



UNIVERSITY OF CALGARY

Faculty of Social Sciences
Department of Sociology
<http://www.soci.ucalgary.ca>

SOCI453 Cities and Culture: Chinatowns

• Winter 2019	• T,Th 12:30 – 1:45 PM	• KNB 131
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Instructor: Professor Matt Patterson
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Office Hours: Thursdays 2:00 – 4:00 PM

Course Description

This course explores the relationship between cities and culture, examining the ways that cities shape and are shaped by the production and consumption of various cultural forms from art to food to architecture.

To coincide with the City of Calgary's ongoing Chinatown cultural planning process, this term we will focus specifically on the culture of *Chinatowns* across North America. In doing so, we will study the history of Chinese migration to Canada and the United States, the formations of Chinatowns, and the factors that threaten their survival. Using Chinatown as a lens, we will also examine broader issues relating to cities and culture, including how neighbourhoods develop unique cultures and identities, how cities use "cultural planning" policies steer urban development, the role of artists and the arts in the city, and the influence of tourism and consumerism in urban life.

Additionally, students in this course will contribute to the Chinatown cultural planning process through a series of research projects. These projects include an analyzing of Chinatown cultural plans from other cities, conducting observational fieldwork within Calgary's Chinatown, and interviewing a community leader from Calgary's Chinatown. For the final paper of the term, students will create their own report using course material and research findings to make recommendations to the city for how to develop a cultural plan for Chinatown.

In short, SOCI453 this term will be more than just a university course. It is a research team that will review existing studies and conduct original research to develop a better understanding of Calgary's Chinatown. The results of this research will help to inform the City of Calgary's Chinatown Cultural Plan and potentially shape the future of Calgary's Chinatown itself.

Course Objectives/Learning Outcomes

- Develop an in-depth understanding of several areas of sociological research:
 - Cultural planning
 - The role of the cultural industries in shaping urban life, including the arts and tourism
 - The history of Chinese migration to North America and the settlement of Chinese people in North American cities
- Ability to conduct qualitative sociological research, particularly:
 - Discourse analysis of cultural plans
 - Observational fieldwork of urban neighborhoods
 - Semi-structured interviews
- Ability to synthesize existing research and theories with original research findings in the form of a report aimed at advising municipal policymakers
- Ability to grasp and critically evaluate challenging readings.

Required Textbooks, Readings, Materials

The readings for this course are available through D2L or the University of Calgary Library website.

Methods of Evaluation

Assignment	Due Date	% of Final Grade
TCPS 2 Tutorial Course	Thursday, January 31 st	5%
Assignment #1: Discourse Analysis	Tuesday, February 12 th	15%
Assignment #2: Fieldwork	Tuesday, March 5 th	15%
Assignment #3: Interview		20%
a) Select Participant	Tuesday, February 12 th	
b) Submit Interview Questions	Tuesday, March 12 th	
c) Interview Analysis	Tuesday, March 26 th	
Final Report	Thursday, April 11 th	35%
Participation		10%

Research Ethics

Because students will be engaging in human-based research, this course is currently under review for course-based ethics approval from the Faculty of Arts Research Ethics Committee. While students do not have to apply for research ethics individually, they are required to follow university research ethics guidelines. These guidelines will be reviewed in class and through a TCPS 2 Tutorial course (see below).

TCPS 2 Tutorial Course on Research Ethics

Because students will be conducting human-based research during this course, they will be required to take an online tutorial on the Tri-Council Policy Statement on research ethics. The tutorial must be completed before January 31st and will be graded on a pass/fail basis. The tutorial can be accessed here: <http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/>. Upon completion, students will receive a certificate. The certificate can be uploaded to D2L to ensure the student receives credit for having completed the tutorial.

Assignment #1: Chinatown Cultural Plan Discourse Analysis

This assignment will involve critically analyzing two Chinatown cultural plans from two cities in North America. Through this analysis, students will identify how each city has defined Chinese culture and attempted to translate issues of culture and identity into concrete policy objectives and/or

regulations. Students should present their analysis within a three-page paper that compares and contrasts the two plans. Finally, once the papers have been submitted, we will hold a class discussion to share our findings.

A list of Chinatown cultural plans will be provided via D2L. Students may also choose to look for additional Chinatown cultural plans not included in the list, but those plans must be approved prior to writing the assignment.

