

BIS 352 Mapping Communities
Spring 2015
Friday 08:45 – 12:45 PM (DISC258)

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UW2-226

Office Hours: T 10 - 11 AM & F 1 -2 PM (or by appointment)

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(Email is the best way to communicate with me. I will try to respond your email within 24 hrs. of reception.)

Course Canvas Site: <http://canvas.uw.edu> (You will be enrolled in the course Canvas site when you register this class, using a UW email address. Information and tutorial for Canvas are available at the UWB Learning Technologies website at <http://www.uwb.edu/learningtech>). Important announcement and course materials will be posted at Canvas site.

I. Course Overview

The question of “community” provides us a unique lens to study the complex intersections of life in the urban areas: human’s perception and conceptualization of place, the interaction with the built environment, social and cultural ties people have, political and economic exchange, housing, neighborhood, race and ethnicity, and the role of “space” in these discussions. This course aims to begin unpacking some of these relationships around the concept of “community” by conducting a community-based mapping project.

Maps can be powerful tools to tell stories and know about communities we live. By creating a framework to understand and represent our communities better, we can collect, analyze, and represent valuable knowledge about the communities around us. Students will learn about the historical roots of community mapping as well as contemporary issues and cases in participatory community mapping. Recently, dramatic advancement of digital maps and geographic information systems (GIS) on the web, and, especially, popular geographic webs (e.g. Google Maps & Google Earth) provide us an unprecedented opportunity to ‘make’ and ‘use’ maps for community in more sophisticated and creative ways. By developing a community-based mapping projects with these new technologies, students will reveal new insights about communities that were not so visible before mapping.

Moreover, this course presents a special opportunity for students who are interested in hands-on community-based research and work in the Seattle Metropolitan region. Students in the course will participate in a seminar and will work directly with local communities throughout the quarter. In this Spring 2015 quarter, we will particularly

help the City of Bothell and the residents by creating various interactive community maps to meet their needs and also enhance the partnership between UW-Bothell and communities we are working with. Community-based learning components will last throughout the quarter, and it will provide students a new learning experience, and help them becoming good citizens of social and individual responsibility.

II. Learning Objectives

Students in BIS352 will:

- critically examine the internal workings of “communities” and “mapping.”
- be exposed to the newly emerging field of geographic visualization and popularized Geographic Webs (GeoWebs).
- have a structured community-based learning and research experience.
- have an opportunity to design and complete a small community-based mapping project by applying new geospatial web and technologies.
- further develop their critical and spatial thinking, reading, writing, and communication skills.

III. Course Materials

There is no required textbook. However, all required reading materials will be uploaded on the course Canvas page (<http://canvas.uw.edu>). Hardcopies of reading will be also provided.

IV. Community Partners

This class takes a community-based learning and research approach. While thoughtfully help and assist our community partners, we will practice and apply our knowledge from the classroom, and also have a unique learning opportunity in the community (That means we will also learn a lot from the community). Throughout this class, we will be pursuing UW Bothell’s mission to be “transformational learning community,” and to “serve as a catalyst to enhance quality of life throughout our region.” Students will receive more information on our community partners and what projects we will do with them.

City of Bothell

9654 NE 182nd Street

Bothell WA 98011

Tel: 425.486.2768

Lead Contact: Janet Geer (Public Work) (janet.geer@ci.bothell.wa.us)

City of Bothell

The Public Works Operations

Community Participant at Bothell

Lead Contact: Diane Petrula (dpwildlife@comcast.net)

V. Class Assignments and Grading

Your grade for this course will be based on a 300-point scale. Points are earned from all the following class assignments: two critical summaries, discussion lead, four mapping community exercises, project proposal, final group project presentation & report, and class participation/contribution:

• Pre-Discussion Post	10 %	30 Pts.
• Mapping Community Exercises	25 %	75 Pts.
• Final Project Proposal	5 %	15 Pts.
• Final Project Presentation	10 %	30 Pts.
• Final Project Report	20 %	60 Pts.
• Class Participation/Contribution	30 %	90 Pts.
Total	100%	300 Pts.

