

Atharva Bhagwat – Project Matrix

	Project #1
Topical Area	College students, COVID-19, Energy Vulnerability. If possible, with Powelton Village/Drexel University/Philadelphia as a case study.
Data	Surveys concluded by the Philadelphia Health Environment and Ethnography Team and the Energy Vulnerability Lab, and supplemental research in multi-media format.
Concepts	Vulnerability, Intersectionality (which in itself is representative of the makeup of college students), perhaps Technological Determinism.
Research Questions	How are college students impacted by energy poverty? How differently during the COVID-19 pandemic?
Why now?	Due to SCTS-555 and COVID-19 pandemic.
How prepared?	Adequately prepared as a member of the demographic I plan to study and experience in social studies research.
Assumptions	College students are definitely impacted by energy poverty, and this has only aggravated due to the COVID-19 pandemic which has resulted in layoffs.
Impacts	Policy makers (financial aid, scholarship, federal grant), college officials, students.

Project Hopping

(Inspired by Kim Fortun's "Sketching Ethnography" research design series, modified and adapted by Kirk Jalbert)

Instructions: This sketch will help you consider different possible projects, their different challenges and promises.

"Topic Areas": Record your potential final project topics. I.e. energy vulnerability among Philadelphia college students; utility companies and emergency response policies; energy infrastructure and access in Kenya; a comparative analysis of solar energy programs in the US Northeast and Southwest; energy efficiency, technological determinism, and gentrification. Think about just getting the key components of your project in one line. Ask yourself if you're interested in doing a project that is location specific, a comparative analysis, qualitative or quantitative, etc.

"Data" is material you could draw on to build an argument/narrative about your topic: participant-observation at W place; interviews with X; policy docs about Y; archival materials available at Z; surveys with Q number of people.

"Social theoretical concepts" are keywords or terms that can be asked across sites or studies – such as *vulnerability*, *capacity for action*, or *consumer perceptions* for example -- such as in the readings we did for Week 2. Social theoretical concepts set you up to build on the work of other scholars, and to make contributions to ongoing scholarly conversations. This is a key element of all research.

"Research questions" – keep it simple: what do you want to know? Write it down.

In asking **"why now,"** consider the particular historical moment in which you are working; what kind of research is needed at this time? Why? There are holes in the social sciences literature to attend to. There are also political problems and windows of opportunities.

In the field for **"how prepared,"** describe the expertise and experience that you already have that would enrich the project and make it feasible. Even if you consider yourself quite unprepared, articulate the skills, experience, contacts, sympathies and aversions you can leverage to advance the project. Whatever makes you interested in a project, prepares you in some way to undertake it.

"Assumptions" What do you think is going on in the realm of your topical area? What preconceived ideas or personal experiences do you have that inform your interest in this topic?

In the field for "**Impacts**," list how you imagine your research findings might be useful. Be as specific as possible. Will your findings be useful for nonprofit organizations or housing advocacy groups? Policymakers and professionals working in the energy efficiency industry? Does it have educational impacts for homeowners or renters? What about the World Health Organization or international governing bodies?