GEOGRAPHY 380
UNIVERSITY OF VICTORIA
Spring 2023
Dr. Maleea Acker

COURSE OUTLINE
COMMUNITY MAPPING

Territory Acknowledgement
We acknowledge and respect the lə kʷəŋə n peoples on whose traditional territory the university stands and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.

Office Hours: By appointment. I'm available pretty much any day. Just send me an email.
Office Location: David Turpin Building B214, or Zoom: https://uvic.zoom.us/j/95959783602?pwd=MFg2Q252WUdUbjdQSHNLMWFrQW5HZz09
Contact: Email: lmacker@uvic.ca **Phone:** 250-508.4602

Instructional Team:
Cartographer: Ken Josephson, kjoseph@uvic.ca, Office and Lab: DTB, B209a

CEL Assistant Coordinator: Rhianna Nagel, celc1@uvic.ca

The CM Lab facilities may be available to you (normal office hours) to work on your projects, depending on the level of COVID-19 risk, during normal office hours. At other times it is worth checking with Ken to make sure it is open.

EVALUATION

Participation*	10%
Journaling reflections (3)	45% (15%, 15%, 15%)
Project Proposal	5%
Community mapping project	30%
Class presentation	10%
TOTAL	100%

COURSE DESCRIPTION
Community-based mapping enables people to capture the uniqueness of place. At its root it allows for voices usually silenced to be heard. Community mapping is used worldwide as a hands-on, engaging, knowledge-building approach for participatory and sustainable community activism. People of all ages can be involved in mapping the communities' narratives, stories, knowledge and resources in the broadest sense. The maps they create can help support advocacy for resistance and change—literally changing the story by changing the map. In this course we will look at the theory and practice of community-based mapping. We will explore how community-based mapping can facilitate dialogue, reconciliation, and collaborative partnering, thus leading to knowledge co-creation, planning, citizen empowerment and engagement, building consensus, more informed policy making, and ultimately social justice. This course is designed to be action-oriented and experiential—it is for activists as well as those who want to gain skills in a very different area from traditional map making. It is designed to help us think critically about facts and fictions and about

whose stories have power and why it matters. We will all have the opportunity to gain practical experience undertaking a group project based on participation in a community mapping initiative.

KEY THEMES: Community-mapping, Community-based Research, Social Justice, Community engagement; First Nations mapping; Artistic Mapping

REQUIRED READINGS(S)
Readings will be posted on Brightspace ahead of class each week as the course proceeds.

LEARNING OUTCOMES

- Gain insights into the political, economic, socio-cultural, and environmental dimensions of mapping, including historical and contemporary questions of power and privilege as well as issues of identity and intersectionality.
- Learn how to think critically and respectfully about mapping of/with/by First Nations, both historically and today.
- Be able to describe and give examples of how community mapping fundamentally differs from other types of cartography.
- Be familiar with various community engagement and mapping methodologies and tools appropriate to achieving desired objectives, including artistic mapping
- Be familiar with a diverse range of community mapping case studies involving a broad range of communities in different global locations and scales. Be able to articulate the barriers and opportunities of effective community mapping.
- Learn how to facilitate the collection and re-presentation through mapping and visualization of community facts, values, visions, stories and associated geographic information; become comfortable participating in, and facilitating, community mapping exercises.
- Deliver a co-constructed representational outcome with and for your community group that has a direct practical application and the potential for future relationships.
- Think collectively—take a defined role in a team and fulfill it to the best of your ability such that you learn about your strengths as a team member and know what you can confidently contribute to future life projects and help others find their roles and responsibilities also.
- Develop research skills using various databases and archive sources for specific project areas, as applicable.
- Understand how to evaluate the impacts of community mapping.
- Know a particular place and its communities more deeply than when you started; be able to work with your heart as well as your head; leave the university-community relationship stronger than when you began.

TECHNICAL SKILLS
There are no technical pre-requisites for this course beyond the usual abilities to use a computer for general communications. The technical skills you need for your particular mapping project will be clearly described and you will be taught what you need and/or will be teamed up with someone who enjoys these aspects of the project. Community maps are designed to be made by and for communities. Some of the most successful are the simplest. For example, UVic Geography (in partnership with many others) has previously developed the Collaboratory, and currently operates the Map Shop, which are systems that allows communities to safely document the stories and resources they wish to keep safe (and often confidential). Wherever possible in this course we will be using technical resources that are already in place (so we can support the growth of community

knowledge), have longitudinal storage and development potential, are intuitive and easy to use, and are as accessible as possible to the communities for which they are designed. Community mapping is about process and inclusivity, about voices not generally heard. Technology can support such mapping, but your instructional team believes it should never exclude people.

SPECIAL REQUEST: We ask that you assess your personal readiness to take this course before you proceed.

