

After dispossession: An urban rights praxis of remaining in Vancouver's Downtown Eastside

Masuda, J. R., Franks, A., Kobayashi, A., & Wideman, T. (2020). After dispossession: An urban rights praxis of remaining in Vancouver's Downtown Eastside. *Environment and Planning D: Society and Space*, 38(2), 229–247. <https://doi.org/10.1177/0263775819860850>

“Stories of dispossession [are common] and are always accompanied by efforts—if *only partially successful*—to remain.”
p. 233

BACKGROUND

- Ongoing and historical forceful removal (displacement) of five founding communities (including Indigenous, Chinese, Japanese, Canadians) from the **Downtown Eastside (DTES)**
- They now struggle “to remain connected to a neighborhood” (p.232), separating groups from their histories
- Displacement makes life more expensive for these groups and prevents their **cultural expression**
- Researchers formed *Right to Remain*, a movement uniting groups in the DTES who share experiences of **forced removal** to battle newer threats

KEYWORDS

- Urban Dispossession
- Human Rights
- Vancouver
- Canada
- Downtown Eastside



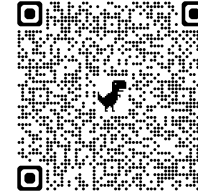
WHERE & HOW IS RESEARCH CONDUCTED?

- “What is left for communities after displacement in the DTES?”
- Interviews: 2013-2014 with DTES locals who have been residents for 4-35 years
Multi-year research: 2012-2016
- With the help of translators & activists researchers gathered recordings of shared experiences of suffering
- Authors question the city's **forced removal policies** in the DTES & suggest activism in support of previously denied rights **creating resistance** against the threat of displacement

FINDINGS

- Protects *Right to Remain* recognises
- Connects Culture **connects** people to the DTES and helps **build** community, through social resources

UBC SHARE Project



Pls Evan Mauro and Kirby Maniá

“POWELL STREET IS DEAD”

NIKKEI LOSS, COMMEMORATION, AND REPRESENTATIONS OF PLACE IN THE SETTLER-COLONIAL CITY

Yakashiro, N. (2021). “Powell street is dead”: Nikkei loss, commemoration, and representations of place in the settler colonial city. *Urban History Review*, 48(2), 32-55. <https://doi.org/10.3138/uhrr.48.2.03>

BACKGROUND

Powell Street, or Pauerugal, was the political, economic, and social centre for **Nikkei** (Japanese-Canadian immigrants) prior to World War II.

The **New Canadian** newspaper was created by **Nisei**, second-generation **Japanese Canadian** immigrants, seeking equality for Nikkei as Canadian settler citizens.

In 1942, this community was **removed** by force on the basis of race as a result of **state action**, **stigma**, and **wartime politics** - sending its residents to work camps, ghost towns, and other incarceration sites.

This period was one of immense **change** and **disruption** for Japanese-Canadians.

Focusing on the 1940s and 50s, this article **analyzes** Nisei writing in the **New Canadian** newspaper to examine the effects of **settler-colonial logics** on the **remembrance** and stories of this community.

“[I]n the effort to resist through remembrance, the [New Canadian] and its writers, if inadvertently, became entangled in an urban settler-colonial project.”

PAGE 49

- NICOLE YAKASHIRO

FINDINGS

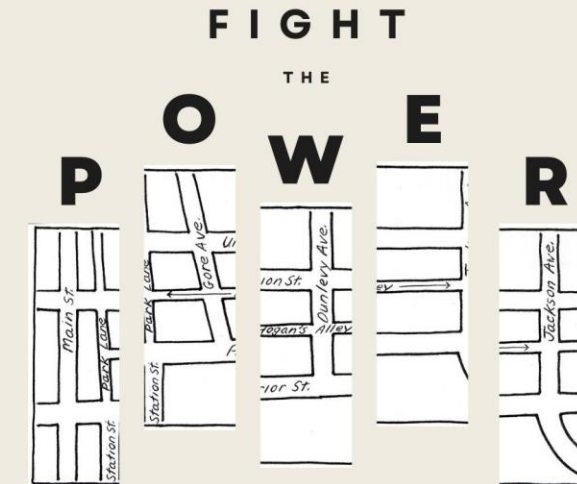
This article notes patterns in the **memories** and descriptions of **Powell Street** in the **New Canadian** in the changing historical, social and political contexts during and following the **forced removal** of the **Nikkei** community.

