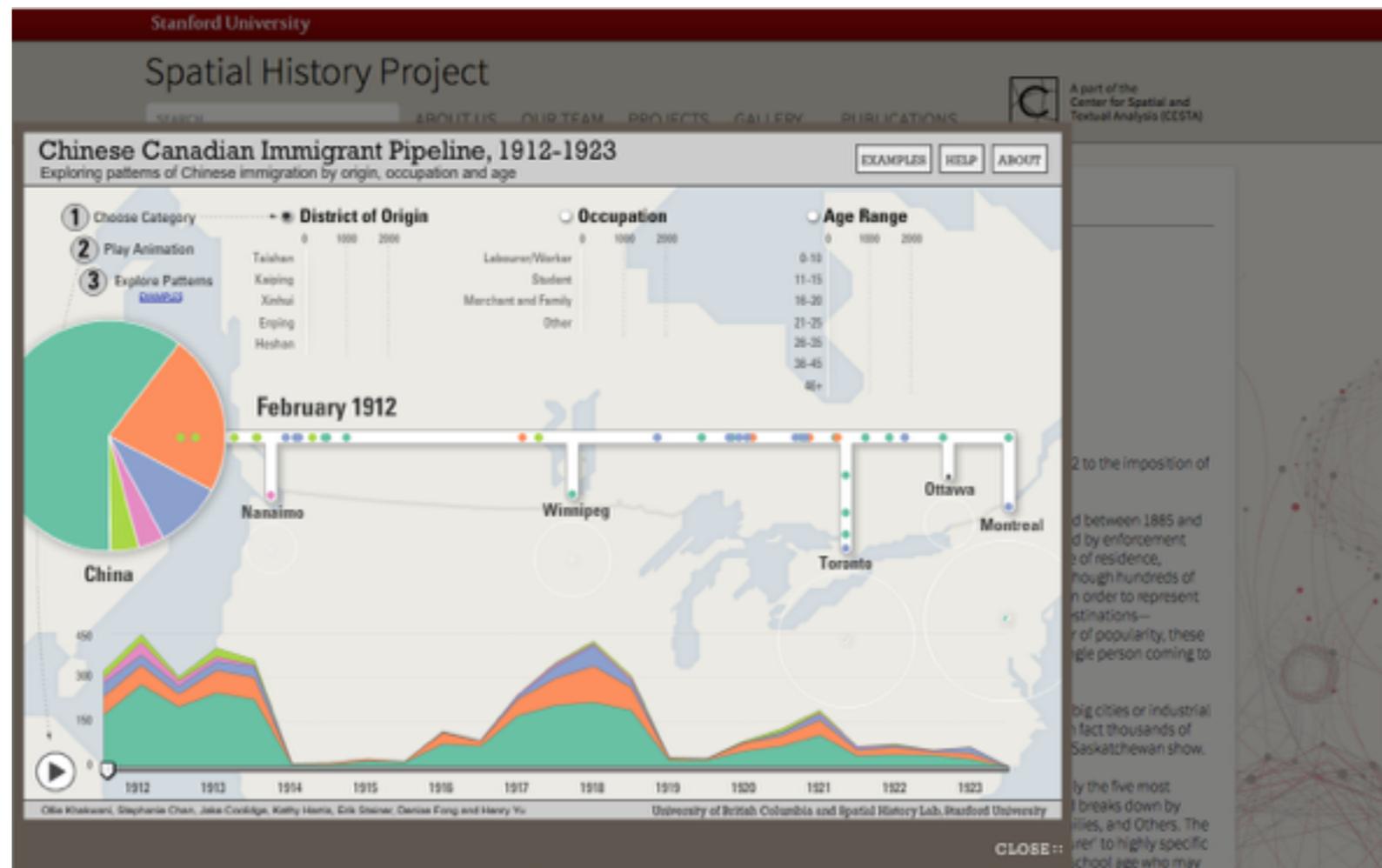


DATA VISUALIZATION

Stanford Spatial History Project, CESTA (Center for Spatial and Textual Analysis) and UBC Chinese Canadian Stories Project, UBC Library Digital Initiatives)



Chinese Canadian Immigration Pipeline, 1912-1923

https://web.stanford.edu/group/spatialhistory/cgi-bin/site/viz.php?id=393&project_id=0

https://web.stanford.edu/group/spatialhistory/cgi-bin/site/viz.php?id=391&project_id=0

The Effect of Student Generated Multimedia Production in the Classroom and Community

*Dr. Henry Yu,
History*

December 5th, 2017
11:00 AM - 12:00 PM

CARICATURE, CONT.—DIVISION BETWEEN PRIMARY FUNCTIONS

- Research? Work with archives and create interpretations
- Engagement with Community/Public(s)? Dissemination of research results as primary form of knowledge transformation
- Teaching? Share methods and disciplinary approach to students

