
COURSE OUTLINE
COMMUNITY MAPPING

Territory Acknowledgement

We acknowledge and respect the ~~NDP~~ peoples on whose traditional territory the university stands and the Songhees, Esquimalt and : 6 É 1 (peoples whose historical relationships with the land continue to this day.

Office Hours: By appointment , - P D Y D L O D E O H S u s t e n d m e a n x f a i . D Q \ G D \
Office Location: David Turpin Building 214 or Zoom:

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Instructional Team:

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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

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

adapt to the schedules of your community partners within your 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 are 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*³ 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 an midterm and part of the final exam, and are thus an important critical and a reflective piece of the course. In them, you are expected to engage first and foremost with the readings and concepts. Z H · Y H Q b U d a l s o t y i n g 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? 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? 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*

GRADING SYSTEM

As per the Academic Calendar:

Grade	Grade point	Grade scale	Description
A	4.000	90-100%	Very good
B	3.000	80-89%	Good
C	2.000	70-79%	Satisfactory
D	1.000	60-69%	Minimum passing grade
F	0.000	50-59%	Failure
W			Withdrawal
U			Unsatisfactory
S			Self-initiated grade
8	85-89%		indicate a student who is self-initiating a grade

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

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 professional, confidential, inclusive support to currently registered students. <http://www.ccs.uvic.ca/counselling/>

Health Services University Health Services (UHS) provides a primary health clinic for students, and coordinates healthy student and campus initiatives. <http://www.uvic.ca/health/>

Centre for Accessible Learning The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. <http://www.uvic.ca/learning/cal/> The sooner you let us know your needs the