

University of Victoria
Department of Geography
Community Mapping
Geography 380, Summer 2019
Course Syllabus

Instructional Team

Instructor Professor Teresa Dawson, tdawson@uvic.ca, David Turpin Building (DTB) B316
Cartographer Ken Josephson, kjoseph@uvic.ca, Office and Lab: DTB, B209a

Class time Wednesdays and Thursdays 9:00AM to 11:50PM in DTB B311 (except where indicated)

Local community-based field hours—approximately 3 hours per week *on average* determined in collaboration with your group's community partner.

Office Hours Teresa: Wednesdays and Thursdays 12:00 PM to 1:00 PM and *by appointment*. All in DTB B316; Ken drop-in and by appointment.

Lab Work times The Community Mapping Lab facilities will be available to you at other times (normal office hours; Mon-Fri, 8:30AM to 4:00PM) to work on your projects. Outside normal office hours it is worth checking with Ken to make sure you can get access.

Communication and contacts

- *Course information, tips, reminders, and all notices:* There is a **CourseSpaces** site for this course called **201905 GEOG 380 A01 (31642)**—please go here first and please visit often. This is where we will put anything we think might help you. Please check your preferred email address is correct so you do not miss anything.
- *Emailing the course instructor:* tdawson@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.
- *Making an appointment:* I welcome you to come and discuss your geography ideas and questions at times other than office hours. However, I am often in meetings or teaching other courses, so I don't want to miss you. Please **email tdawson@uvic.ca to make an appointment**. Please also make sure you cancel the appointment if you are not coming to allow someone else to benefit from the slot.
- *Emailing other members of the instructional team*—Ken is 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 regularly via the agreed upon method. If at any time a team member seems to have gone missing, please let me know immediately so I can be sure to check if they are OK.

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 their 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 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 and has a very high local field component—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.

Note: Making the best of community opportunities to learn often requires flexibility and creativity. We will try to explore opportunities as they arise and encourage everyone else to do the same.

Learning Goals and Outcomes for this course

- Understand basic principles, theories, motivations and ethics of community based research and mapping, and its potential role in, and power for, community advocacy and the promotion of social justice and resistance.
- 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.
- 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
- 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.
- Experience the process of the development of an appropriate mapping plan with a specific community to meet its needs.
- 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.

Building Communities in and out of the class

The most important pre-requisites for this course are an open heart and an open mind, as well as a willingness to engage thoughtfully, respectfully, creatively and flexibly with local community partners who have their own very specific (and often urgent) needs. Each of us brings our unique passions, experiences and social justice issues with us to the mapping process. We have no idea what others have struggled with, or overcome, to join us in the process. For this reason kindness to, and patience with, each other will be imperative if we are all to succeed. I have noticed that one of the most underappreciated (and least practiced) skills in academia is listening. By contrast, the ability to listen carefully will be deeply valued in this course. Please note that students who are *not* declared geography majors are also welcome in this course. Everything happens in a place and diversity of backgrounds and knowledges about community places can only enhance the learning for all of us.

How to prepare for class

- Go to the CourseSpaces site for this course **201905 GEOG 380 A01 (31642)**. Download the “session outline” for the next week and read it over. Make a note of the learning goals to see what you will be looking to learn and make a note of any additional learning goals or questions you have personally.
- Read the pages I have assigned and/or other assigned resources and do the pre-activities. Write down on the session outline your answers to the questions I have written to help guide your preparation.
- Make a note of questions you have or problems you wish to brainstorm with your team (or the whole class) regarding your community project.
- Consider packing a small snack/drink (that you can eat in class). The class is over lunch. I know you have a long day. I have no problem with people needing to eat/drink to stay engaged. But, no nuts please (classmates might have allergies).

IMPORTANT NOTE: Please kindly do not record (audio or video) any aspects of the course without first having written permission from the Instructor. In some cultures it is not appropriate to record or re-tell stories that belong to others. Privacy laws require we must ask our colleagues first. I encourage you to take picture of places or plants and trees for the purpose of memory or to learn more about their names and cultural roles. However, please do not ever take a picture of a person without their express consent.