- Evaluation of individuals based upon these three in roughly hierarchical order

MAIN POINTS

- “Research”—distinction and boundary between “student research” (library research) and “faculty scholar/researcher” (original contributions to knowledge) transformed by broadened categories of knowledge production and distribution. i.e. SSHRC (Social Science and Humanities Research Council of Canada)
- Archives for the Future?—1. knowledge creation process that archives the present; 2. creation of historical knowledge as collaborative process; 3. analog/digital archiving processed with synergy rather than primarily digitization as one direction
- Teaching/Research becomes a singular process of Knowledge Creation/Mobilization— involving students in creating new historical knowledge, in particular digital formats that can be “born digital” and simultaneously be archived and disseminated
- From “The Essay” as object bound by written format to “*essayer*” as a process that includes multimedia digital forms (video, audio, image, animation, text) that can be mass distributed online with purpose and beyond the “professor” as lone audience
- Collaboration between students/faculty/staff/off-campus communities in recurring, reciprocal, mutually beneficial relations that create, transform, and mobilize knowledge for multiple purposes

THE EXAMPLES USED TODAY

- Series of digital history projects and class assignments from 2006-2016
- involved students, researchers at UBC (undergraduate and graduate) and sometimes other Canadian universities and collaborated with local communities in Vancouver and in other cities across Canada
- Specific projects were discrete in terms of funding and time but designed to be expansive in terms of capacity and flexible and dynamic in advancing main goals of collaborative knowledge creation/mobilization goals
- Primary focus was on historical Asian migrant communities, in particular Chinese

HAS TECHNOLOGY PROVIDED TOOLS FOR EXPANSION/ENHANCEMENT?

- Digitization of archives => increased access
- “Big Data” and statistical analysis (SPSS, Gephy and beyond)
- GIS (Geographical Information Systems) => spatial analyses
- Mass distribution of research results through internet and persistent access and search capability for scholarly articles
- Word processing and collaborative editing software (from pencil to typewriter to Google Docs)
- Enhancing efficiencies for existing social history approaches but also Digital Humanities experimentation, especially in textual analyses

CHALLENGE OF “MISSING ARCHIVES”

- Historical archives and museums generally dominated by institutional records, personal records (self-curated “memoirs of VIPs”), and collections shaped by the fetishes of collectors
- Because of history of racism and anti-Asian exclusion and discrimination in North America, historical archives had “missing” focus until recently (“underrepresentation” problem)
- How do you make up for what was not collected? How can you be a “historical detective” if the archive purposefully did not collect certain subjects? 1. Use records creatively (“read against the grain”) but also 2. Use oral history methods to create new records, including “digital objects”
- Specific challenge of migrants and documenting/researching the highly mobile (showing up sporadically in place-based and institutional records)
- Work collaboratively with communities to “archive the present” and create “born digital” collections that can be accessed and held *distributively* (shared holdings) rather than only archived in a preservation mode;



紀

jì - To record
something of
historical value
and meaning

2005-2010

STUDENTS MAKING FILMS/DIGITAL MULTIMEDIA IN CLASS

[HTTP://WWW.INSTRCC.UBC.CA/INSTRCC/FILMS.HTML](http://www.instrcc.ubc.ca/instrcc/films.html)

[HTTP://ACAM.ARTS.UBC.CA](http://acam.arts.ubc.ca)



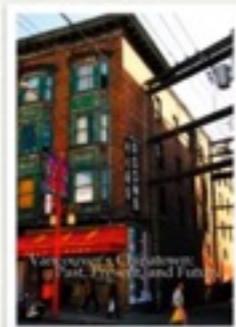
Student Initiatives

- Projects in Process
- Films
- Websites & Archives
- Research & Essays
- Conferences
- Publications
- INSTRCC Abroad

Films

A key component of the INSTRCC program is to put the latest in digital video technology in the hands of students so that they can do research and tell accessible stories that reach far beyond the borders of UBC's Point Grey campus. Analytical rigour and imaginative research can find a wide audience, and our student film projects are excellent examples of how to use new forms to present important arguments.

Vancouver's Chinatown: Past, Present, and Future (2009)
by Alejandro Yoshizawa and Jennifer Yip



Oral Histories

Oral histories serve as an invaluable historical record of this important period of Chinese migration and settlement in Vancouver, British Columbia, and Canada. Students are encouraged to record family histories, capturing the stories of parents and grandparents who came before them, who have made Canada. Often, valuable memories are heard for the first time, and gaps of understanding created by the very different experiences of older generations are bridged.

From Issei to Sansei: The History of My Grandfather's Life (2008)
by Alejandro Yoshizawa



Originally intended as a short film for History 411, *From Issei to Sansei: The History of My Grandfather's Life* became over an hour long intimate portrait retracing the life of filmmaker Alejandro Yoshizawa's grandfather, Hiroshi (Jan) Yoshizawa (1901-1998). The film seeks to better understand what life was like as a Japanese Canadian, from immigration to Canada, life before World War II, during the War, and beyond. The film moves chronologically through the life of Hiroshi Yoshizawa, while also providing an important historical context, as told through images and interviews with family members today.

