

# ETHNOGRAPHY

**IE University**

Professor: **MICHAEL LEUBE**

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Academic year: 22-23

Degree course: SECOND

Semester: 2<sup>o</sup>

Category: COMPULSORY

Number of credits: 3.0

Language: English

## PREREQUISITES

Semesters 1 and 2 have to be successfully finished.

## SUBJECT DESCRIPTION

This course works like a second part to the course “Research Techniques” taught in the same semester. Here the students apply the learned theoretical material in actual group research projects.

## OBJECTIVES AND SKILLS

### Objectives

- To acquire basic notions of the “grounded theory” process of problem solving
- To understand the responsibility of design practices
- To understand the necessity of design research as well as designing the research phase

### Skills

- Development of a critical standpoint in the design practice
- The use of basic design-research methods
- Improving the empathy between designer and end-user/Improvement of critical thought.

## METHODOLOGY

The course will be taught employing IE’s Liquid Learning methodology. Liquid learning is a transformational and interactive educational experience that transcends single methodologies and platforms to blend physical, digital and natural environments so that students obtain a world-class education no matter their location or situation. Students will learn alongside one other and work together in teams. Hybrid brings together the human, digital and natural worlds into a seamless whole and enables IE University to be a truly global campus. The Liquid Learning methodology combines three essential elements for a complete and dynamic learning experience: synchronous interactions, asynchronous interactions and individual inquiry and discovery.

Synchronous Interaction is learning that happens in live, in real-time. For example, attending classes (lectures, discussions, labs, studios) in-person or virtually, working with classmates on team projects in a work-room or video-conference platform, or getting help and feedback from professors in-person or online.

Asynchronous Interaction and Individual Inquiry and Discovery are learning experiences that happen interactively and asynchronously using collaboration tools and digital platforms. For example, debating topics in a digital forum, critiquing the work of classmates posted in a digital gallery, working on a proposal or project using a collaborative document-sharing platform, or getting help and learning support in messaging-based system.

The course will be divided into 3 modules. Each module will consist of synchronous and asynchronous interaction and will have a theoretical and practical component. Students are expected to apply what they are learning not only to their group projects but also to the broader real-world context. course is mostly “learning by doing” but does include discussions, feedback sessions and presentations of results by the groups in front of the class.

Groups are required to critically reflect the material presented in class by preparing a written report (10-12 pages) as well as a informative poster explaining the research process, to be presented in the form of a midterm presentation and a final presentation.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	13.33 %	10 hours
Discussions	20.0 %	15 hours
Exercises	20.0 %	15 hours
Group work	26.67 %	20 hours
Other individual studying	20.0 %	15 hours
TOTAL	100.0 %	75 hours

## PROGRAM

### PROGRAM

The following program is tentative. Although we will cover all of the listed topics, the selected readings, activities and pace of the class depends on group performance. Additionally, we may have to rearrange some sessions in order to accommodate field trips.

### SESSION 1 (LIVE IN-PERSON)

#### Session 1: Selection of Groups and Research Topics

The class will be divided into 4 or 5 groups and the research topics will be selected.

### SESSION 2 (LIVE IN-PERSON)

#### Session: Design Research

The groups conduct “desktop research” on various topic. The professor acts as a mentor for feedback and/or guidance.

### SESSION 3 (LIVE IN-PERSON)

### **Session 3: Research Design**

How will the research be conducted? What is the setting? What technique will be used when?

### **SESSION 4 (LIVE IN-PERSON)**

#### **Session 4: Research Design**

What can we learn from research already conducted? What might be improved?

### **SESSION 5 (LIVE IN-PERSON)**

#### **Session 5: Presentation of Scientific Articles and Research Settings 1**

What can we learn from research already conducted? What might be improved?

### **SESSION 6 (LIVE IN-PERSON)**

#### **Session 6: Presentation of Scientific Articles and Research Settings 2**

What can we learn from research already conducted? What might be improved?

### **SESSION 7 (LIVE IN-PERSON)**

#### **Session 7: Planning the next steps**

What must we revise in our research design? What needs to be added or dropped?

### **SESSION 8 (LIVE IN-PERSON)**

#### **Session 8: Out in the Field 1**

The groups are on their own. In the session the professor acts as guide or mentor.

### **SESSION 9 (LIVE IN-PERSON)**

#### **Session 9: Out in the Field 2**

The debriefing is arguable as important as the research itself. We will learn from each group what worked and what did not in their research.

### **SESSION 10 (LIVE IN-PERSON)**

#### **Session 10: Presentation of First Research**

The debriefing is arguable as important as the research itself. We will learn from each group what worked and what did not in their research.

### **SESSION 11 (LIVE IN-PERSON)**

#### **Session 11: Presentation of First Research**

The debriefing is arguable as important as the research itself. We will learn from each group what worked and what did not in their research.

