Schedule: Mondays 6:30 to 9:20pm
Classroom: DTB B307

Instructor: Dr. Charles Burnett
Office Hours: 5:00-6:00pm Mondays DTB B208
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*Community mapping is a powerful modality for learning, because it can expose and then deconstruct totalizing or essentializing claims to knowledge, power, and territory. Moreover, it places decision making, knowledge exchange, and production in the hands of learners- the mapmakers – and, in the case of jointly produced maps or mapping projects, back into the hands of the broader community. – Corbett & Lydon 2014*

**Course Aims**
In this course we will explore the theory and practice of community-based research and outreach. The first aim of this course is to develop an understanding of the diverse theory of community mapping. The second aim is to gain a better understanding of a selection of practical community mapping tools for (1) collection, (2) processing, and (3) re-representation of mapped data. The third aim is to examine how community mapping may help us better understand human ecology and ecological sustainability. We will learn not only through assigned readings and class discussions, but also through working with community organizations in Victoria.

**Course Format**
This is a service-learning course that provides you the opportunity to apply theory to practice and gain hands-on research experience while also helping advance the goals of several Victoria non-profit organizations. Working with community partners, you will gain valuable knowledge about community resources and needs, and you will help identify and develop map-based outreach tools.

**Course Objectives**
- Develop theoretical understandings of key concepts
- Apply skills and knowledge to real world problems: use geographic approaches to support sustainability and cultural revitalization initiatives
- Enhance interpersonal development and the ability to work well with others
- Develop effective communication skills to reach multiple audiences

**Schedule**

| Week | Community Mapping… | Lecturer (usually at 6:45pm) | Toolbox Exercises (see list below) |
|---|---|---|---|
| Week 1 September 12 | …Course Introduction | | E0 |
| Week 2 September 19 | …Community Projects | Ken Josephson 7:30pm Meet the Community Partners | |
| Week 3 September 26 | …Surveys | | E1, E2 |
| Week 4 October 3 | …in Rural Communities | Alix Flavelle | E3, E4 |
| **No Class** October 10 | *Thanksgiving* | | |
| Week 5 October 17 | …for Stakeholder Engagement | Hugh Stimson | E5, E6, E7 |
| Week 6 October 24 | …for Indigenous communities | Rosie Child | E8, E9, E10 |
| Week 7 October 31 | …for Arts | Cathi Charles Wherry | E11, E12, E13 |
| Week 8 November 7 | …for Ecosystems | | E14, E15, E16 |
| Week 9 November 14 | …for Language Revitalization | Alex Wadsworth | E17, E18 |
| Week 10 November 21 | …for Community Development | | E19, E20 |
| Week 11 November 28 | | Projects presentation at Location TBD… | …with Community Partners & public |

Please note schedule is subject to readjustment if necessary

**Assignments and Grading Overview**

| | | |
|---|---|---|
| Attendance | 10% | 1% per class |
| Participation in Discussion and Lecture Q&A | 10% | Low 5%; Med 7.5%; High 10% |
| Personal History Mapping Sketch & Write-up | 5% | Incomplete 0%; Complete 5% |
| 2x Toolbox Assignments | 20% | 10% each. Graded on effort, clarity, demo structure |
| Community Map Project | 35% | See instructions below |
| Presentation | 20% | See instructions below |

**Assignments and Grading Details**

Class Attendance (10%) & Participation in Discussions (10%)
In order for this class to be a success your regular attendance and participation is necessary. Attendance will be taken during each class and you will also be evaluated based on your level of active participation in our group discussions. Active participation requires that you have read all the readings/explored relevant websites before class, and that you have some questions and comments to share. I suggest you take notes prior to class, identifying key issues that you would like to raise (ie: a quote or passage from the assigned readings that really resonates to you; something you agreed with; or something that rubs you the wrong way; a connection that you notice between articles).