From India to Victoria (2008)
by Sonia Sures and James Dourah

The film explores the history of the first Sikhs that migrated to Victoria in the early 20th century. It's told through the grandchildren of Bachan Singh Bains, who was one of the first Sikhs that arrived in Victoria in 1904. It's especially poignant as it also provides insight on the type of work that was available to Sikhs during that time, and also how his children and grandchildren grew up in a more racially-blighted society.

Interview with a Korean Pastor (2008)
by Hyeon Ju Chae

This film centers on the senior Korean Pastor, Cho Yang Tai, and his journey from North Korea to South Korea and finally to Vancouver. It explores not only the conditions which have brought him to Vancouver to practice, but it also provides insight on the social conditions of how early second generation Koreans grew up in Vancouver. It also touches upon the increasing numbers of Korean immigrants within the past 20 years, and the repercussions this have had on the Korean culture in Canada.

I AM (2006)
by Sarah Jimenez



Sarah Jimenez has always known that she is a Filipino. During her film project "I AM" Sarah finds out that the Philippines, like Canada is a multicultural nation with a complicated history. She also

Eating Global Vancouver



One of the unique and most interesting themes that INSTRCC students have engaged with again and again is the subject of food. Food provides a revealing window into how global migrations have transformed Vancouver and the Pacific region. Food is a concrete manifestation of our intercultural interactions in Vancouver. For each of us as individuals, sharing food creates powerful personal memories through which we understand ourselves and our connections to our families and communities. In all of these ways, food has been one of the most exciting ways for our students to learn about themselves and their place in Global Vancouver.

The Eating Global Vancouver series grew out of one of our most popular classroom projects, in which students form groups and choose to research one of the myriad of restaurants that make Vancouver such a wonderful city for eating. Creating websites that feature interviews with the families (almost invariably global migrants to Vancouver) who run the restaurant, as well as in depth explorations of the restaurants themselves as sites of community interaction, our students combine ethnography with historical research in the Vancouver archives to create a rich portrait of each restaurant as a microcosm of Global Vancouver. Revealing the history of the restaurant's location through Vancouver history and the changing demographics of its neighborhood, these research projects lead us to see in a new light the restaurants at which we eat.

Eating Global Vancouver: Green Lettuce (2006)

STUDENTS—MULTILINGUAL TEAMS, SKILL SYNERGY

“SHORT ATTENTION SPAN DOGS” 5-8 MINS, DISTRIBUTION ONLINE AND TRAINING/DEVELOPMENT

Home | Asian Canadian and Asian Migration Studies | Henry

acam.arts.ubc.ca

THE UNIVERSITY OF BRITISH COLUMBIA

Asian Canadian and Asian Migration Studies

ARTS About Courses People Updates Community Projects Students Resources Apply Now

Impact on Campus and Beyond

The program seeks to foster an intergenerational space for learning and building leadership in our students in hopes that they will take their studies beyond the classroom and impact their communities in meaningful ways.



ASIAN CANADIAN & ASIAN MIGRATION STUDIES
THE UNIVERSITY OF BRITISH COLUMBIA

Events

- JAN 28: ALL OUR FATHER'S RELATIONS SCREENING
JAN 28TH, 2017
- JAN 27: BREAKING THE SILENCE - SEXUAL AND RELATIONSHIP VIOLENCE IN ASIAN CANADIAN COMMUNITIES
JAN 27TH, 2017
- JAN 17: RE-ORIENTATIONS - SCREENING AND PANEL DISCUSSION
JAN 17TH, 2017
- JAN 6TH: ACAM JOURNAL LAUNCH - TRIBUTARIES
JAN 6TH, 2017
- DEC 17: BOOK LAUNCH OF STORY OF VANCOUVER ASAHI, A LEGEND IN BASEBALL
DEC 17TH, 2016
- NOV 22: CKX CITY SERIES: VANCOUVER
NOV 22ND, 2016

SEE FULL CALENDAR >>

News

Jan. 29, 2016 **Articulations: ACAM Creative Showcase Video**
February 3, 2016
If you missed the ACAM Creative Showcase held on Jan. 29, 2016, check it out here:

Ted Harada (1921-2015)
January 11, 2016
Jan. 11, 2016 The faculty, staff and students of the Asian Canadian and Asian Migration Studies Program are deeply saddened by the recent passing of Ted Harada on Dec. 22, 2015, who was one of the 76 Japanese Canadian students forcibly removed in 1942. We express our deepest condolences to the Harada family. While Harada did not attend [...]

A Banquet of Stories
October 10, 2016

SEE ALL NEWS >>

ASIAN CANADIAN AND ASIAN MIGRATION STUDIES, UBC PROGRAM LAUNCHED IN 2014

CHINESE
CANADIAN
STORIES



ABOUT
STORIES
HEAD TAX
CHRONOLOGY
DATABASES
RESOURCES
VIDEOS

ABOUT VIDEOS

CHINESE CANADIAN
STORIES

FROM C TO C

INSTRCC



CHINESE CANADIAN STORIES VIDEOS

For more than 200 years, migrants of Chinese heritage have traveled to Canada to live, to work, and to raise their families. They have come at different times and from different places in China and throughout the world. Many have called a variety of places home before coming to Canada, but once here, they formed vibrant communities that have significantly shaped Canadian society. Building upon the foundation of UBC's INSTRCC program, the Chinese Canadian Stories project uses the latest digital technologies to distribute and create informative and engaging films and oral histories that anyone can easily access to learn about the importance of Chinese Canadians in Canada. This project connects people to the life experiences of Chinese Canadians.