Assignment #2: Calgary Chinatown Fieldwork

This assignment will involve conducting fieldwork within Calgary's Downtown Chinatown. Students will wander the neighborhood, observing the built environment, businesses and amenities, and the social behaviours of people in the neighbourhood. Students will also be assigned one street each to create a detailed recording of the businesses, architecture, and amenities. The recording should be submitted in addition to a three-page reflection paper detailing the qualitative observations conducted within the neighborhood.

Assignment #3: Interviews

In this assignment, students will work in pairs to interview one key informant within Calgary's Chinatown. A list of potential informants will be provided on D2L. This assignment will involve three steps. First, students will select a partner from within the class to work with and, together, choose an interview informant. Second, students will prepare a set of interview questions and submit them to the instructor for approval. Finally, they will conduct the interview and write a one-page paper summarizing the main findings from the interview.

Assignment #4: Final Report

The final assignment of the term will be a report to the City of Calgary offering advice on how to develop a cultural plan for Calgary's Chinatown. The report will draw on your original research from the previous three assignments as well as the literature that we have studied over the term. The report should be a maximum of 2000 words in length.

More information on all of these assignments will be provided throughout the term in lecture and on D2L.

Grade Reappraisal

Within one week of the date that an assignment is returned, students seeking reappraisal submit a written response to the instructor explaining the basis for reconsideration of the grade. The instructor will reconsider the grade assigned and will then book a time with the student to discuss his or her work and rationale. It should be noted that a re-assessed grade may be raised, lowered, or remain the same. The re-assessed grade will be final and cannot be changed again.

Late Assignments

Assignments that are handed in after the due date without a valid reason (see below under Deferrals) will still be accepted, but a late penalty of -5% per day (including weekends) will be imposed.

Participation

On most weeks, discussion questions based on the readings will be posted to D2L. These questions will be taken up during lecture in the form of a class discussion. As well, after each assignment has been completed, we will hold a class discussion in which students will discuss their research findings with each other. Class discussions are not only an important part of the learning process. Sharing our research findings through discussion is essential to the research process.

Grading Scale

Letter grades will be assigned and submitted to the registrar based on the following scale:

Grade	Percent range	Grade Point Value	Description
A+	95 – 100%	4.0	Outstanding performance
A	90 – 94%	4.0	Excellent-superior performance
A-	85 – 89%	3.7	
B+	80 – 84%	3.3	
B	75 – 79%	3.0	Good – clearly above average performance
B-	70 – 74%	2.7	
C+	67 – 69%	2.3	
C	63 – 66%	2.0	Satisfactory - basic understanding
C-	59 – 62%	1.7	
D+	55 – 58%	1.3	
D	50 – 54%	1.0	Minimal pass - marginal performance
F	<50%	0	unsatisfactory performance

The grades for a course component may be scaled to maintain equity among sections and to conform to departmental norms.

Email Contact and Office Hours

Please include “SOC453” in the subject of your e-mails. I aim to respond to e-mails within 24 hours during the working week. To ensure a quick response, it is best to keep e-mails simple and straight to the point. More complicated questions should be asked in person during office hours. I also encourage you to ask questions during or right after lectures.

LECTURE SCHEDULE & READING LIST

Week 1: Introduction

Jan. 10

In the first week, we introduce two concepts that will be essential to the rest of the course. The first is the concept of “Chinatown” itself. We will use Chinatown as a lens through which to review important concepts introduced in SOCI353 including growth machines, ethnic enclaves, communities and networks, and global cities. The second concept we will introduce is the notion of “place” as conceptualized by Thomas Gieryn.

Readings:

- [Gieryn, Thomas. 2000. “A Space for Place in Sociology.” *Annual Review of Sociology* 26:463–96.](#)
- Film to be shown in class:
 - *Secret Calgary: Chinatown*. Sein Lok Society. 2016. <https://youtu.be/hSt7S0SIhXE>

Week 2: Ethnicity, Culture, and Place

Jan. 15, 17

This week we explore the relationship between ethnicity, culture, and place. We will consider competing definitions of ethnicity before focusing specifically on the idea of ethnicity as a cognitive category. We will then focus on how places such as cities and neighbourhoods contribute to the construction of ethnic identity and culture (and vice versa).