Nikkei writers described Powell Street as **lively** and **vibrant** before World War II, but they then described it as “**dead**” following the forced removal of its Japanese-Canadian residents in 1942.

ANALYSIS & CONCLUSION

The **idea** that the community had “**died**” without the Nikkei helped to **stigmatize** and **erase** the people still living on **Powell Street** and in the **Downtown Eastside** following the forced removal of the Japanese-Canadian community.

This included **Indigenous**, **low-income**, and otherwise **marginalized**




Redressing Displacement and Building a Just City For Black Lives in Vancouver

Allen, S. (2019, June 12). *Fight the power: Redressing displacement and building a just city for black lives in Vancouver*. Summit Research Repository. Retrieved January 27, 2023, from <https://summit.sfu.ca/item/19420>

Image sourced from: Vancouver Public Library. (n.d.) Hogan's Alley. Retrieved March 6, 2023. <https://www.vpl.ca/guide/vancouver-history/hogans-alley>

Publication on Research Access Portal

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A place-based alternative approach to food security: lessons learned from a neighborhood house

Yan, Miu Chung; Sutherland, Rory
2018-03-15


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
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Related Materials

A place-based alternative approach to food security: Lessons learned from a Neighborhood House: Info...
Bautista, Melissa and others


Infographic

A Place-Based Alternative Approach to Food Security:

Lessons Learned from a Neighborhood House

Yan, M. G., and Subbarao, D. (2015). A Place-Based Alternative Approach to Food Security for Low-income Households. *Healthcare and Poverty Review*, 54(4), 442-466. <https://doi.org/10.1093/hp/54.4.442>

Background

As a place-based community organization, for the past 15 years, the DTESNH (Downtown Eastside Neighborhood House) has been working to feed local residents through a "right-to-food" philosophy. This aims for systemic reform rather than temporary hunger relief. Unlike traditional food banks, this provides service users with healthy meal options that are tailored to individuals. The DTESNH accepts people from all walks of life and everyone is welcomed.

Primary Issues and Ongoing Concerns

The DTES has a disproportionately high numbers of **Single Room Occupancies (SROs)**.

Charitable Food Systems focus too much on feeding as many people as possible with only few resources.

The stigma surrounding the DTES overshadows the positive aspects of the community.

Lack of funding for the DTESNH might result in fewer resources and a **decrease of community involvement**.

Methods

Former and current staff from the community participated in a **case study** by interviewing their own **experiences through interviews**.

Information was also taken from **annual reports** and **records** provided by the DTESNH.

The result of the study indicates that DTESNH offers a **place-based alternative** to tackle food security issues by **nurturing** and **mobilizing the local community**.

Key Findings

DTESNH provides a non-charitable alternative approach to provide DTES residents a **healthier** meal program.

DTESNH takes pride in its place-based approach to **inclusivity** and **activism** which can **transform** the community.

With this research, organizations in the DTES are able to recognize different dietary needs and should work towards a participatory model to deliver **nutritious meals** for everyone.

While this was only a single case study, more studies should be conducted to promote solutions that provide residents with more **diverse** access to **nutrition**.