Class Participation/Contribution (30%):

- PLEASE, DON'T TAKE THIS LIGHTLY because it 'COUNTS' greatly in this class. Don't forget that this class is a community-based learning and research class, and your participation/contribution will be essential part of grade.
- You are expected to attend 'ALL' class meetings and participate in class discussions, activities and community project (especially, considering we only meet once a week). It will be 'extremely' difficult to re-capture the spirit of this course only in lecture notes, and class will be more interesting and meaningful due to your input.
- Class participation includes completing the assigned readings before coming to class, attending all class and group meetings, and participating in the class discussions and activities. Approximately 20-30 pages of reading will be assigned each week. Again, *ALL* readings must be completed prior to the beginning of class each week. Readings will complement the class lectures and discussions. If you haven't read, you will not be prepared to participate in class discussions, which will affect your class participation score.
- In class discussion, you should listen actively and allow each person an opportunity to express his/her view. Maintaining an atmosphere of respect and confidentiality in the classroom and meeting with community partners. Be considerate and respectful! This class serves as a forum for debate and discussion: consider the wide variety of backgrounds and experiences of each classmate as a rich resource from which we can all learn. Also, the local community members also deserve your respect.
- I often hand out index cards or class activity sheet, so you can write down your answers/responses for the discussion.
- Student who cannot attend a class with a medical or personal emergency should contact me in advance and prior arrangement should have been made in order to make up class participation credit.

Pre-Discussion Post (10 %)

- Throughout the quarter students will be posting a pre-discussion post to the course Canvas site. These posts form a place for a check in on the week's readings prior to class. You will write about a 100~200 word (at least, 1-paragraph) posting on the readings.
- The grade for each posting will be based on the extent to which your postings engage with the readings. You may include raising questions as part of your posting.
- The deadline for the pre-discussion posting is **5 PM on the day before the scheduled discussion date for the assigned topic!** (e.g. 5 PM on Thursday).
- This assignment is designed to help you to build on your skills as a critical reader, including the capacity to quickly summarize readings, to critical evaluate those texts, and raise critical questions.

Mapping Communities Exercises (25%):

- There will be four mapping community exercises.
- Mapping Exercises will be done partially during the class hours, but you need to complete each exercise outside of class time (1~2 hours extra work).
- Mapping Exercises are designed to enhance your understanding of key concepts in this class, and help you to complete your community-based group project.
- It will also provide a hands-on experience with geographic webs and other new innovative mapping technology (e.g. Google Map and Earth, GPS, and GPS Camera).

Final Project Proposal (5%)

- Each project group will write a final project proposal in the middle of quarter (e.g. Week #6)
- Your project proposal should include 1) the overview and background of your project goals, 2) specific products or "deliverables", 3) a project timeline, 4) the work activities group will undertake, and 5) individual responsibilities for specific tasks and activities
- The most important task in proposal writing is developing main research themes and questions your group will try to answer in your project. Considering the nature of community-based project, we want to make sure include communities' perspectives as much as we can in the project goals.
- Additionally, if the group requires additional resources/skills to complete the work, they should be noted, along with contact (including the instructor) that will provide the needed assistance.

Community-Based Project Report & Final Presentation (30%):

- Students will be divided into different community project groups. I will do my best to form groups based on your own preferences/preferable working hours.

- Final product will be delivered to the community partner (e.g. various interactive community maps for the City of Bothell). However, you also need to conduct your own community-based research, and produce a final report for the class. Don't forget that we have our own academic goals in this class as well. It may take the form of a traditional report. However, I also open up for more flexible alternatives such as a poster or a web-based project (with my permission). Regardless of the choice, all outcomes should be professional quality!
- Each group will present their work in public (in class) in the end of quarter. Community partners will join us.
- Your group presentation should be about 20 minutes long including Q&A.
- "Peer Evaluation" will be part of final project grading, and community partners will also evaluate your work as well.