Please understand that this course is special in that it requires us all to be "fully (authentically?) present" at all times. What does this mean? In this context to be "fully present" we all need to commit to bring our bodies, minds and hearts to each day. **Missing a class or an experience doesn't just harm your learning (something you might be OK to accept for yourself) but it prevents the co-learning of the entire group you are working with.** It also impacts not just your group's reputation but impacts the University's reputation with the broader community. For this reason, learning in this class cannot be individualistic (you cannot only work for yourself or pick and choose what you do). It has to be a collective endeavor. We have to leap in with faith. It is terrifying and exhilarating at the same time. If you promise to do something, you must follow through or else the community partners may choose not to work with students in future and relationships hard won and worked for over long years by others can be damaged. What we all (instructors as well) receive from this class is incredibly deep and meaningful to each of us, something to be cherished, but to get this gift we must give fully of ourselves. There is so much more at stake here than just a course grade. If you have any hesitation at all feel free to contact one of the instructors for a confidential consultation.

*** Participation is about attending class and contributing in the class.** If you miss 3 classes or more during the term, then you will have not attended enough to pass the course and I will refuse further assignments from you. Two instances of being late to class will count as one absence. This class is a community; when you attend, you contribute to that community. If you don't attend, others suffer from your absence.

COURSE COMPONENTS

The course is designed to achieve the learning goals and outcomes stated above. All aspects of the course may be assessed on exams. The requirements for each component will be further discussed in class.

Class Meetings and Participation — We meet together once a week. Classes may include lectures, guest speakers, activities, discussions, brainstorming and problem solving, (virtual or otherwise) field trips, and community engaged work, as well as team work on community-based mapping projects. In general, sometimes we will focus more on learning in class about community mapping as a field with examples of case studies, methods, ethical considerations and so on, whereas at other times you will complete the course readings and participate in your team's collaborative work on your specific mapping project with your chosen community.

Your participation grade — will reflect your willingness to engage in both your own questions and reflections **in class**, as well as those of your colleagues. Participation will also reflect your active engagement in, and contributions to, your team's work. Each team member must contribute significantly in their own way to the successful project outcome and must communicate effectively at all times with team members just as you would in any active community. Please be a good group member and a good classmate; attend class and stay in contact with your team.

Workblocks and meetings outside of class time — Your projects will require you to meet in a team (or with a team sub-group) with your community partners. We will give you workblock times to help with your project whenever possible. However, community groups may only be available on days other than class day. They might meet in the evenings or have established group meetings on certain days. You are not required to attend all of these but amongst your team members you will need to figure out how to adapt to the schedules of your community partners within your own personal constraints. This requires a certain element of compromise and flexibility. In our experience those teams that take advantage of ad hoc opportunities (e.g. a community gathering they just found out about) and can move nimbly to harness them will be the ones to excel. **As a guideline, expect to spend as many hours in your community as in the classroom during this course.**

Learning Journals — Learning is likely to take place very quickly in this course. Initially pieces may seem disconnected, but they will come together if you take time to reflect. **The learning journals take the place of the value of a midterm and are thus an important critical and a reflective piece in the course**. In them, you are expected to **engage first and foremost with the readings and concepts we've learned**, but also tying these into ideas from your partner meetings and the CM project, meetings with your fellow students, guest lecturers and your own personal journey through this class. What connections do you see between the readings? How do the lectures and guest speakers resonate with the readings? What applications might concepts from class have in your community? Does your learning change your behaviour or your experience in any way? What ideas emerge that can support your work? What connections does thinking about these concepts help you make as you navigate your daily life? Do you find yourself changing your behaviour? I will give feedback throughout the term, offering my ideas for how you might strengthen the connections you are making and responses to questions you ask. *Please read the additional Learning Journal resource I posted for helpful tips on reflective writing.*

Community Mapping Project— You will be part of a small team of class colleagues, comprising members with diverse skills, backgrounds and experiences. Together you will focus on one mapping project from the range of community projects we have developed for you to choose from. We have prepared a choice of projects for the teams ranging from social to environmental geography. Each has its unique facets and a community partner who is trusting you to support them in the construction of directly applicable knowledge and its relevant visualization and communication to serve its community goals. Each has a connection to a community relationship that has been carefully built over time and that will continue with future students in future courses. In this way your unique project will be part of a larger mosaic of self-contained "chapters" or mapping projects that directly contribute to a greater picture and a more collaborative future. Teams will be trained in the relevant skills needed for the project and will work with a mentor as the course proceeds. The focus is on the process and elements will include developing community relationships, listening and facilitating knowledge gathering and co-creation, appropriate representation of findings, and presentation of directly relevant results. There will be individual as well as team components to the grade for this project.

Community celebration— The course will end with a presentation of your team's community mapping project outcomes. Everyone will attend and participate, and we will invite our community partners and other interested parties to join us.

COURSE FORMAT

This course will be delivered synchronously and will involve a mixture of activities, lectures, and discussion sessions.