VIDEO INTERVIEWS AND FILMS (ORAL HISTORY)

DIGITAL ARCHIVE FULL INTERVIEW, DISTRIBUTE EDITED SHORTS ONLINE AND IN DVD FORMAT



CHINESE CANADIAN STORIES

RESEARCHERS: YUN-JOU CHANG, DENISE FONG, ELENA KUSAKA, SARAH LING, WENDY PHUNG, JOANNE POON, JENNIFER RODRIGUEZ, ROSANNE SIA, BARD SUEN, EDITH TAM, ETHAN WONG, JENNIFER YIP, ALEJANDRO YOSHIZAWA, TIM ZHANG



CHINESE CANADIAN STORIES

This is the first one-stop web portal dedicated to collecting, digital archiving, accessing and distributing information about Chinese Canadian history.

This site requires that Javascript be enabled.

[ENGLISH SITE »](#)

加華紀事

首個一站式網絡平台，致力於收集、數字建檔、存取和散發關於加拿大華人歷史的信息。本網站使用Java Script程式語言。

[中文網站 »](#)

HISTOIRES SINO-CANADIENNES

Ceci est le premier portail Internet dédié à la collecte, l'affichage numérique, l'accès et la distribution de l'information au sujet de l'histoire sino-canadienne.

Ce site nécessite que Javascript soit activé.

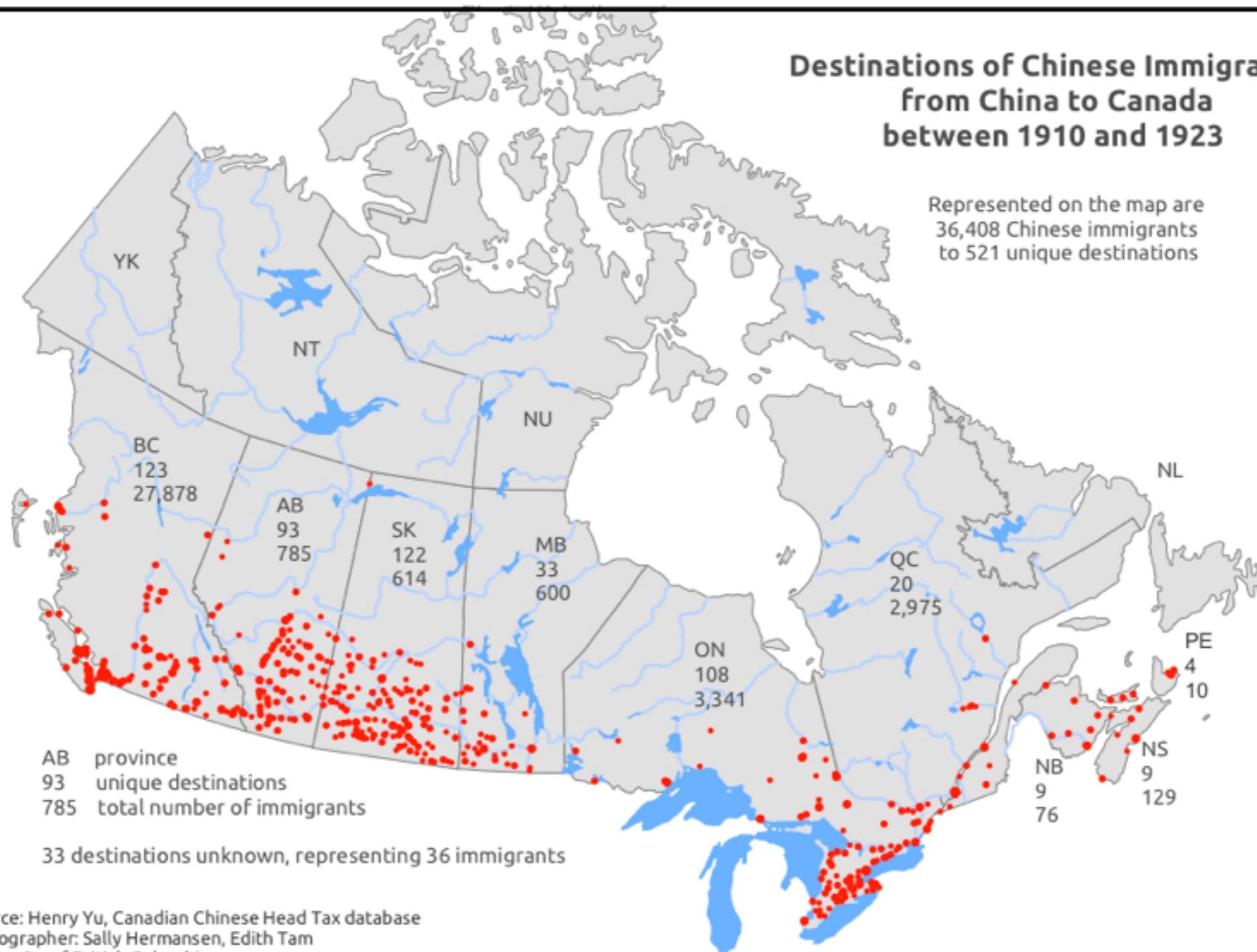
[SITE FRANÇAIS »](#)