Grading Table

Below is a table listing the percentages of student's grades used to assign a grade scale for this course. For example, if your total score is between 270 and 281 (A- range), your grade scale will be 3.7

Cumulative Percentage Range (%)	Total Points	Grade Scale
94 – 100 (A)	282-300	4.0
90 – 93 (A-)	270-281	3.7
85 – 89 (B+)	255-269	3.4
80 – 84 (B)	240-254	3.0
77 – 79 (B-)	231-239	2.7
74 – 76 (C+)	222-230	2.4
70 – 73 (C)	210-221	2.0
67 – 69 (C-)	201-209	1.7
64 – 66 (D+)	192-200	1.4
60 – 63 (D)	180-191	1.0
57 – 59 (D-)	171-179	0.7
< 56 (E)	0 - 170	0.0

VI. IMPORTANT NOTICES

Class Ethics

No surprise here. Each of us bears responsibility for creating a positive learning environment in our class:

- We need everyone in class on time and quiet so that we can all focus on our work. If you are late or need to leave a class during the class time, please, enter/leave quietly. Let's be considerate each other.
- Treat one another with respect in your spoken remarks, writings, and other communication in our class.

- Turn off or silence your cell phone (e.g. no texting or emailing)
- Listen carefully to one another. Threatening behavior of any kind will not be tolerated and will be handled according to the university's Student Conduct Code: <http://www.uwb.edu/studentservices/studentconduct>
- **One more thing!** With my permission, you may use a laptop and computer to make a note in the classroom. However, if you use it for other reasons (e.g. surfing web, Facebook, or e-mailing), you will lose your privilege to use a computer. This is because not to affect other students' learning experience. If you continuously use a computer for wrong reasons, I will ask you to leave a classroom, and will not give any credit for the class participation at that day.
- I will *kindly* but *firmly* apply these classroom ethics and conduct policy.

Academic Honesty

I am usually very generous, but I am very strict about this! Academic honesty and integrity is expected at all times. Academic dishonesty, including but not limited to plagiarism, cheating, or submitting academic work that has previously been submitted (without citation or previous permission of instruction) will be penalized. See <http://www.uwb.edu/learningtech/plagiarism> for more information regarding plagiarism. UWB catalogue says: "Plagiarism is the use of the creations, ideas or words of someone else without formally acknowledging the author or source through the use of quotation marks, references, and the like. Plagiarizing is stealing someone's work and presenting it as one's own work or thought. Student work in which plagiarism occurs will ordinarily not be accepted as satisfactory by the instructor and may lead to disciplinary action against the student submitting it. Any student who is uncertain whether his or her use of the work of others constitutes the course work involved."

If you are caught cheating or plagiarizing, I will penalize following the UWB document regarding academic integrity. For further information, please review UWB document: <http://www.uwb.edu/studentservices/academicconduct>. The library also has an extremely useful website with resources at <http://libguides.uwb.edu/ai>.

Late Work / Incompletes

To be fair to your classmates who do their work in a timely fashion, unless a documented medical or personal emergency arises, any work turned in late will be penalized 10% of the total score per day that it is late. That is, 10% for 1 day late, 20% for 2 days, and so on. **Extensions will not be granted unless exceptional circumstances require it and prior arrangements have been made.** Contact me in extreme cases of medical or personal difficulties. This rule will be applied to the class activity and participation.

University rules state that "an incomplete is given only when the student has been in attendance and has done satisfactory work until within two weeks at the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control."

Respect for Diversity

Diverse backgrounds, embodiments and experiences are essential to the critical thinking endeavor at the heart of university education. Students are expected to respect individual differences which may include, but not limited to: age, cultural background, disability, ethnicity, family status, gender presentation, immigration status, national origin, race, religious and political beliefs, sex, sexual orientation, socioeconomic status, and veteran status.