Active participation does not mean only speaking; it also requires active and patient listening. Each of us will take something different from the course materials, and thus it is vital that in discussion we take the time to really hear and reflect upon what is being offered. As you continue in your academic career you will increasingly encounter courses in which the learning emerges 'dialogically' – that is, learning through thoughtful discussion. Part of the goal in this class is to develop the art of dialogue. Not everyone communicates in the same way and this is the beauty of dialogue! Some of us are keen to jump into conversation others take a while to engage. This course provides you with an opportunity to find your own voice, experiment and express your thoughts in a way that feels comfortable. Throughout the duration of the semester we will learn how to work together as a team: how to encourage one another and benefit from the collective wisdom and experience that lives in (and beyond) our diverse class.

Personal History Mapping (5%)
In our first class we will be limbering-up our map listening and map sketching skills through an ice-breaker exercise. You will be paired up and interviewing each other to collect data for a simple Personal History Mapping exercise.  There will be instructions and a hand-out provided. Your homework for the next week will be to draft and refine a Personal History Map for your exercise partner. The Sketch Maps will be posted and presented in the next class.

Toolbox Demo & Write-up Assignments (20%)
Select 2 practical exercises from the Community Mapping Toolbox List (see below). You will work in teams of 2 for this assignment. **Example data** – talk to the instructor. For each exercise, (a) give an in-class introduction and (b) write it up: a 3-6 page instruction web page with a description, step-by-step guide, and links to supporting material and references. Toolbox write-ups will be posted to the course website. **Sign up for one Exercise from 1-10 and a second from 11-20.** You do not have to have the same partner each time.

**Community Mapping Toolbox Exercise List**

| # | Exercise | Student 1 | Student 2 |
|---|----------|-----------|-----------|
| *E0* | *Personal history/communty map sketches* | *Charles* | *n/a* |
| E1 | Ethics review | | |
| E2 | Mapping tables with thematic basemaps | | |
| E3 | Paper surveys | | |
| E4 | Barefoot mapping | | |
| E5 | Web surveys (e.g. Lime, Drupal, Wordpress) | | |
| E6 | Greenmap.org | | |
| E7 | Participatory 3D Models | | |
| E8 | Participatory photo mapping (PPM) | | |
| E9 | Wayfinding maps | | |
| E10 | Maps and QR codes | | |

| E11 | Google Maps | | |
|-----|-------------|---|---|
| E12 | Google Earth | | |
| E13 | Wordpress maps | | |
| E14 | VR Maps | | |
| E15 | MapBox and other developer tools | | |
| E16 | ESRI Story Maps | | |
| E17 | Paper: Beautiful folded wall maps | | |
| E18 | First Peoples' Language Map | | |
| E19 | Map Games (incl geocaching) | | |
| E20 | Mobile Apps (e.g. for Species Observations) | | |

Final Map Project (35%) Due November 21st in-class

Groups: You will work in groups of 4 for this assignment. This is an ideal size for the mapping project. Each of you brings different skills to your group, so draw on one another's strengths. For project meetings, determine a regular mode for communication (ie: a Facebook group; a coffee shop meeting place) that works for you.

*Community Groups*

| | **Community** | *Theme* / **Project Ideas** |
|---|---------------|------------------------------|
| A | Swan Lake Nature Conservancy | *Environmental Education*<br>- A sound map of the sanctuary (or perhaps focus on birds).<br>- Treasure hunt activity<br>- Interpretation plan for trails (signage or through QR codes etc.)<br>- Web based management information<br>- Collection of volunteer/staff stories<br>- Interpretation guide for the Native plant garden (or a poster/map)<br>- "Barefoot" map of the sanctuary<br>- A display which can travel to community events |
| B | Inter-Cultural Association | *Newcomers & Food Security*<br>- Improved map for ongoing outreach/surveys<br>- Connect ICA and UVic International Student Assoc. through the CRD or UVic Community Green Map(s)<br>- New Comers view on the CRD Community Green Map |
| C | SeaChange Marine Conservation Society | *First Nations Lands & Historic Cement Factory Archive - SṈIDĆEŁ*<br>- Digitizing David Gray's map, geo-referencing old maps, photos and stories;<br>- Documenting and mapping restoration efforts (aquatic and terrestrial) |
| D | Habitat Acquisition Trust | *Conservation planning & Fostering sustainable behaviours*<br>- online survey<br>- Web-based map<br>- Community mapping table |
| E | Cowichan Estuary Nature Center | *Estuary Conservation*<br>- Map stories map kiosk |

