

Visceral mapping is linked to these research methods:

- Feminist and embodied
- Post-qualitative
- Minor theory

# Multi-method mapping

Geo-referenced mapping

Words-focused mapping

Sensory mapping

Visceral mapping

Creative and interpretative mapping

These cards introduce the breadth of data and understandings generated by map-making and map use. The different practices are research methods that can be used separately, or you can use the cards to choose which different mapping types could be used *together* in your research.

These types of mapping are concerned with the process as well as 'a final map' per se. Some do not necessarily aim to produce a map at all. This enables *different data types and understandings*.

The cards can be used by transdisciplinary teams of researchers. Here, transdisciplinary is defined as research shaped by a critical engagement with the differences between disciplines and research/knowledge styles.

*Maps provide a physical, familiar and experimentable focus for researchers who use contrasting research approaches.*

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## What is visceral mapping?

- Researchers' visceral and emotional reactions during research are an important source of understanding of places.
- Focuses on our own responses as researchers. Community members' feelings are also frequently a research focus of course, and can be explored alongside other mapping — see words-focused and creative and interpretative mapping.
- Here, visceral and emotion relate to "gut feelings"<sup>1</sup>; moments of research that had a significant effect on the researcher<sup>1</sup>; and emotions such as worry, fear, security, disgust, joy, (dis)comfort and embarrassment<sup>2</sup>.



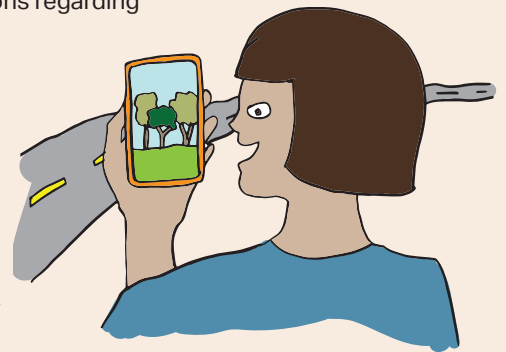
## Why is visceral mapping used?

- Map-making and engagement with maps often evokes strong feelings about space and place, frequently involving identity and power relations (e.g. broader political and economic forces, or exploitation).
- These feelings can tell the researcher the most significant phenomena and relations regarding place, space and environment; e.g. socio-environmental tensions and injustice<sup>3</sup>.

## What are different approaches to this mapping?

Feelings and emotional responses can:

- be the basis for meaning-making and writing/reporting
- point to themes for further exploration
- help researchers understand community members' lived experiences
- be used at the start of research projects/fieldwork to build researcher-participant understanding and rapport, or community research capacity.



*Speculative methods: this practice can imagine, or experiment with, alternative futures through re-creating, recalling or evoking feeling through maps. Community social environmental impacts resulting from particular interventions or scenarios can be explored through mapping roleplay and experimentation; mapping apps that artificially instigate particular juxtapositions; or AR/VR. This practice can be used to identify potential obstacles to change.*

## How does this mapping use digital technologies AND hand-done techniques?

This type of mapping practice can deploy any mapping methods, both using digital technology and hand-done methods (see the mapping types on the other cards).

*Remote options: Visiting the site to be mapped in-person is preferable, but video-calls for either field visits or group mapping exercises can also be used.*

## How can the different types of mapping be used together?

The types of mapping on the other cards can be used together with visceral mapping:

### Sensory

- Attending to the kinaesthetic and tactile, and what is smelt, heard, tasted and seen around the map or at the fieldsite, e.g. when walking, drawing, using technology

### Words-focused

- Reflective ethnographic fieldnotes or diarying during mapping

### Creative and interpretative

- Arts and crafts based mapping, which can be an effective/affective way to reflect on the invisible and ephemeral

### Georeferenced

- Noticing feelings, emotion and thoughts during georeferenced map-making or map-using exercises

1. See Dewsbury and Naylor (2002), Allums (2020); 2. Longhurst et al. (2008); 3. Gable (2014)