

**Observation Assignment**  
A Map of Campus

- A. A map of Capilano University campus that reflects the places that are significant to me.



**How does your own use of the space structure your map? What about your particular interests and values? How does your map compare to the space as you walk through it?**

The structure of my Capilano University map reflects my use of the campus space – it only portrays places that are significant to me. My use of the campus space is reflected in my map by depictions of buildings where I take classes; spaces where I spend some time; amenities useful to me; and routes I take to and from classes. My academic interests at Capilano are reflected in my map by the inclusion of the Library building, where I spend many hours a week studying, and the Birch building, home to the Capilano University bookstore. My inclusion of the natural elements on campus, represented by trees, reflects my appreciation for the ecologically rich area surrounding the university.

As I walk through campus, I become aware of spaces that I did not include in my map. These spaces are mostly comprised of faculty-specific buildings and spaces belonging to faculty and clerical staff. As visible in the lower-right portion of my map, I included the Childcare Centre, but did not label it, because I do not interact with this space. I am also made aware of new spaces that I did not previously pay attention to. For example, prior to this walk through, I did not notice the stepped-seating nooks in the back of the new Learning Commons. The scale of my map and the location of the buildings in relation to one another both appear to be relatively accurate despite being abstract.

**What kinds of spatial divisions are noticeable?**

The most obvious spatial division of the Capilano University campus is the isolated location of the campus itself. Examining the campus more closely, one notices that it is comprised primarily of shared spaces. These shared spaces can be further divided into public and private spaces. There are many collective, open spaces on campus – both indoor and outdoor – accessible to students, faculty, and visitors. In contrast, there are also private spaces, including offices, study rooms, and washrooms. These private spaces are recognized as a subdivision of the shared spaces on campus because, for example, many offices have more than one faculty member. The physical configuration of campus is both divided and shared. There are separate buildings, some of which belong to specific faculties, and some of which are shared. While there is some spatial division between buildings and nature, there are elements of nature laced throughout the campus. This is especially visible in noting the centrality of the grass courtyard. As well, there is little distinction between living/social spaces vs. learning spaces – some students study in the cafeteria, while others eat in the library.

**How does the space relate to different categories of people, for example male and female, children and elderly, faculty and students, or clerical staff and other workers? Who has freedom of movement in these spaces, when, and where?**

Divisions of space based on gender are visible in the gendered washrooms throughout campus and in the Woman's Centre – only those who identify as women can access this space. There are spaces for those individuals who do not identify within the gender binary, represented by the all-gender washrooms, and the Queer Resource Centre – however, these spaces are accessible to all

students and faculty. Age divisions are visible in spaces such as the Children's Centre and in the Kéxwusm-áyakn Student Centre when Elders are present. In the Children's Centre, children and adult staff have freedom of movement within the centre, but non-parent adults and or non-program students do not have access to this space. As well, while Elders use the Kéxwusm-áyakn Student Centre, students and faculty of all ages have access to this space, and there is no specific space for the elderly on campus. The spatial division between students and faculty are represented with visible boundaries of glass and walls between faculty offices and clerical offices, respectively. While some students may have access to these spaces at specific times, only faculty and or clerical workers have freedom of movement in these spaces always. Other workers, such as the cleaning staff, have no designated spaces but have access to all spaces throughout the campus.

**In what ways are activities classified by space, for example, eating, studying, and so on?**

Different spaces on campus are designated for engagement with different activities. Some of the campus is organized by departments or faculties, represented, for example, by the Sportsplex and by the Bosa building. These buildings are activity-classified by sports and film study, respectively. However, the line of activity-classified spaces is often blurred. For example, the cafeteria is a space classified for eating, but students may choose to eat in any part of campus. As well, the library and learning commons are spaces classified for studying and general academia, however, students might engage socially in these spaces. The objectively least activity-classified spaces are outdoor areas, which can be used independently or collectively, for eating, studying, and leisure. In contrast, the most activity-classified spaces on campus are classrooms, designated for learning.