



SOCI 453 CITIES AND CULTURE: CHINATOWNS			
Pre/Co-Requisites	Sociology 313, 315, 331, 333, 353.		
Instructor:	Matt Patterson	Lecture Location:	MS 319
Phone:	503-220-5037	Lecture Days/Time:	Tues/Thur 2:00 – 3:15 PM
Email:	Matt.patterson@ucalgary.ca		
Office:	SS916	Office Hours:	Thursday 9:30 – 11:30 AM
Instructor Email Policy	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. Questions about the course content and readings, concerns about grades, or any other personal issues should be dealt with in person during my office hours.		

Course Outline

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. This term we will focus specifically on the culture of historic *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. As part of this course, students will engage in their own original research project that will focus on one Chinatown within Canada or the United States. This research project will be broken into several different assignments that will be completed over the term: a discourse analysis of a Chinatown cultural/neighbourhood plan, virtual observational work of the neighbourhood, and descriptive analysis of longitudinal census data. The final paper of the term will involve combining the findings of these three assignments into a report that describes the neighbourhood’s past and present, as well as making recommendations for its future development.

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 and quantitative sociological research, particularly:

- Discourse analysis of cultural plans
- Virtual observational fieldwork of urban neighborhoods
- Descriptive longitudinal statistical analysis
- 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 Readings

There are usually 40-50 pages of readings in the form of academic articles assigned per week. All readings are available via D2L or the University of Calgary Library website.

Libraries & Cultural Resources

To contact your librarian or find out about the resources and services available to sociology students go to the Sociology Library guide: <https://library.ucalgary.ca/guides/sociology>

To access the main Library website, go to: <https://library.ucalgary.ca>

Methods of Assessment and Grading Weights

All of the assignments will involve gathering and analyzing data on a particular Chinatown neighbourhood from somewhere in Canada or the United States. A list of potential neighborhoods will be provided on D2L, as will more information on each of the assignments and final report.

COMPONENT	WEIGHTING	DUE DATES/DAY
Discourse Analysis	20%	February 14 th
Virtual Field Observations	20%	March 7 th
Statistical Analysis	20%	March 28 th
Final Report	30%	April 18 th
Participation	10%	N/A

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.

Weekly participation will be graded out of 5 according to the following scheme:

- Absent 0/5
- In attendance, but no participation 2/5
- Speaks at least once 3/5
- Speaks multiple times 4/5
- Demonstrates strong command of readings and steers discussion 5/5

Grading Scale

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

Grade	Percent range	GP Value	Description
A+	95 – 100%	4.0	Outstanding performance
A	90 – 94.99%	4.0	Excellent performance
A-	85 – 89.99%	3.7	Approaching excellent performance
B+	80 – 84.99%	3.3	Exceeding good performance
B	75 – 79.99%	3.0	Good performance
B-	70 – 74.99%	2.7	Approaching good performance
C+	67 – 69.99%	2.3	Exceeding satisfactory performance
C	63 – 66.99%	2.0	Satisfactory performance
C-	59 – 62.99%	1.7	Approaching satisfactory performance
D+	55 – 58.99%	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject
D	50 – 54.99%	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
F	<50%	0	Failure. Did not meet course requirements.

Missed or Late Coursework

Late assignments will receive a 5% penalty per day unless extensions are arranged at least 24 hours before the deadline.

Schedule of Lectures and Readings

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

WEEK 1: INTRODUCTION TO CITIES AND CULTURE

JAN. 10, 12

We begin the course by thinking about what it means for neighbourhoods to have their own “culture” and how this can be studied sociologically. We also get introduced to the culture of Chinatown through the “personal geography” of writer Bonnie Tsui.

READINGS:

- Suttles, Gerald D. 1984. “The Cumulative Texture of Local Urban Culture.” *American Journal of Sociology* 90(2):283–304.
- Tsui, Bonnie. 2009. *American Chinatown: A People’s History of Five Neighborhoods*. Simon and Schuster. (Pp 1-11).