SIMULTANEOUS KNOWLEDGE CREATION/DISSEMINATION

“RESEARCH” CURATED AND DISTRIBUTED ONLINE WITH EDUCATIONAL RESOURCES FOR K-12 TEACHERS + SEARCHABLE DATABASES FOR RESEARCHERS

Destinations of Chinese Immigrants from China to Canada between 1910 and 1923

Represented on the map are 36,408 Chinese immigrants to 521 unique destinations



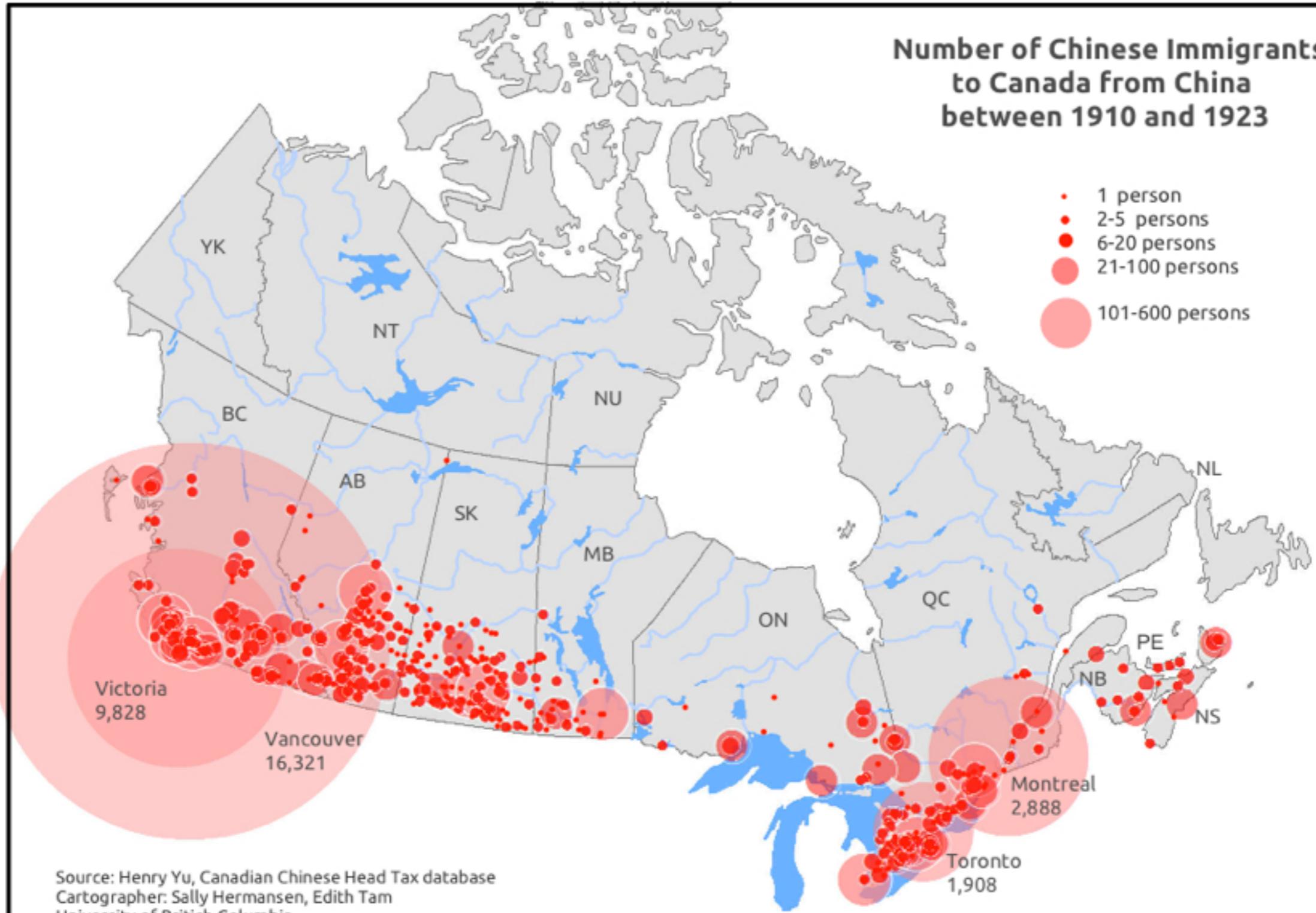
Source: Henry Yu, Canadian Chinese Head Tax database
 Cartographer: Sally Hermansen, Edith Tam
 University of British Columbia