Students with Special Needs

All of us learn in different ways. If you know of any factors in your life that may hinder your ability to learn up to your potential in this course, please let me know. If these factors are recognized disabilities under the American Disability Act (ADA), please inform me as soon as possible, so we can develop a plan to accommodate your needs. You can also contact Disability Support Services at 425.352.5307, 425.352.5303 TDD, 425.352.5455 FAX, or at dss@uwb.edu. <http://www.uwb.edu/student-services/dss>

Student Support Services

Please, be aware that UWB offers many resources to assist students in improving their writing, quantitative skills and career development in general:

- Library: <http://library.uwb.edu> or 425.352.5340
- Writing Center: <http://www.uwb.edu/WritingCenter> or 425.352.5253 (Directed by Ms. Karen Rosenberg. Invaluable resource on this campus. It offers peer tutoring both in person and on line. The Writing Center is a professional center to coach good writing on a one-time or multi-visit basis.)
- Quantitative Skills Center: <http://www.uwb.edu/gsc> or 425.352.3170 (Directed by Erin Hill. Provides in person help for the subject such as business, CSS, EE, Math, and Stats. There is also a new tutor for Geographic Information Systems (GIS).
- Student Success and Career Services: <http://www.uwb.edu/student-services/success-services> or 425.352.3776
- Student Counseling Services: <http://www.uwb.edu/student-services/counseling> or 425.352.3183

VII. Course Schedule (Detailed)

These are complete course schedule and topics for discussion. Due to the nature of this class, schedule can be slightly changed during the quarter. However, I will try to adhere to the syllabus and schedule as closely as possible. Also, please, check our course Canvas site and your email regularly.

Week#1, April 3rd (F):

Part 1. Class Introduction & Course Overview

Part 2. The Value of Community-Based Learning

[Kara Adams, the interim director of Community-Based Learning and Research (CBLR) at the UW Bothell will visit us, and talk about the value of community-based learning and research.]

- Butin, Dan. 2003. "Of What Use Is It? Multiple Conceptualizations of Service Learning Within Education". *Teachers College Record* 105 (9), pp.1674-1692

Part3. Class Activity: Re-mapping UW-Bothell

Week#2, April 10th (F), Topic 1. Community

[The class will meet at the Public Works Operations Center at 9 AM. We will meet community partners including the public workers at the City, and will have a class there after the meeting. The address for the Public Works Operations Center is 21233 20th Ave SE, Bothell, 98021.]

- Barke, M. & R. MacFarlane. 2001. "Communities". In *Introducing Social Geographies*, eds. R. Pain, M. Barke, D. Fuller, J. Gough, R. MacFarlane & G. Mowl, pp. 69-93. London: Arnold.
- Martin, D. G. 2003. "Enacting Neighborhood". *Urban Geography*, 24, pp. 361-385.
- Kearns, A. & M. Parkinson. 2001. "Significance of Neighborhood". *Urban Studies* 38 (12), pp.2103-2110 (Optional)

*** Pre-Discussion Post due: 5 PM, Thursday, April 9th**

*** MC Exercise#1. Community Pace Map [The activity will be done in the downtown Bothell.]**

Week#3, April 17th (F), Topic 2. Community Geography & Mapping

- Bunge, William. 1977. "The First Years of the Detroit Geographical Expedition: A Personal Report." *Radical Geography: Alternative Viewpoints on Contemporary Social Issues*, edited by Richard Peet, pp.310-39. Chicago: Maaroufa Press.
- Krygier, John and Denis Wood. 2009. "Ce n'est pas le monde (This is not the world)". In *Rethinking Maps*.
- Dodge, M., and R. Kitchin. 2013. Crowdsourced cartography: mapping experience and knowledge. *Environment and Planning A* 45:19-36.
- Staeheli, Lynn A. 2008. "Citizenship and the problem of community". *Political Geography* 27 (2008), pp.5-21 (Optional)

*** Pre-Discussion Post due: 5 PM, Thursday, April 16th**

*** MC Exercise#2. Google My Map**

Week#4, April 24th (F), Community Mapping Video

[The instructor will participate in the Annual Meeting of the Association of American Geographers, so there will be no in-class meeting. However, you will watch the videos

related to the community mapping. I will either post the movie on the Canvas site or provide an URL!]