Readings:

- [Brubaker, Rogers, Mara Loveman, and Peter Stamatov. 2004. “Ethnicity as Cognition.” *Theory and Society* 33: 31-64.](#)
- Qadeer, Mohammad Abdul. 2016. *Multicultural Cities*. Toronto: University of Toronto Press. Pp. 3-8, 11-18, 245-52. (See [D2L](#))

Week 3: The History of Chinese Migration and Chinatowns in Canada

Jan. 22, 24

To better understand the complexity of Chinese identity in Canada, we examine the history of Chinese migration into Canada and the formation of neighborhoods that have come to be called “Chinatowns.” Among the issues we will discuss is Canada’s history of anti-Chinese immigration policies including the Head Tax and Chinese “exclusion” act, the role that Chinatowns have played in creating the racial category “Chinese”, and the place of Calgary’s Chinatown in the broader history of Chinese migration to Canada.

Readings:

- [Li, Xiaoping and Jo-Anne Lee. 2005. “Chinese in Canada.” Pp. 645-56 in Melvin Ember, Carol R. Ember, and Ian Skoggard \(eds.\) *Encyclopedia of Diasporas*. Boston: Springer.](#)
- [Anderson, Kay J. 1988. “The Idea of Chinatown: The Power of Place and Institutional Practice in the Making of a Racial Category.” *Annals of the Association of American Geographers* 77\(4\): 580-98.](#)

- Davies, Wayne K. D. 2006. "Re-Creating an Urban Heritage from Another Land: The Transformation of Calgary's Chinatown." Pp. 107-18 in Rubén Camilo Lois González (ed.) *Urban Changes in Different Scale Systems and Structures*. Santiago de Compostela: Universidade de Santiago de Compostela Press. (See [D2L](#))
- Film to be shown in class:
 - *In the Shadow of Gold Mountain*. Directed by Karen Cho. 2004. https://www.nfb.ca/film/in_the_shadow_of_gold_mountain/

Week 4: Creative Cities and Cultural Planning

Jan. 29, 31

The last major concept that we need to introduce in this course is the idea of "cultural planning." We will discuss the rise of cultural planning within urban governance, state of the research on cultural planning, and the challenges that cultural policy in general has faced with regard to ethnic and racial minorities. The topics we discuss this week will help to prepare students to complete assignment #1.

Readings:

- [Markusen, Ann. 2014. "Creative Cities: A 10-Year Research Agenda." *Journal of Urban Affairs* 36\(S2\): 567-89.](#)
- [Grodach, Carl. 2013. "Cultural Economy Planning in Creative Cities: Discourse and Practice." *International Journal of Urban and Regional Research* 37\(5\): 1747-65.](#)
- [Li, Peter S. 1994. "A World Apart: The Multicultural World of Visible Minorities and the Art World of Canada." *Canadian Review of Sociology and Anthropology* 31:365-391.](#)

Week 5: Chinatown Under Threat

Feb. 5, 7

One of the reasons that the City of Calgary is undertaking a cultural planning process for Chinatown is because there is widespread belief that Calgary's Chinatown is under threat and that it may not exist as a distinct neighbourhood a generation from now. In fact, Calgary's Chinatown is not unique in this case. Chinatowns across North America are potentially under threat. This week we will examine two particular threats: one historic (urban renewal) and one contemporary (gentrification).

Readings:

- [Chan, Kwok. 1986. "Ethnic Urban Space, Urban Displacement and Forced Relocation: The Case of Chinatown in Montreal." *Canadian Ethnic Studies* 18\(2\): 65-78.](#)
- [Naram, Kartik. 2017. "No Place Like Home: Racial Capitalism, Gentrification, and the Identity of Chinatown." *Asian American Policy Review* 27\(1\): 31-48.](#)
- [Macdonald, Nancy. 2018. "Otter's Reign of Terror Seen as an Allegory for Modern-Day Vancouver." *Globe and Mail*.](#)
- Film to be shown in class:
 - *Everything Will Be*. Directed by Julia Kwan. 2013. https://www.nfb.ca/film/everything_will_be/

Week 6: Urban Scenes

Feb. 12, 14

Most of us can recognize when a neighborhood has a certain feel or mood, even if we can't quite put our finger on what creates that mood. Nonetheless, urban scholars increasingly recognize that the subjective feelings people have about neighborhoods are hugely consequential for the way social life plays out within them. Indeed, Chinatowns have long been characterized by particular moods that make them distinct from other neighborhoods. But how do we study something that seems so subjective? The "scenes" approach developed by Silver and Clark provides a solution to this problem. This week we will explore the scenes approach and its relevance to the study of Chinatowns and other ethnic enclaves. Understanding how to study "scenes" will also help to inform your fieldwork for assignment #2.