Please read the following carefully and keep it in mind during the course:

- **Attending the class** at the designated time is mandatory. Real-time interaction with the instructor and classmates as well as the structure provided by having set times greatly enhances the learning experience. I will try to make sure my lectures slides are posted on Brightspace; group discussions will not be recorded; guest lectures will be recorded at the discretion of the guest; thus you will miss a lot if you are unable to attend the class.
- **Brightspace** is the main course hub where you will access materials (e.g. the course outline, readings, links), complete quizzes and exams, submit assignments, check your grades, and engage in discussions.
- **Technology requirements**: You will need reliable access to the internet and a computer (preferably with webcam/microphone), tablet or a smartphone to connect with your group members and your community partner, as well as to complete your assignments). You should be comfortable using a word processor such as MS Word (Office 365) and will be required to submit some assignments in .doc or .pdf formats. Microsoft Word 365 is available free for UVic students.
- The class will involve lectures, break-out group sharing, class discussion, and time for questions and answers. Please listen carefully to directions given at the beginning of class around asking questions and effective dialogue through this format.

COMMUNICATION & CONTACTS

- Office hours – as needed (simply ask for an in-person meeting or a Zoom call; I'm flexible)
- Office hours will include the ability to meet with Ken or I in one-on-one meetings.
- I have also set up a "Course Info" discussion forum (on Brightspace) where you can ask questions about the course, and others can benefit from the answers. Before reaching out, please review the course outline, as much valuable information is included here.
- Email me at: lmacker@uvic.ca. Please put <Geog 380 CM: your name: brief subject> in the heading. This allows me to sort at the end of each day to check for emails and not miss anything. Please note, I receive a high volume of messages and am not able to respond immediately. Please put GEOG 380 in the subject line. I will aim to reply within 24 hours (not including weekends). Please do not leave important matters to the last minute.
- Emailing other members of the instructional team—both Ken and Rhianna are available to help assist you with many aspects of your learning in this course such as supporting your community projects, problem solving and maintaining positive relationships with community partners. However, please note that the academic and assessment aspects of the course are only dealt with by the course Instructor (see above).
- Your team: you must have an agreed upon method of effective communication with your project team members and you must all commit to check for messages via the agreed upon method on a regular basis.

GRADING SYSTEM

As per the Academic Calendar:

Grade	Grade point value	Grade scale	Description
A+ **A** **A-**	9 8 7	90-100% 85-89% 80-84%	**Exceptional**, **outstanding** and **excellent** performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, **exceeds expectation** and has an insightful grasp of the subject matter.
B+ **B** **B-**	6 5 4	77-79% 73-76% 70-72%	**Very good**, **good** and **solid** performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
C+ **C**	3 2	65-69% 60-64%	**Satisfactory**, or **minimally satisfactory**. These grades indicate a satisfactory performance and knowledge of the subject matter.
D	1	50-59%	**Marginal** Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
F	0	0-49%	**Unsatisfactory** performance. Wrote final examination and completed course requirements; no supplemental.
N	0	0-49%	Did not write examination or complete course requirements by the end of term or session; no supplemental.

GEOGRAPHY DEPARTMENT INFO

- Geography Department website: uvic.ca/socialsciences/geography/
- Undergraduate Advising: geogadvising@uvic.ca

COURSESPACES

Please check Brightspace for weekly schedule and readings.

POLICY ON LATE ASSIGNMENTS

In order to be fair to students who meet the deadlines, if you submit an assignment/course component late you will lose marks in the following way. The late penalty is 10% per day. All assignments must be submitted but after two weeks you will receive no grade. Again, to be fair to everyone, exceptions will only be granted for medical reasons. Late assignment will normally receive no comments.

ACADEMIC INTEGRITY

It is every student's responsibility to be aware of the university's policies on academic integrity. This is particularly important while we are working from home this semester. Students must abide by UVic academic regulations and observe standards of 'scholarly integrity,' (no plagiarism or cheating; no using an editor).

You are prohibited from sharing any information about the exam with others. It is really, really easy to tell when students are sharing information. Please make both our lives easier and just don't do it.

Policy on Academic Integrity: web.uvic.ca/calendar2019-09/undergrad/info/regulations/academic-integrity.html
If you have any questions or doubts, talk to me, your course instructor. For more information, see uvic.ca/learningandteaching/cac/index.php.

ACCESSIBILITY

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a documented disability or health consideration that may require accommodations, please feel free to approach me and/or the Centre for Accessible Learning (CAL as soon as possible https://www.uvic.ca/services/cal/). The RCSD staff is available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

POSITIVITY AND SAFETY

The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environment for all its members.

SEXUALIZED VIOLENCE PREVENTION AND RESPONSE AT UVIC

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR; Sedgewick C119
Phone: 250.721.8021
Email: svpcoordinator@uvic.ca
Web: uvic.ca/svp

COURSE EXPERIENCE SURVEY (CES)

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

WEEKLY CALENDAR

Please see Brightspace for a weekly calendar and important dates.

DISCLAIMER

The above schedule, policies, procedures, and assignments in this course are subject to change.

NOTE:

A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Counselling Services - *Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students.* uvic.ca/services/counselling/

Health Services - *University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.* uvic.ca/services/health/

Centre for Accessible Learning - *The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations* uvic.ca/services/cal/. *The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.*

Elders' Voices - *The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being. uvic.ca/services/indigenous/students/programming/elders/index.php*