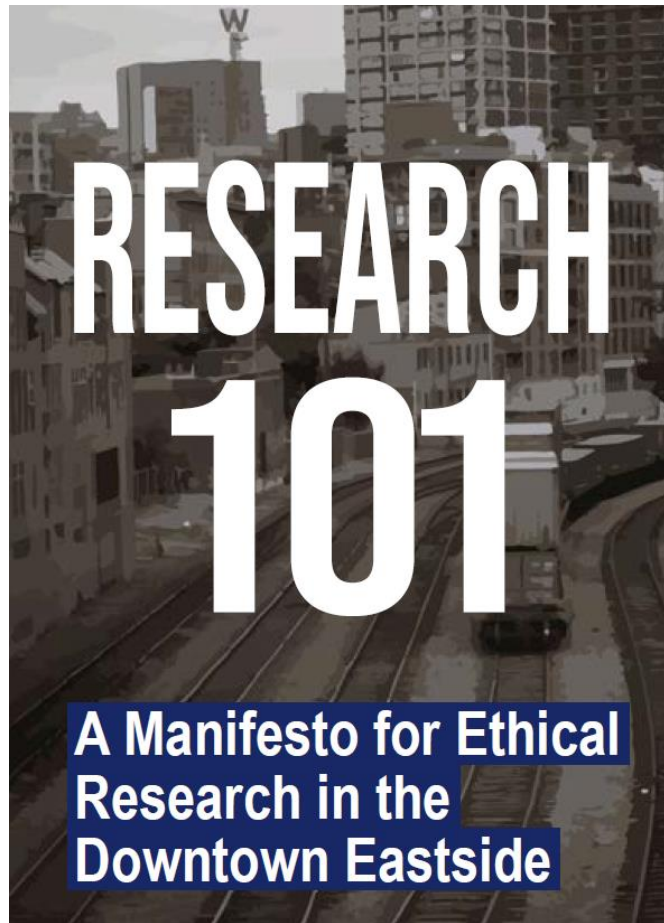
Key Words: Food sovereignty and security, systemic reform, community development.

SUBMITTER & GRAPHIC BY MELISSA KAUTLER, LAUREN CHOW, SHARLETTA, MONTE SCOTT, AND ROSKKA WINTERED

THIS EDUCATIONAL STUDENT WORK IS A PRODUCT OF A COLLABORATION BETWEEN THE WILSON JOURNAL ACCESSIBLE REFORMATIVE MODEL. PARTICIPANTS OF THEIR OWN WILL AND THE STAFFS OF THE WILSON JOURNAL HAVE BEEN INFORMED BY THE JOURNAL STAFF OF THE ETHICAL FOOD SECURITY PROMOTED BY THE JOURNAL SHOULD HAVE BEEN INFORMED BY THE STUDENT WORK WITH SUPPORT FROM THE JOURNAL. DISCUSSANCE AND INFORMERS OF THE JOURNAL THE JOURNAL SHOULD BE INFORMED THAT THIS IS A STUDENT RESEARCH PARTICIPATION AND IS NOT AN OFFICIAL DOCUMENT OF THE JOURNAL.



Our students' publications:



Read it here:



- Community-authored manifesto
- Goal: making research reciprocally beneficial and non-extractive
- “Finally, once the research has been completed and the findings are ready to be shared, we expect that researchers will prioritize bringing their research back to the community. **In many people’s experience, this almost never happens**, and if it does, it is entirely inadequate.” (p. 20, emphasis added)

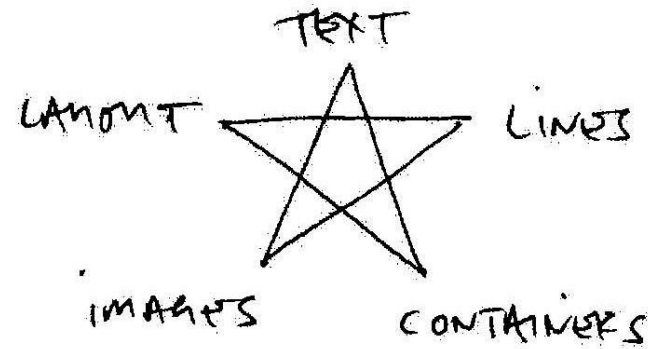
Today's outline:

- Activity: draw the argument
- Discuss:
 1. Experiences of this activity
 2. How it fits into project and course
 3. Reflections on doing community engaged learning.