WEEK 2: THE ORIGINS OF CHINATOWNS

JAN. 17, 19

Weeks 2 and 3 are devoted primarily to understanding the historical context of North American Chinatowns. This week we focus primarily on their origins, examining how Chinatowns have been shaped by migration routes extending across the Pacific, as well as systemic anti-Chinese racism within Canada and the United States.

READINGS:

- Yu, Henry, and Stephanie Chan. 2017. “The Cantonese Pacific: Migration Networks and Mobility Across Space and Time.” Pp. 25–48 in *Trans-Pacific Mobilities*, edited by L. L. Wong. Vancouver: UBC Press.
- Anderson, Kay J. 1987. “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.
- Film to be shown in class:
 - *Secret Calgary: Chinatown*. Sein Lok Society. 2016. <https://youtu.be/hSt7S0SIhXE>

WEEK 3: THE “DISAPPEARING” CHINATOWN

JAN. 24, 26

This week we will focus on three articles written in three different eras (the 1940s, 1980s, and 2010s), but which all raise the idea that Chinatown is in a state of decline. Rose Hum Lee was a groundbreaking Chinese American sociologist who trained in the famous “Chicago School”. Her 1949 article examines the decline of Chinatowns in the United States in the decades following the passage of the Chinese Exclusion Act of 1882. Chan (1986), meanwhile, examines the role of postwar urban renewal schemes in displacing residents from Montreal’s Chinatown. Finally, Li and Li (2011) examine the impact of suburbanization and other demographic trends on Vancouver’s historic Chinatown. Finally, we will also

watch Karen Cho's 2004 documentary *In the Shadow of Gold Mountain* to learn about the impact of the Chinese head tax in Canada.

READINGS:

- Lee, Rose Hum. 1949. "The Decline of Chinatowns in the United States." *American Journal of Sociology* 54(5):422–32.
- Chan, Kwok B. 1986. "Ethnic Urban Space, Urban Displacement and Forced Relocation: The Case of Chinatown in Montreal." *Canadian Ethnic Studies* 18(2):65–78.
- Li, Peter S., and Eva Xiaoling Li. 2011. "Vancouver Chinatown in Transition." *Journal of Chinese Overseas* 7(1):7–23.
- 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. 31, FEB. 2

This week we return to the broader issue of culture and cities, examining how cultural production and consumption has become increasingly important to urbanization. We also examine the important role that neighbourhoods play in supporting cultural production through a case study of Wicker Park, Chicago.

READINGS:

- Currid, Elizabeth. 2009. "Bohemia as Subculture; 'Bohemia' as Industry." *Journal of Planning Literature* 23(4):368–82.
- Lloyd, Richard. 2004. "The Neighborhood in Cultural Production: Material and Symbolic Resources in the New Bohemia." *City & Community* 3(4):343–72.

WEEK 5: PLANNING FOR DIVERSITY

FEB. 7, 9

Continuing our focus on planning, we examine how cities can be planned to encourage cultural diversity, looking at different approaches from Fainstein (2005) and Qadeer (2016). We consider Fainstein's question of whether planning for diversity actually empowers equity-seeking communities or produces "staged authenticity".

This week is also tentatively scheduled for a walking tour in Calgary Chinatown.

READINGS:

- Fainstein, Susan S. 2005. "Cities and Diversity." *Urban Affairs Review* 41(1):3–19.
- Qadeer, Mohammed Abdul. 2016. *Multicultural Cities: Toronto, New York, and Los Angeles*. Toronto: University of Toronto Press. Pp. 3-8, 11-18, 245-52.

When they first emerged in the late 19th and early 20th centuries, most Chinatowns were built in undesirable areas of the city – the only places where Chinese businesses and residents were usually tolerated by city authorities. In most cases, these meant that Chinatowns were located in what the Chicago School called the “zone in transition” on the outskirts of the central business district. Today, with the disappearance of industrial activities, these areas of North American cities have experienced significant gentrification. This week we focus on gentrification from a cultural perspective, examining how this demographic and economic shift affects the social construction of neighbourhood identity.

