent themselves to others (a form of presentation of self).
• People display the use of “green” products in various obvious and non-obvious ways.
• There are a certain number of identifiable core attributes possessed by “green”

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products that work to entice consumers.
• People are members of communities that share values such as the environment and social justice; they demonstrate their membership in such communities in various ways

4. The Research Process

A. Identification and/or Recruitment of Research Subjects
   (Screening, manner of recruitment and location where research will be conducted is to be determined by team and selected organization.)

B. Data Collection
   Data collection will consist of three parts. The first part will be observing subjects in their environment as part of ethnographic fieldwork. The second part of the study will include giving study participants a disposable camera (if they do not have access to a cell phone) and instructions to take pictures of _________________ (topic TBD by team and selected organization)

Participants will be given 1-3 days to engage in this activity.
Ideally, research participants will send the team members jpgs of their photographs. If disposable cameras were provided, Researchers will pick up the disposable camera at the end of the day in the field with the research participants. The researchers will then print out and/or have the photos developed and prepared for semi-structured interviews.

The final part of data collection will be conducting in-depth interviews with the study participants. It is anticipated that these interviews will be 1 ½ to 2 hours in length. They will be video and audio taped for analysis purposes.

Students will conduct fieldwork in pairs. Students will sign up for days on which to present the findings from their fieldwork in class. They will also share their ethnographic field notes with the team and other classmates.

C. Data Analysis
   Much of the analysis process will be done in class, as a group. Data analysis will follow a trajectory of identifying instances, patterns, and models. Instances are “events, behaviors, statements, or activities that stand out because they occur often, because they are crucial to other items, because they are rare and influential, or because they are totally absent despite the researchers’ expectations” (LeCompte and Schensul, p.150). Patterns are based on groups of items that fit together, express a particular theme, or constitute a predictable and consistent set of behaviors. Models are frameworks for understanding the data in a way that answers the client’s questions; they draw on patterns and integrate them with theory.

D. Report
   In the final month of the class, students will develop a list of topics they will address in the client reports. Each student will write a chapter/section of the final written team reports. Teams will analyze each team member’s field notes and video clips to identify overall patterns regarding the topic of their section of the report. Students will also present this information verbally during the final client presentation.

E. Client Meetings
   Teams will have three client meetings with each organization during their stay in the country.
1. An initial kick-off meeting will be an opportunity for the client to explain the project background and for everyone to meet in person.
2. A second meeting halfway through the project will allow teams to check in, make sure they are on the right track, and get further ideas and input.
3. The final client presentation will be made at the third meeting. (Some organizations may be participating via Skype or conference call.)