REQUIRED COURSE READINGS and RESOURCES—will be posted ahead of class each week along with the class outlines as the course proceeds.

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 developed the *Greater Victoria Green Map*, which is one such system 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 really support such mapping but your instructional team believes it should never exclude people.

SPECIAL REQUEST: PLEASE ASSESS YOUR PERSONAL READINESS TO TAKE THIS COURSE BEFORE YOU PROCEED TO REGISTER

Please understand that this course is unusual in that it requires us all to be “authentically present” at all times. What does this mean? In this context, to be “authentically present” we all commit to bringing our bodies, minds and hearts to each day. Missing a class or an experience doesn’t just harm your learning (something you might be willing to accept for yourself) but it can compromise the co-learning experience of your group and the class. It could also impact your reputation with the community partner, that of your group, and in some ways that of the University 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 endeavour. 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 many years by others can be damaged. What past students have told us is that what they receive from this class is incredibly deep and meaningful to them, something to be cherished. The instructors feel the same way. But to get this gift we must all give fully of ourselves. If you have any hesitation at all about this requirement feel free to contact one of the instructors for a confidential consultation. Ultimately, we respectfully ask that you please only take this class if you are ready to take learning risks, to be flexible to learning opportunities that arise, to proceed in a good way, to take on the shared responsibility and to commit fully and generously to the experience.

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—We will all meet together twice a week (Wednesdays and Thursdays). Classes may include lectures, guest speakers, activities, discussions, brainstorming and problem solving, 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 participate in your team’s collaborative work on your specific mapping project with your chosen community.

Authentic presence (please see description above)—your grade will reflect your willingness to engage in both your own questions and reflections in class, as well as those of your colleagues. It will also reflect your active engagement in, and contributions to, your team’s work, and your deep and respectful engagement with your community partners. Each team member must contribute significantly in their own way to the successful project outcome and must communicate effectively and professionally at all times with team members and community partners just as you would in any active community.

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 work-block times to help with your project whenever possible. However, community groups may only be available on days other than class times. 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 at least as many hours in your community as in the classroom during this course.

Community place journaling—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 after each class to reflect on the integration. Commit to reflecting (free writing) on your learning for 15 minutes in your journal after each class. What application 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 team’s work? What connections does thinking about these concepts help you make as you navigate your daily life? Do you find yourself changing your behaviour? Sometimes you might make profound connections; other times not. Don’t worry, just keep writing and I anticipate you will be surprised at what emerges. Mid way through term, I will provide a “check in” on your journal and offer my ideas for how you might strengthen the connections you are making. NOTE: I anticipate some beautiful journals and likely you will wish to keep yours. All journals will be available for pick up at the final exam.

Exams—there will be a mid-term and a final in this course. The purpose of these is to check your understanding of key concepts and current debates in community mapping as well as to integrate the theoretical aspects you have learned with the practical applications from the case studies, guest speakers and your own community work.

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. 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 visualisation 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 mosaic of self-contained 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 conference—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.

Resources—We will put any supporting learning resources for the course (from us or other colleagues in the course) on the CourseSpaces site. Feel free to offer items you find for everyone to use.

GRADE ALLOCATION

	Marks	Important Dates/deadlines
Authentic presence	10%	Please see description above for requirements
Journaling reflections	15%	<i>Journal check-in</i> , start of class May 30th for feedback to improve your journaling success. Note: check-in is required for me to be able to assign a grade to your final journal. <i>Final journal</i> due on or before July 1st by noon to my office.
Midterm	15%	Thursday June 6th in-class
Community mapping project	30%	Elements <ul style="list-style-type: none"> ○ Background research, plan development and timeline to meet community partner goals ○ Facilitation of knowledge gathering community mapping (CM) process/event for community partner ○ Knowledge representation (using online CM system, such as <i>Google My Maps</i> or <i>Greater Victoria Green Map</i>, as applicable) ○ Brochure (using <i>InDesign</i> or similar) that links community partner to online community mapping system producing a

directly applicable outcome.