READINGS:

- Hwang, Jackelyn. 2016. “The Social Construction of a Gentrifying Neighborhood.” *Urban Affairs Review* 52(1):98–128.
- Hom, Laureen D. 2022. “Symbols of Gentrification? Narrating Displacement in Los Angeles Chinatown.” *Urban Affairs Review* 58(1):196–228.
- Film to be shown in class:
 - *Everything Will Be*. Directed by Julia Kwan. 2013.
https://www.nfb.ca/film/everything_will_be/

ASSIGNMENTS:

- Discourse analysis paper due before class on Tuesday, February 14th

MID-TERM BREAK (NO CLASS)FEB. 21, 23

WEEK 7: SELLING CHINATOWNFEB. 28, MAR. 2

One of the solutions that Chinatowns have developed in response to racism and marginalization has been to transform themselves into consumer and tourist destinations that appeal to non-Chinese visitors.

READINGS:

- Umbach, Greg (“Fritz”), and Dan Wishnoff. 2008. “Strategic Self-Orientalism: Urban Planning Policies and the Shaping of New York City’s Chinatown, 1950-2005.” *Journal of Planning History* 7(3):214–38.
- Lin, Jan 2008. “Los Angeles Chinatown: Tourism, Gentrification, and the Rise of an Ethnic Growth Machine.” *Amerasia Journal* 34(3): 110-26.
- 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.
- [“It’s Chinatown.” 99% Invisible. Podcast.](#)

The development of Chinatowns as “exotic” consumer destinations aimed at non-Chinese visitors raises the question of whether the cultural products and experiences found in Chinatown are “authentic” or just artificial commodities designed to make money. The question of neighbourhood authenticity goes well beyond just Chinatown, however. This week we examine what makes a neighbourhood “authentic” and how “authenticity” shapes our relationship to particular places.

Readings:

- Brown-Saracino, Japonica. 2004. “Social Preservationists and the Quest for Authentic Community.” *City & Community* 3(2):135–56.
- Klein, Nicholas, and Andrew Zitcer. 2012. “Everything but the Chickens: Cultural Authenticity Onboard the Chinatown Bus.” *Urban Geography* 33(1):46–63.

ASSIGNMENTS:

- Virtual observation paper due before class on Thursday, March 9th

WEEK 9: FOOD FIGHT!

MAR. 14, 16

This week we explore the deep and complicated relationship between food and place, and the way food can become a marker of status, cosmopolitanism, and authenticity.

READINGS:

- Cappeliez, Sarah and Johnston, Josée. 2013. “From Meat and Potatoes to ‘Real-Deal’ Rotis: Exploring Everyday Culinary Cosmopolitanism.” *Poetics* 41(5): 433-55.
- Hui, A. (2019). Chop Suey Nation. Douglas and McIntyre. Pp. 13-32, 69-80.
- Chen, Yong. 2012. “‘Food Town’: Chinatown and the American Journey of Chinese Food” Pp. 182–97 in *Chinatowns in a Transnational World*, edited by V. Künnemann and R. Mayer. New York: Routledge.
- 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

Chinatowns are often easily recognizable by their distinct architecture and built form. This week we look into the history of Chinatown architecture, and ask the question: what does it take for a building to represent a community?

READINGS:

- Patterson, Matt. 2020. "Architecture as Performance Art: Evaluating 'Iconic Power' in the Development of Two Museums." *American Journal of Cultural Sociology* 8(2):158–90.
- Tsui, Bonnie. 2009. Chapter 1: American Pagodas in *American Chinatown: A People's History of Five Neighborhoods*. Simon and Schuster.

WEEK 11: ARTISTS AND ACTIVISTS

MAR. 28, 30

Artists are a key group in the development of local culture. Often within urban sociology, artists are portrayed as part of the "stage model" of gentrification. However, very often artists, particularly artists of color, see themselves as engaged in political resistance against gentrification and displacement. Today we focus on a couple case studies in Chicago and New York City that examine the role of artists and cultural workers in neighbourhood activism.