CHINESE DESTINATIONS IN CANADA, 1910-1923

A CAFE AND/OR A STORE IN EVERY SMALL TOWN

Number of Chinese Immigrants to Canada from China between 1910 and 1923

- 1 person
- 2-5 persons
- 6-20 persons
- 21-100 persons
- 101-600 persons



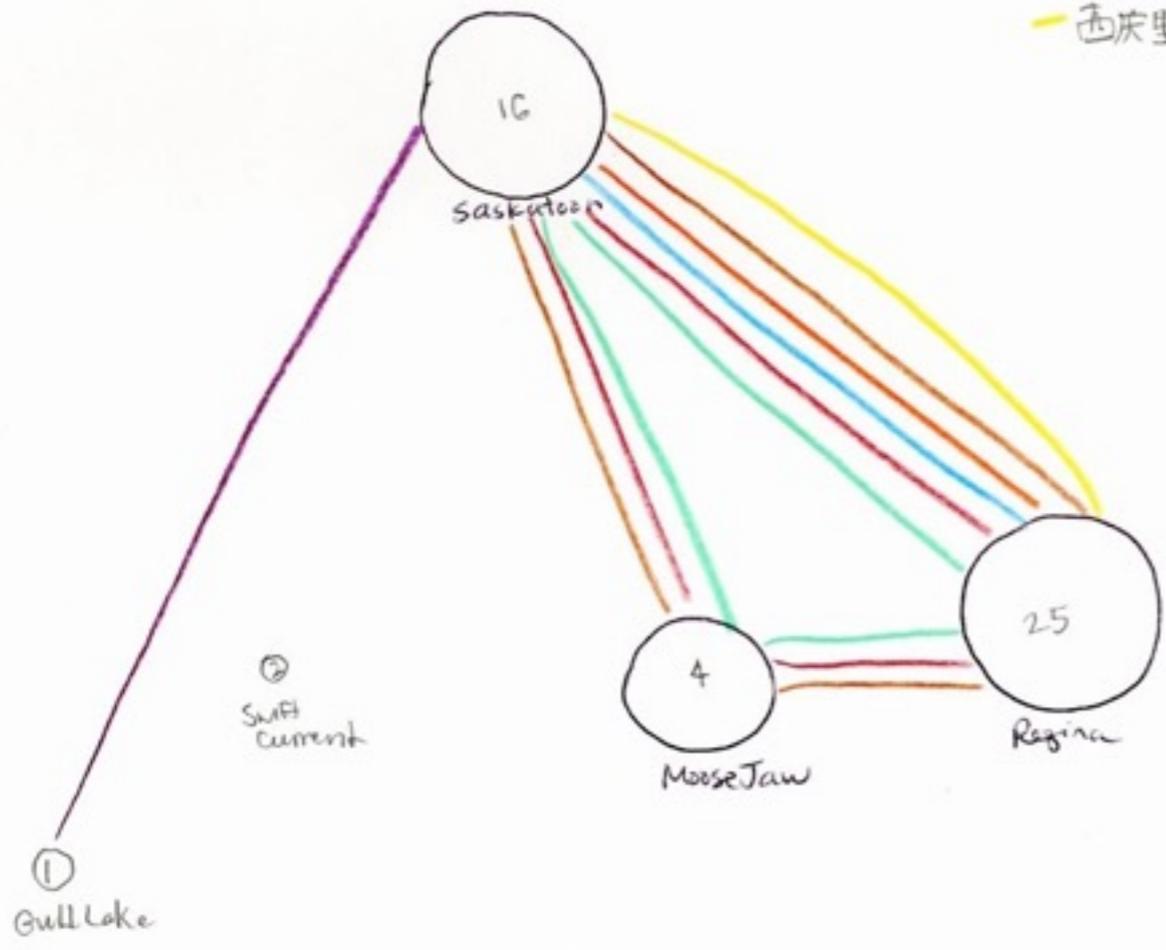
Source: Henry Yu, Canadian Chinese Head Tax database
Cartographer: Sally Hermansen, Edith Tam
University of British Columbia

NUMBER OF CHINESE BY DESTINATION

1910-1923 (TOTAL NUMBER REPRESENTED: 36,408)