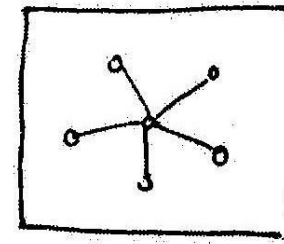
Activity: draw the argument

Taking a cue from "sketchnoting" or graphic notetaking:

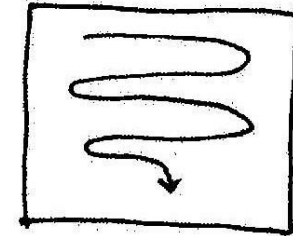
1. Think of an argumentative piece you've read recently (article, essay, op-ed, social media thread, video essay, etc.)
2. Take out a piece of paper and try to draw the argument: summarize the piece visually.



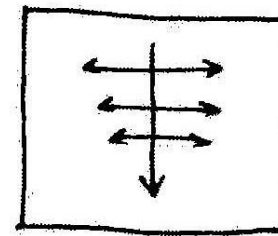
I drew this image on the whiteboard to depict the five common sketchnote ingredients



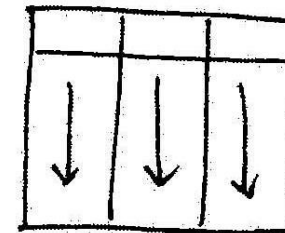
RADIAL



PATH



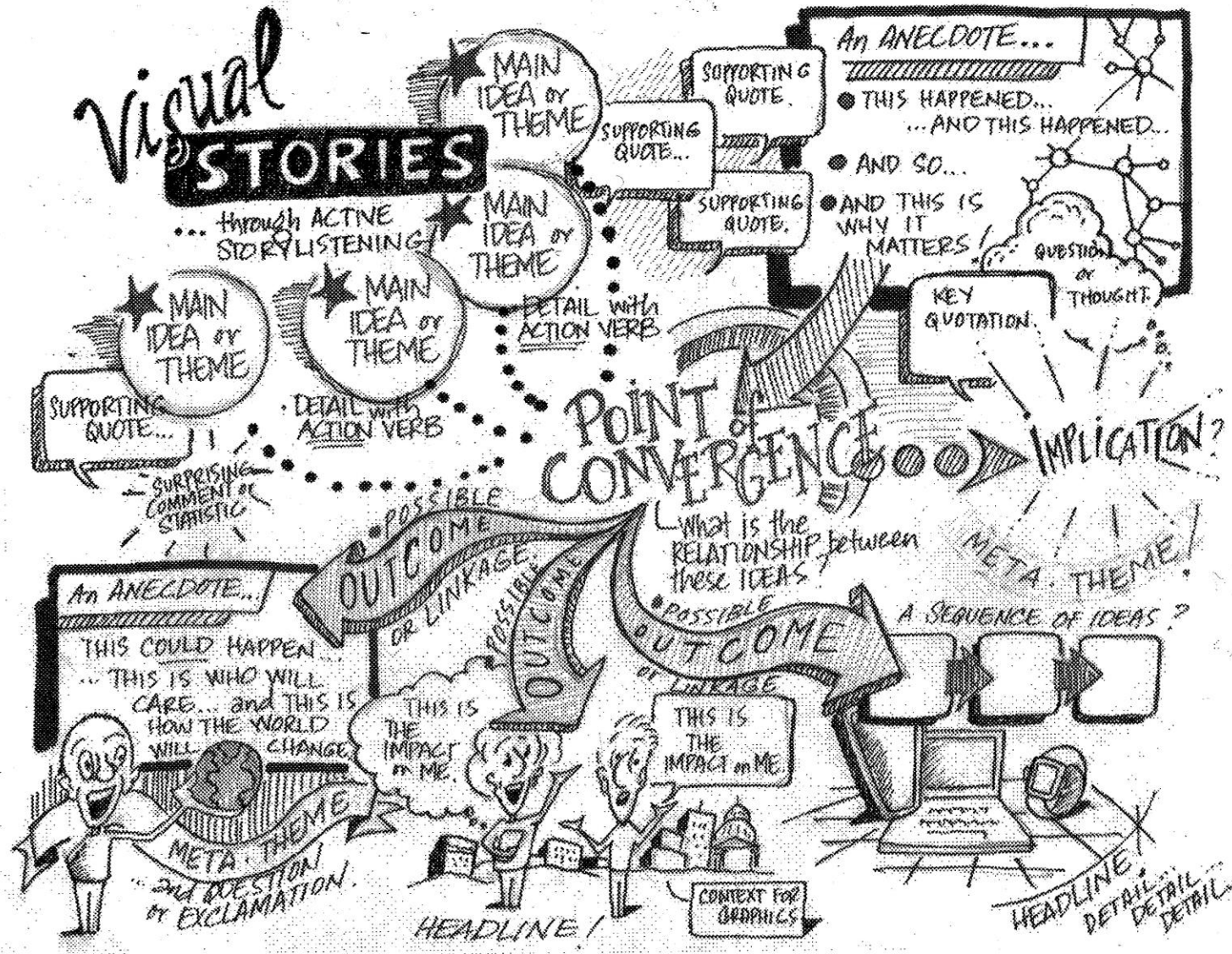
TOP TO BOTTOM
CENTER & OUT



DIVISION

I drew these images on the whiteboard to depict the four common sketchnote layouts

From
Agerbeck,
Bird, Bradd, &
Shepherd.
*Drawn
Together
Through Visual
Practice. Visual
Practice
Publishing,
2016, p. 23.*



From Agerbeck, Bird, Bradd, & Shepherd. *Drawn Together Through Visual Practice*. Visual Practice Publishing, 2016, p. 95.

Discuss

In pairs (2 mins)

- On a scale of 1-10, how hard was that to do?
 - Which part was the hardest for you, and why?
- What did you learn about the argument you were sketching, if anything?

Whole group (3 mins)

- How might this activity promote student learning?
- Do you do anything similar with students? What have you found?