### **SESSION 12 (LIVE IN-PERSON)**

#### **Session 12: Out in the Field**

The groups are on their own. The professor acts as guide or mentor.

### **SESSION 13 (LIVE IN-PERSON)**

#### **Session 13: Out in the Field**

The groups are on their own. The professor acts as guide or mentor.

### **SESSION 14 (LIVE IN-PERSON)**

#### **Session 14: Final Presentations of Group Projects 1**

Groups present the process of research as well as final insight in front of the class.

### **SESSION 15 (LIVE IN-PERSON)**

#### **Session 15: Final Presentations of Group Projects 2**

Groups present the process of research as well as final insight in front of the class.

## **EVALUATION CRITERIA**

- 1. Class attendance, weekly tasks and class participation: 20%**
- 2. Group Research Paper: 20%**
- 3. Group Research Poster Presentation: 30%**
- 4. Group Presentation of Fieldwork: 30%**

<b>Criteria</b>	<b>Percentage</b>	<b>Comments</b>
Class Participation	20 %	Active Participation
Workgroups	20 %	Fieldwork Report
Group Presentation	30 %	Poster Presentation
Group Presentation	30 %	Fieldwork Presentation

### **I. CLASS ATTENDANCE, WEEKLY TASKS, CLASS PARTICIPATION AND INDIVIDUAL PRESENTATION**

It is expected from students to participate in class discussions. There are two ways for individual participation: In the discussions that each seminar will hold and in the individual presentations that students will have to give based on their reading of the assigned texts. It is expected that participation should be oriented to enrich the intellectual climate of the class, participating in debates, carefully listening to peers and engaging in dialogues with them.

### **II. GROUP RESEARCH ESSAY**

Following the guidelines provided and explained in class, each student will have to write a theoretical research essay. They will have to elaborate a research question and contextualise it theoretically. The essay has to be at least 10 pages long, has to be written in a scientifically adequate style and include at least 5 sources. Proper citation will be taught in class and is mandatory.

### **III. GROUP PRESENTATION OF POSTER**

Each student has to research and demonstrate a firm understanding of the research techniques presented in class. Both a theoretical foundation as well as best-case scenarios of the techniques used in a design research framework must be shown.

### **IV. GROUP PRESENTATION OF FIELDWORK**

The group must be able to show the process and results of the fieldwork conducted. Each student must take an active part in the presentation.

## **GRADES**

### Sobresaliente/Outstanding: 9.0-10.0 (A to A+)

Consistently produces work of the highest quality and craft; exhibits notable progress and development over the course of the semester; meets all course objectives at highest level; attendance is near-perfect, and contributions to course discussions are extremely valuable.

### Notable: 7.0-8.9 (B to B+)

Completes all assignments with work of above-average quality and craft; exhibits significant progress and development; meets most course objectives; attendance and participation are very good.

### Aprobado: 6.0-7.0 (C to C+)

Completes all assignments with work of acceptable quality and craft; exhibits some progress and development; meets a majority of course objectives. Attendance and participation are acceptable.

### Aprobado: 5.0-6.0 (D)

Assignments are delivered but are incomplete and/or of low quality and craft; exhibits little progress and development; meets few course objectives. Attendance and participation are poor, but absences do not total more than 30%.

### Suspenso: 0-4.9 (F)

Work is incomplete, missing, or does not meet course objectives. Attendance and participation are poor.

### Automatic Failure/Suspenso: 0 (F)

Please note that a student who misses 30% or more of the scheduled sessions receives an automatic 0.0, and loses his or her right to the second "convocatoria."

## **RETAKE POLICY**

Each student has 4 chances to pass any given course distributed in two consecutive academic years (regular period and July period).

Grading for retakes will be subject to the following rules:

Students failing the course in the first regular period will have to do a retake in July (except those not complying with the attendance rules, which are banned from this possibility).

Dates and location of retakes will be posted in advance and will not be changed. Please take this into consideration when planning your summer.

The maximum grade that a student may obtain in any type of retake will be 8 out of 10.

The retakes will consist on a comprehensive exam.

The grade will depend only on the performance in this exam; continuous evaluation over the semester will not be taken into account. This exam will be designed bearing in mind that the passing grade is 5 and the maximum grade that can be attained is 8.

### **As Per University Policy:**

Each student has 4 chances to pass any given course over two consecutive academic years (regular period and July retake period).

Failure to pass students who do not comply with the 70% attendance rule during the semester will lose their 1st and 2nd chance, and go directly to the 3rd one (they will need to enroll again in this course next academic year).

Grading for retakes will be subject to the following rules:

- Students who failed the subject in the first regular period will have to do a retake in July (except those not complying with attendance rules who are banned from this possibility and must automatically re-enroll the following year).