Readings:

- [Silver, Daniel, Terry Nichols Clark, Clemente Jesus Navarro Yanez. 2010. "Scenes: Social Context in an Age of Contingency." *Social Forces* 88\(5\): 2293-2324.](#)
- Silver, Daniel and Terry Nichols Clark. 2017. "Consumer Cities, Scenes, and Ethnic Restaurants." (See [D2L](#))
- ["It's Chinatown." 99% Invisible. Podcast.](#)

Mid-Term Break – No Classes

Feb. 19, 21

Week 7: Chinatowns and Consumerism

Feb. 26, 28

Many scholars have argued that, while Chinatowns were originally created through explicit policies of racial segregation, the continued existence of Chinatowns today is tied to their existence as consumer and tourist destinations. As such, contemporary Chinatowns fit into larger trends relating to neighborhood branding and the establishment of cultural districts aimed at attracting outside consumers.

Readings:

- Hannigan, John. 2007. "From Fantasy City to Creative City." Pp. 48-56 in Greg Richards and Julie Wilson (eds.) *Tourism, Creativity and Development*. London: Routledge. (See [D2L](#))
- [Rath, Jan, Annemarie Bodaar, Thomas Wagemaakers and Pui Yan Wu. 2018. "Chinatown 2.0: the difficult flowering of an ethnically themed shopping area." *Journal of Ethnic and Migration Studies* 44\(1\): 81-98.](#)
- [Lin, Jan 2008. "Los Angeles Chinatown: Tourism, Gentrification, and the Rise of an Ethnic Growth Machine." *Amerasia Journal* 34\(3\): 110-26.](#) (See [D2L](#))

Week 8: Cognitive Maps and Place Identity

Mar. 5, 7

How do people understand "place?" This week we will introduce the concept of "cognitive mapping," and its use within urban sociology to understand how different people can from different understandings

of the same locations. We will discuss how cognitive mapping has been useful in understanding how social conflict emerges within cities, particularly within the context of gentrification.

Readings:

- [Hwang, Jackelyn. 2016. "The Social Construction of a Gentrifying Neighborhood: Reifying and Redefining Identity and Boundaries in Inequality." *Urban Affairs Review* 52\(1\): 98-129.](#)
- [Patterson, Matt. 2016. "The Global City versus the City of Neighborhoods: Spatial Practice, Cognitive Maps, and the Aesthetics of Urban Conflict." *City & Community* 15\(2\): 163-83.](#)

Week 9: Cultural Institutions and Ethnic Identity

Mar. 12, 14

As we saw from the Scenes perspective, the amenities within a neighbourhood have a significant influence on less tangible factors such as identity and culture. Cultural and community institutions such as museums, libraries, and community centres are particularly influential.

Readings:

- [Sze, Lena. 2010. "Chinatown Then and Neoliberal Now: Gentrification Consciousness and the Ethnic-Specific Museum." *Identities* 17\(5\): 510-29.](#)
- [Harold, Joshua and Eric Fong. 2018. "Mnemonic Institutions and Residential Clustering: Jewish Residential Patterns in Toronto." *Canadian Review of Sociology* 55\(2\): 257-77.](#)

Week 10: Heritage and Social Preservation

Mar. 19, 21

Faced with social and economic changes, many communities seek to preserve aspects of their neighbourhoods. These include both physical preservation of things like buildings and parks, but also social preservation of particular social groups, cultures, and identities.

Readings:

- [Lin, Jan. 2010. *The Power of Urban Ethnic Places: Cultural Heritage and Community Life*. New York: Routledge. \(Selections\)](#)
- [Brown-Saracino, Japonica. 2004. "Social Preservationists and the Quest for Authentic Community." *City & Community* 3\(2\): 135-56.](#)

Week 11: Authenticity, Cosmopolitanism, and Consumerism

Mar. 26, 28

This week we will examine experiences of "authenticity" and "cosmopolitanism" in consumerism.