THE PROCESS

1. PICK THE ARTICLES

Based on course format and interests – instructors select one or more articles from the DTES RAP which align with the themes or topics discussed in their class.

2. AUTHOR PERMISSION

Once the articles are picked, the Project Manager reaches out to the author(s) to chat about the project and see if they're willing to collaborate.

3. CREATE KNOWLEGDE PRODUCT

Instructors provide teaching and guidance to help students create a knowledge product that translates research effectively. The SHARE team offers resources, guides, and additional support throughout this process.

4.1. AUTHOR FEEDBACK ROUND 1

Drafts of the knowledge exchange products are shared with the authors. If there's more than one product, the author will choose their favorite for publication and provide feedback.

4.2. AUTHOR FEEDBACK ROUND 2

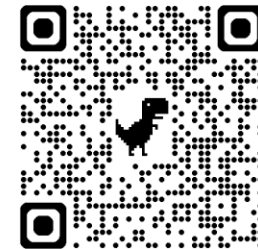
The selected infographic by authors goes back to the authors for a second round of feedback. If they have more comments, they'll be addressed; otherwise, it'll be good to go for publication in UBC's online repository, cIRcle.

5. PUBLICATION TO DTES RAP

The students fills out licencing forms, and then they're sent over to the DTES RAP Library team for publication.