Week#5, May 1st (F), Topic 3. Community Mapping

- Cope, M. 2008. "Patchwork neighborhood: children's urban geographies in Buffalo, New York." *Environment and Planning A*, 40, pp. 2845-2863.
- Jung, J.-K. 2014(forthcoming). Community Through The Eyes of Children: Blending Child-Centered Research and Qualitative Geovisualization. *Children's Geographies*.
- Center for Community Mapping: <http://www.centerforcommunitymapping.org/> (accessed 03/31/15)

*** Pre-Discussion Post due: 5 PM, Thursday, April 30th**

*** MC Exercise#3. Learning with GPS (Global Positioning System)**

Week#6, May 8th (F): Final Project Proposal Writing

Part 1. Ways of Knowing Community: Methods

Part 2. Proposal Writing

- Johnson, R. B and A. J. Onwuegbuzie. 2004. "Mixed Methods Research: A Research Paradigm Whose Time Has Come." *Educational Researcher*, 33(7), pp. 14-26
- "If you had a magic wand..." document from Greenwood coffee shop

*** Final Project Proposal Due**

Week#7, May 15th (F), Topic 4. Participatory Community Mapping and Beyond

- Jung, J.-K. 2011. "Participatory and Collaborative Geovisualization in the Masten District Neighborhood Planning Process in Buffalo, New York". *Journal of Korean Cartography Association* 11(3)
- Lin, W. 2013. When Web 2.0 Meets Public Participation GIS (PPGIS): VGI and Spaces of Participatory Mapping in China. In *Crowdsourcing Geographic Knowledge: Volunteered Geographic Information (VGI) in Theory and Practice*, eds. D. Z. Sui, S. Elwood and M. F. Goodchild, 83-103. New York: Springer.
- Cornwall, Andrea and Rachel Jewkes. 1995. "What is Participatory Research?" *Social Science and Medicine* 41 (12), pp.1667-1676 (optional)

*** Pre-Discussion Post due: 5 PM, Thursday, May 14th**

*** MC Exercise#4. Hyperlinking multimedia data to Google Map**

Week#8, May 22nd (F): Final Project Working Day I: Mapping

Week#9, May 29th (F): Final Project Working Day II: Report and Presentation

Week#10, July 5th (F): Final Project Presentation and Course Reflection [Community members will join us!]

*** Final Project Report Due on Canvas by 5 PM**

*** Spring 2015 Course Schedule (Summary Table)**

Week	Date	Topics	Activity	Due
W#1	4/3 (F)	Course Introduction & Overview		
		The Value of Community-Based Learning		
		Activity: Remapping UWB		
W#2	4/10 (F)	Topic 1: Community		
		MC Ex#1: Community Pace Map		
W#3	4/17 (F)	Topic 2: Community Geography & Mapping		
		MC Ex#2: Google My Map		
W#4	4/24 (F)	Community Mapping Video		
		No In-Class Meeting: The instructor attending a conference!		
W#5	5/1 (F)	Topic 3: Community Mapping		
		MC Ex#3 Learning w/GPS		
W#6	5/8 (F)	Final Project Proposal Writing		
W#7	5/15 (F)	Topic 4: Participatory Community Mapping and Beyond		
		MC Ex#4 Hyperlinking multimedia data to Google Map		
W#8	5/22 (F)	Final Project Working Day I: Mapping		
W#9	5/29 (F)	Final Project Working Day II: Report and Presentation		
W#10	6/5 (F)	Final Project Presentation		
		Final Project Report Due (Submit to Canvas by 5 PM)		