Readings:

- [Cappeliez, Sarah and Johnston, Josée. 2013. "From Meat and Potatoes to 'Real-Deal' Rotis: Exploring Everyday Culinary Cosmopolitanism." *Poetics* 41\(5\): 433-55.](#)
- [Kim, Jinwon. 2018. "Manhattan's Koreatown as a Transclave: The Emergence of a New Ethnic Enclave in a Global City." *City & Community* 17\(1\): 276-95.](#)
- Film to be shown in class:

- *The Hunt for General Tso (TED Talk)*. Jennifer 8. Lee. 2008.
https://www.ted.com/talks/jennifer_8_lee_looks_for_general_tso

Week 12: Suburbanization and Chinatowns

Apr. 2, 4

In our final topic week, we will look at how new patterns of residential settlement are affecting Chinatowns. In particular, we will examine a widespread trend whereby new immigrants are increasingly settling in the suburbs of major metro areas as opposed to the traditional inner-city neighbourhoods of generations past.

Readings:

- [Fong, Eric, Tracy Matsuo, and Rima Wilkes. 2007. "Disentangling the Residential Clustering of New Immigrant Groups in Suburbia." *Journal of Population Studies* 35\(1\): 37-74.](#)
- [Acolin, Arthur and Domenic Vitiello. 2018. "Who Owns Chinatown: Neighbourhood Preservation and Change in Boston and Philadelphia." *Urban Studies* 55\(8\): 1690-1710.](#)

Week 13: Conclusion

Apr. 9, 11

In the final week we will reflect on what we have learned over the term through the readings and the research we have conducted. We will also discuss how this knowledge can be translated into concrete policy objectives.

- No Readings

Note: Every attempt will be made to follow this schedule, but it is subject to change at the discretion of the instructor.

Other Important Information

Emergency Evacuations

In the case of fire or other emergency evacuation of this classroom, please proceed to the assembly point at the MacEwan Student Centre - North Courtyard.

Handing in Papers, Assignments

1. The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.
2. **Protection of Privacy:** The Freedom of Information and Protection of Privacy (FOIPP) legislation does not allow students to retrieve any course material from public places. Anything that requires handing back will be returned directly during class or office hours. If students are unable to pick up their assignments from the instructor, they provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.
3. Final grades are not posted by the Sociology Department. They are only available online.

Academic Misconduct

Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct:

<http://www.ucalgary.ca/pubs/calendar/current/k-5.html>

Absences and Deferrals

When possible, please provide advance notice if you are unable to write a test or complete/turn-in assignments on time. All requests for deferral of a course component due to health reasons must be accompanied by written documentation as outlined in the University Calendar and should be obtained while the student has the health issue rather than after recovery. Deferrals will be allowed in the following circumstances: illness, domestic affliction or religious conviction. Travel arrangements, misreading the syllabus, and scheduling conflicts with other classes or employment are not valid reasons for requesting a deferral. Deferrals will not be granted if it is determined that just cause is not shown by the student.

For written documentation, students should provide a statutory declaration. For information on how to acquire a statutory declaration, see the following address:

<https://www.ucalgary.ca/registrar/registration/appeals/student-faq>

If you have missed a test for a legitimate reason you must write a “make-up” test as close in time to the original test as possible. The date and location of the make-up test will be at the convenience of the Department of Sociology.

Deferred Term Work Form: Deferral of term work past the end of a term also requires a form to be filled out. It's available at

https://www.ucalgary.ca/registrar/files/registrar/deferred_termwork15_0.pdf

Once an extension date has been agreed between instructor and student, the form should be taken to the Faculty of Arts Program Information Centre (SS 110) for approval by an Associate Dean (Students).

Student Representation

The 2018-19 Students' Union VP Academic is Jessica Revington (suvpaca@ucalgary.ca).

For more information, and to contact other elected officials with the Student's Union, please visit this link: <https://www.su.ucalgary.ca/about/who-we-are/elected-officials/>

You may also wish to contact the Student Ombudsperson for help with a variety of University-related matters: <http://www.ucalgary.ca/ombuds/contact>

Safewalk

The University of Calgary provides a "safe walk" service to any location on Campus, including the LRT, parking lots, bus zones, and campus housing. For Campus Security/Safewalk call 220-5333. Campus Security can also be contacted from any of the "Help" phones located around Campus.

Academic Accommodation

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy.

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy.

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

Student Resources

[SU Wellness Centre](#)

[Campus Mental Health Strategy](#)