MAS IN SASKATCHEWAN

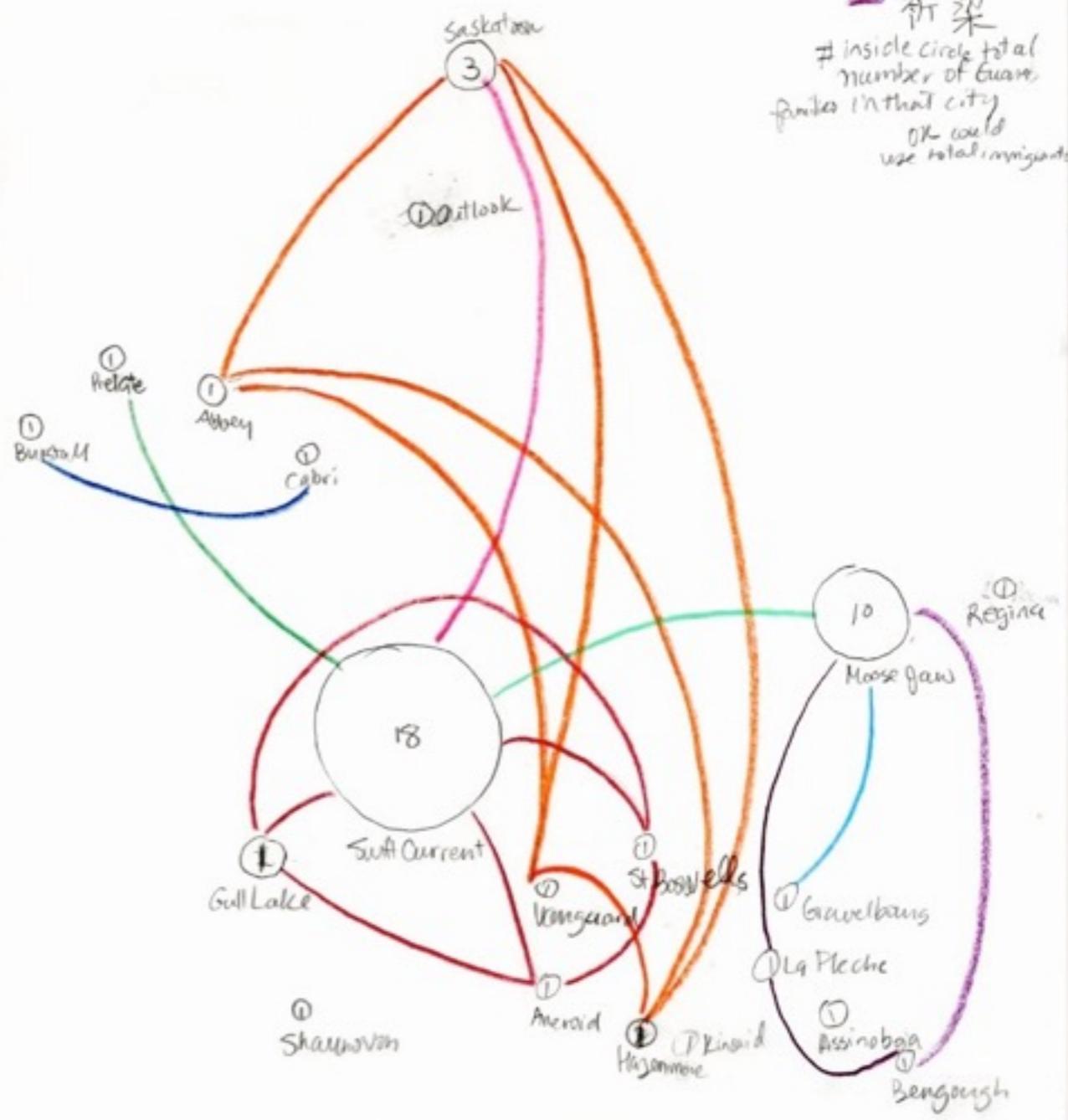
- village of origin
- 南蘭
 - 沙坦
 - 營村
 - 白沙
 - 竹湖
 - 竹湖里
 - 西庚里



38 Ma-Village Name Combinations
7 have connections to another place

GUANS IN SASKATCHEWAN

- town from...
- Chung Long
 - Dai Lung
 - Gee How San
 - Gee On/Ou Lee
 - Jung Chun
 - Ma Bong Long
 - Wong Kew
 - 祈梁
- # inside circle total number of Guan families in that city
or could use total immigrant



THE MAH AND KWONG NETWORKS IN SASKATCHEWAN
1ST MOCK-UP, STEPHANIE CHAN AND ERIK STEINER, STANFORD UNIVERSITY SPATIAL HISTORY LAB

