[Brightspace](#) (which has replaced CourseSpaces) is the main course hub where you will

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.

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 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

REQUIRED READINGS(S)

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.

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.

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 developed the Collaboratory, 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: We ask that you assess your

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. It 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. Participation grades will also factor in completion of a **blog post (2%)** for "UVic's Community Mapping Highlights" and participation in the Brightspace **Forum (5%)**.

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 Fridays. 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.

Community place forum—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 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 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. ***Please read the Learning Journal resource I posted for helpful tips on reflective writing.***

Exams— There will be a midterm and a take home final exam 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. 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

			supplemental.

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