Please note the final project ideas will change and will be determined through discussions between your team, the community partner, and the instructor.

*Format:* Your final project will consist of two parts: a community map (formats will vary) and an 8-page reflective essay (double-spaced, ~250w/pg, all images in appendix). Your report will identify: 1) your key research question or problem that your map seeks to address. For instance, if you are creating a map informing endangered habitat, you might suggest that the problem is that there is a lack of information regarding special places in a nature reserve. 2) Method: how does your map identify a key problem in collaboration with community 3) Impact: how you see your map informing local change?

*Assessment:* A successful map will present information in a clear and creative manner that speaks to intended audiences. The report will clearly identify: a political problem and; an appropriate mapping method used to address that problem; the predicted impact of your map in the community.

Step by step guide to Community Map Project:

Step 1.    (Deadline Friday 16th September) Read through the Community Partner Description and Project Ideas on the course website

Step 2.    (Deadline Friday 18th September) Send an email to the instructor for your 1st and second project requests. Requests will be respected as much as possible.

Step 3.    Attend the September 19th class and meet the Community Partners. Spend some time with Partners during the class to explore their needs and dreams for map-based outreach, and to describe your skills and ideas. It is a time for creative thinking!

Step 4.    Meet with your group and draft a project proposal.

Step 5.    (Deadline 25th September) Send your proposal to the instructor for review. Review will be completed in time for a discussion between your group and instructor on Monday September 26th.

Step 6.    Redraft your proposal as necessary and then review your proposal with your Community Partner and start your group project.

Step 7.    Project time: from  last week of Sept to 3rd week of Nov… ~8 weeks

Step 8.    Ask for clarification, review, assistance and comment from the instructor and the Community Partner as needed. Some worktime will be allocated in classes.

Step 9.    (Deadline 21st November) Hand in your (individual Project essay).

Step 10.    (21st November) Present your Project at the Presentation Evening. Presentations will be 25minutes in duration, with 5 minutes for questions and discussion.

Presentation (20%) Monday November 28th
You will present your map at the [Venue TBD]. This is a great opportunity to share all your thoughtful work with a wider audience. Invite community members that you think will benefit from your map, or might add to it/critique it for future work. Make it. Speak in a way that is appropriate for your intended audience. Use props like PPT, Prezi, wall maps, etc. In addition to friends and your fellow students, a future colleague or employer could be in the audience; this is a great opportunity for cultivating meaningful new work-relationships.

**Plagiarism and Academic Integrity**

All writing assignments should be written by the student(s) submitting the assignment. Plagiarism, or any other form of academic dishonesty, will not be tolerated in this course. Plagiarism consists of: (a) submitting someone else's work as your own without the use of proper quotation and citation or (b) paraphrasing another's ideas without acknowledging the author's work through citation. If you have any questions concerning matters of plagiarism, please discuss these matters with your lab instructor prior to submitting any assignments.

**Course Values**

Together as a class we have a shared responsibility to promote, provide, and protect a positive and safe learning and working environment for all. UVic's accessibility statement for students with a disability. If you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Resource Centre for Students with a Disability (RCSD) as soon as possible. The RCSD staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations (http://rcsd.uvic.ca).

**Course Evaluation Survey**

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 experiences. The survey is vital in providing feedback to me regarding the course and my teaching. Also, if you have any feedback for me throughout the duration of the course, please get in touch.