READINGS:

- Zilberstein, Shira. 2019. "Space Making as Artistic Practice: The Relationship between Grassroots Art Organizations and the Political Economy of Urban Development." *City & Community* 18(4):1142–61.
- Wong, Diane. 2019. "Shop Talk and Everyday Sites of Resistance to Gentrification in Manhattan's Chinatown." *WSQ* 47(1):132–48.
- Film to be shown in class:
 - Wing on Wo Project: <https://www.youtube.com/watch?v=rtJ2UPBMeZE&t=1s>

ASSIGNMENTS:

- Statistical analysis paper due before class on Tuesday, March 28th

WEEK 12: PUBLIC ART AND PUBLIC SPACES

APR. 4, 6

Our final week of readings examines the public art and public spaces as a field of struggle in which different groups attempt to define the character and identity of a neighbourhood.

READINGS:

- Ang, Ien. 2017. "Claiming Chinatown: Asian Australians, Public Art and the Making of Urban Culture." *Journal of Australian Studies* 41(3):336–50.
- Douglas, Gordon C. C. 2014. "Do-It-Yourself Urban Design: The Social Practice of Informal 'Improvement' Through Unauthorized Alteration." *City & Community* 13(1):5–25.

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

ASSIGNMENTS:

- Final report due by the end of the day on Tuesday, April 18th

IMPORTANT POLICIES AND INFORMATION

Absence From a Mid-term Examination

Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of that email may be requested as proof of the attempt to contact the instructor.

Deferred Term Work Form: Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at: https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/P22_deferral-of-term-work_lapseGrade.pdf

Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre (ascarts@ucalgary.ca) for approval by the Associate Dean.

Deferral of a Final Examination

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Reappraisal of Grades:

For Reappraisal of Graded Term Work, see Calendar 1.2

<http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

For Reappraisal of Final Grade, see Calendar 1.3

<http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

Academic Misconduct:

Academic Misconduct refers to student behavior that compromises proper assessment of students' academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance;

failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy, Procedure and Academic Integrity, please visit: <https://www.ucalgary.ca/pubs/calendar/current/k-3.html>

Plagiarism And Other Forms Of Academic Misconduct

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Recording of Lectures:

Recording of lectures is prohibited, except for audio recordings authorized as an accommodation by SAS or an audio recording for individual private study and only with the written permission of the instructor. Any unauthorized electronic or mechanical recording of lectures, their transcription, copying, or distribution, constitutes academic misconduct. See <https://www.ucalgary.ca/pubs/calendar/current/e-6.html>.

Academic Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services. SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. The full policy on Student Accommodations is available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy>

Research Ethics

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board. In completing course requirements, students must not undertake any human subject research without discussing their plans with the instructor, to determine if ethics approval is required.

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Freedom of Information and Protection of Privacy (FOIP) Act:

Personal information is collected in accordance with FOIP. Assignments can only be returned to the student and will be accessible only to authorized faculty and staff. For more information, see <https://www.ucalgary.ca/legal-services/access-information-privacy>

Copyright Legislation:

See the University of Calgary policy on Acceptable Use of Material Protected by Copyright at <https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy> Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Evacuation Assembly Points

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at <https://www.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points> and note the assembly point nearest to your classroom.

Important Dates:

Please check: <http://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>.

Faculty of Arts Program Advising and Student Information Resources

- Have a question, but not sure where to start? The Arts Students' Centre is your information resource for everything in Arts! Drop in at SS102, call them at 403-220-3580, or email them at artsads@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>, which has detailed information on common academic concerns, including program planning and advice.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit them in the MacKimmie Tower.

Important Contact Information

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)

Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives

Phone: 403-220-6551

Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca,

arts4@su.ucalgary.ca

Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association

Phone: 403-220-5997

Email: askgsa@ucalgary.ca

URL: www.ucalgary.ca/gsa

Student Ombudsman

Phone: 403-220-6420

Email: ombuds@ucalgary.ca

Campus Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the following resources:

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>

Student Wellness Services:

<https://www.ucalgary.ca/wellness-services/services/mental-health-services>

Campus Mental Health Strategy website: <https://www.ucalgary.ca/mentalhealth/>.