- Incorporation of community feedback
- Ethical and professional conduct including for all forms of communications.
- Report including recommendations, assessment of impacts and appropriate data transfer to community partner (*template provided*). Due **June 26th at start of class**.

Class conference	10%	Team Presentation, Thursday June 27th (location: TBA)
Final Exam	<u>20%</u>	TBD in the University exam period

TOTAL 100%

Please note:

- All students are required to bring their UVic Photo ID with them and place it on the desk in front of them when taking an exam.
- **You must take both exams (midterm and final), complete and submit all aspects detailed in the grade allocation, present at the Conference, go on the fieldtrip, fully contribute to your team and maintain an on-going authentic presence to pass the course.**

Rules regarding late course components:

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 20% per day. All components must be submitted but after one week you will receive no grade. Again, to be fair to everyone, exceptions will only be granted for medical reasons (requiring a written report from a medical practitioner stating the reason for your inability to attend class a maximum of one week later).

Making sure you retain your academic integrity in this course

According to the University of Victoria’s Calendar “Academic integrity requires commitment to the values of honesty, trust, fairness, respect and responsibility. It is expected that students, faculty members and staff at the University of Victoria, as members of an intellectual community, will adhere to these ethical values in all activities related to learning, teaching, research and service. Therefore, any action that you take that contravenes this standard, including misrepresentation, falsification or deception, undermines the intention and worth of your scholarly work and violates the fundamental academic rights of members of our community.” In plain language, usually problems arise if you try to submit work that you did not create, if you copy someone else’s answers or if you use someone else’s words without using quotation marks and giving proper credit to the person who wrote them. If you are not sure what all this means for you there is more information and lots of help at the Library. If in doubt please always ask!

Course Experience Survey (CES)

I value your feedback on this course. At 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 in this course (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the Department of Geography improve the overall program for students in the future. The survey is accessed via ces.uvic.ca 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, and it will be one of our in-class activities, but please be thinking about this important activity during the course.

Undergraduate Grading Standards

<i>Passing Grades</i>	<i>Description</i>
A+ A A-	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-	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	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
D	Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
COM	Complete (pass). Used only for 0-unit courses and those credit courses designated by the Senate. Such courses are identified in the course listings.

A+	A	A-	B+	B	B-	C+	C	D	F
90-100%	85-89%	80-84%	77-79%	73-76%	70-72%	65-69%	60-64%	50-59%	49% or Less

Additional Resources to Support your Success

The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environment for all its members. There are many resources available to support your success. The following are some examples:

Academic Advising <http://www.uvic.ca/services/advising/>

Centre for Academic Communication (Writing Centre) <http://ltc.uvic.ca/servicesprograms/twc.php>

Centre for Accessible Learning--<http://www.uvic.ca/services/cal/>

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a documented disability/health consideration that may require accommodations, please feel free to approach me and/or the Centre for Accessible Learning as soon as possible. The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations <http://www.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.

Community Engaged Learning Coordinator, Rhianna Nagel, sosccel@uvic.ca

Coop and Career Services <http://www.uvic.ca/coopandcareer/>

Counselling Services <http://www.uvic.ca/services/counselling/>

Geography Department

- Department web site: <http://geography.uvic.ca/>
- GEOPLAN planning guide: <http://www.geog.uvic.ca/moodle/> [*Login as a guest*]
- Undergraduate Advisor: Dr. Phil Wakefield (philw@geog.uvic.ca)

MacPherson Library

- General: <http://www.uvic.ca/library/>
- Research tips: <http://www.uvic.ca/library/research/tips/index.php>
- Referencing your sources of information in an appropriate academic style (citation guide) <http://www.uvic.ca/library/research/citation/index.php>