Moose Jaw's two-degree network



Regina's 2-degree network

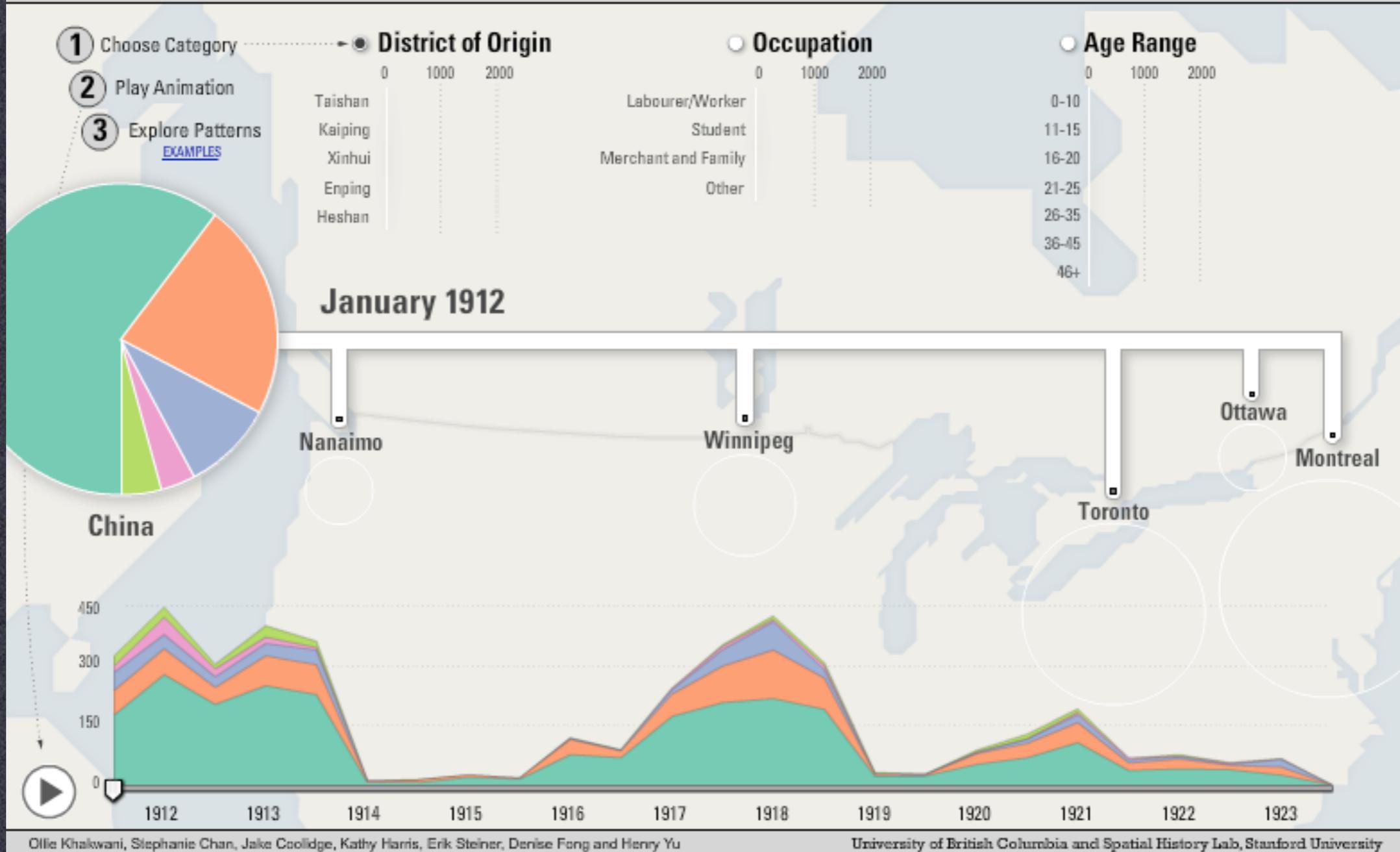


THE MAH AND KWONG NETWORKS IN SASKATCHEWAN
STEPHANIE CHAN AND ERIK STEINER, STANFORD UNIVERSITY SPATIAL HISTORY LAB

Chinese Canadian Immigrant Pipeline, 1912-1923

Exploring patterns of Chinese immigration by origin, occupation and age

EXAMPLES HELP ABOUT



STANFORD: OLIVER KHAKWANI, STEPHANIE CHAN, ERIK STEINER, JAKE COOLIDGE, KATHY HARRIS

UBC: DENISE FONG, HENRY YU

[HTTPS://WEB.STANFORD.EDU/GROUP/SPATIALHISTORY/](https://web.stanford.edu/group/spatialhistory/)

DYNAMIC VISUALIZATION OF COUNTY ORIGINS, AGE, OCCUPATION AND DESTINATION ACROSS TIME AND SPACE (HOWEVER—IT IS ONLY ONE WAY...)

Using Objects (Especially Food) to Tell Stories

“Food Fight: An Eggsistential Tale”

Alyssa Sy de Jesus, Diana Quan, Felix Chiu, Felix Lo, Shirley Li, Terence Lee, Tom Barker, Wallis Tsang

<https://www.youtube.com/watch?v=88RW1yI5bIE>

“Blaming the Mainlander”

Amanda Chiu, Tyler Mark, Allison O'Neil, Jane Shi,

Minnie Tsai and Ralph Tsang

https://www.youtube.com/watch?v=WB2VcAKZ_jI

“4 Reasons Why You Should Care about Vancouver's Chinatown”

Directed by: Austin Liu, Dominique Bautista, Nicole So, Rafael Fuentes,
Tony Wan

Written by: Nicole So, Austin Liu and Dominique Bautista

Animations by: Rafael Fuentes

Narrated by: Dominique Bautista

Edited by: Tony Wan

<https://www.youtube.com/watch?v=yMVRQo3KSOk>