Your first major assignment – a critical campus map – will require you to do what we are practicing throughout this course: join experiential and theoretical knowledge to gain insight on the world around you and the people in it. In this case, the experiential portion will be how you inhabit and perceive various spaces around campus, and the theoretical portion will be the readings from the unit on *Space* (Williamson, Hamraie, Imrie, Garland Thomson).

Step 1: Workshop with Ryan Brazell

This assignment requires you to use specialized software (ESRI Story Maps), and a portion of a class period will be spent learning how to use it.

Step 2: Reflection

Since service-learning has not yet started, there will be a prompt for this week’s reflection that is designed to help you start gathering material for your critical campus map. It will also be posted on the discussion board, but follows for reference:

*Decide what the one space is on campus (aside from your room) where you feel most physically and mentally comfortable. Be specific, e.g., not “the International Center,” but rather “in the alcove space across from room 230 in the International Center.” If you have time, go there! Otherwise, just use your memory to comment on the following aspects of that space:*

* What is it like to be there? Include detailed information obtained with all of the senses that you have access to (sight, hearing, smell, taste, touch).
* What about the architecture makes you comfortable? Think both big and small, e.g., floor plan, dimensions of doorways and rooms, colors, aesthetic (interior design/decoration), sightlines, size and feel of furniture, signage.
* What do you think the architectural elements are trying to convey about purpose and ideals 1) on a small scale about the space itself and 2) on a larger scale about the university? For instance: Who is it most trying to welcome? Who is it (intentionally or unintentionally) keeping out? How do the architectural elements communicate that to you and what does it tell you about the assumptions and choices behind the design?
* **Tip:** For the last question, it may be helpful to consider [this short article](https://www.houzz.com/ideabooks/7867799/list/whats-the-big-idea-in-architecture-its-the-parti-pris) and the concept of *parti* as defined by the Oxford Dictionary of Architecture: “Choice, means, or method. *Parti pris* means a bias or a mind made up, so in architectural criticism the *parti* is the assumption made that informs a design as well as the choice of approach when realizing the scheme.”

*Now address those same questions with the space where you feel most* ***un****comfortable (but have had to visit at some point).*

Step 3: Accessibility Analysis

* Starting with the two spaces from your Reflection, make a list of 5 specific rooms and/or spaces that you use multiple times each week in different buildings, either by choice or by necessity. Make sure you have at least one space on each side of the lake (Commons doesn’t count as being on a side).
* Using your campus accessibility map, mark a wheelchair-accessible path that connects all 5 rooms/spaces. “Accessible” in this case means using only sidewalks with curb cuts, only changing floors with an elevator, only accessing buildings through button- or motion-operated automatic doors. You will need to bring this map with your marked path to class next week for our work period.
* Finally, navigate between your spaces using those paths. Document it by taking notes and pictures and video: along the path, in the buildings, and in the rooms/spaces – try using a variety of angles and perspectives. Be creative! (But make sure you get all parts of your journey, and if you want to photograph people, ask their permission first.)
* Upload your images and any videos to your FYS Box folder by the due date.

Step 4: Critical Campus Story Map

Using your notes and photos from your accessibility analysis, combined with your knowledge of the readings from the *Space* unit, create a map that reports your findings from the accessibility analysis and critiques accessibility and design on UR’s campus.

Your finished Story Map must be published and submitted on Canvas by the due date and have:

* no less than 8 and no more than 10 sections:
  + Home: title of map and description of contents
  + 1 per space/room: both report of experience (accessibility analysis) and critique of design (supported by readings)
  + Conclusion: briefly summarizes findings, articulates unifying argument
  + Works Cited: uses the Notes-Bibliography version of [Chicago format](https://librarycat.richmond.edu/vwebv/holdingsInfo?searchId=277&recCount=25&recPointer=0&bibId=2212635) (Part III, Section 14)
* 1000-1250 words total, with no section having less than 125 words (Works Cited is not included in the word count)
* at least 1 image per section
* at least 2 relevant, separate citations from 3 or more of the texts in the unit

The Story Map will be assessed based on:

* structure and design: flow of the story overall, organization of the text for each section, use of images to support the narrative
* ideas and evidence: thoughtful, complex, and scholarly engagement with cited texts and ideas from class discussion as they relate to lived experience, i.e., to the accessibility analysis (your finding should *not* be something like “campus should be more accessible,” but rather a critique of *how* it is either accessible or not)
* research: correct and responsible use of sources, format of Works Cited list
* style and grammar: writing is clear and concise, yet dynamic and detailed
* presentation: engaged participation in the in-class discussion of finished Story Map