- Dates and location of the July retakes will be posted in advance and will not be changed under any circumstances. Please take this into consideration when planning your summer. In the event that you decide to skip the opportunity to re-sit for an exam during the re-take period, you will need to enroll in the course again for the following academic year and pay for the corresponding costs.
- The maximum grade that a student may obtain in the re-take exam is 8 out of 10.
- Students in the 3rd call will be required to attend 50% of the classes. If there is a schedule overlap, a different option will be discussed with the professor in order to pass the subject.
- Students failing more than 18 ECTS credits after the June-July re-sits will be asked to leave the program.

## PROFESSOR BIO

Professor: **MICHAEL LEUBE**

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**Professor:** Michael Leube, Ph.D.

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**Office hours:** TBA

Leube is an anthropologist working on the complex relationship of people and objects. His research for the last ten years has been focused on investigating humanitarian design as well as the circular economy. For him, design represents the important link between the theory provided by the human sciences and practical social innovation. He is convinced that only when everyone is involved in the design process and innovation, production and consumption is truly open can society become sustainable. Leube holds a Ph.D. in Anthropology (Thesis: "Culture and Evolution: Comparison of British Social Anthropology, American Cultural Anthropology and Vienna's Kulturkreislehre") from the University of Zagreb, an M.A. in Anthropology/Human Biology from the University of Vienna and a B.A. in Anthropology/Religious Studies from the University of California at Berkeley.

## OTHER INFORMATION

**Technology in the Classroom** – The course does not require the regular use of laptops unless you are using them to take notes. If I catch you using the laptop inappropriately during class, I will give you a warning. If you get caught a second time, you will be kicked out of the classroom and marked as absent for that day. I am very strict about this. The use of mobile phones will not be permitted under any circumstances during this course.

**Attendance** – Attendance is mandatory. Missing more than 9 class sessions will result in an automatic fail of the course. If you are unable to make it to a session, I appreciate an email letting me know, but absences will only be excused for extraordinary circumstances and with valid evidence documenting your absence.

I will answer emails sent M-F within 24 hours, but if you write me after 5 pm on Friday (with the exception of a true emergency), I reserve the right to respond on Monday morning.

**Students with Special Needs:**

To request academic accommodations due to a disability, please contact Jessica Tollette via email at: [jessica.tollette@ie.edu](mailto:jessica.tollette@ie.edu).

**Student Privacy Statement:**

At times, students may disclose personal information through class discussions. It is expected that all members of the class will respect the privacy of their classmates. This means that the information disclosed in the class will not be repeated or discussed with other students outside of the course.

**Decisions about Grades:**

Decisions about grades are made very carefully, and are final at the end of the course. If you have questions regarding a certain grade or you would like to receive personal feedback, you must request a meeting with me to discuss grades on specific assignments before the last session of the course. Any disputes regarding grades must be resolved before the final session. "Extra credit" or makeup assignments will only be allowed under extenuating circumstances at the sole discretion of the course professor.

**ACADEMIC INTEGRITY**

Unless you are specifically instructed to work with other students in a group, all of your assignments, papers, projects, presentations, and any work I assign must reflect your own work and thinking.

**Cheating includes:**

1. An act or attempt to give, receive, share, or utilize unauthorized information or unauthorized assistance at any time for assignments, papers, projects, presentations, tests or examinations. Students are permitted to mentor and/or assist other students with assignments by providing insight and/or advice. However, students must not allow other students to copy their work, nor will students be permitted to copy the work of other students. Students must acknowledge when they have received assistance from others.
2. Failure to follow rules on assignments, papers, projects, presentations, tests or examinations as provided by the course professor and/or as stipulated by IE.
3. Unauthorized co-operation or collaboration.
4. Tampering with official documents, including electronic records.
5. The impersonation of a student on presentations, exercises, tests or an examination. This includes logging onto any electronic course management tool or program (e.g. Black Board, etc.) using someone else's login and password.

**Plagiarism includes:**

1. Using the work of others and attempting to present it as your own. For example, using phrases or passages from books, articles, newspapers, or the internet and not referencing them properly in your document. This includes using information from others without citing it, misrepresentation of cited work, and misuse of quotation marks.
2. Submitting an assignment or paper that is highly similar to what someone else has written (i.e., minimal changes in wording, or where the sentences are similar, but in a different order).
3. You don't have to commit "word for word" copying to plagiarize – you can also plagiarize if you turn in something that is "thought for thought" the same as someone else.

**Other violations of academic ethics include:**

1. Not acknowledging that your work or any part thereof has been submitted for credit elsewhere.
2. Misleading or false statements regarding work completed.

3. Knowingly aiding or abetting anyone in committing any form of an Academic Integrity violation.