Some learning benefits

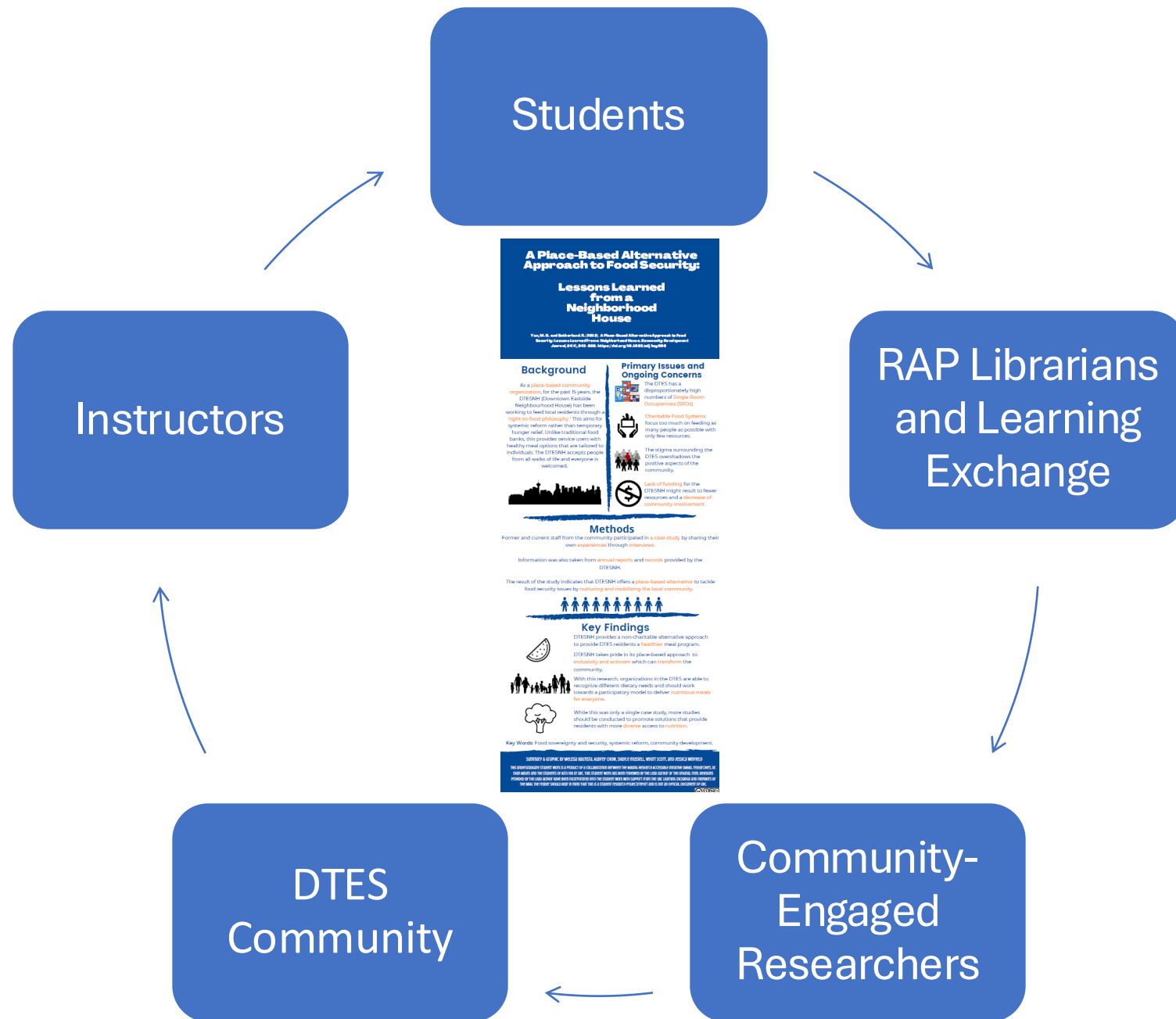
- New possibilities for self efficacy
 - Increased motivation to write:
 - An authentic writing situation
 - A relational (ie. non-instrumental) approach to writing
 - Team-based assignments and distributed accountability.
- More on how to teach with infographics:



CEL benefits

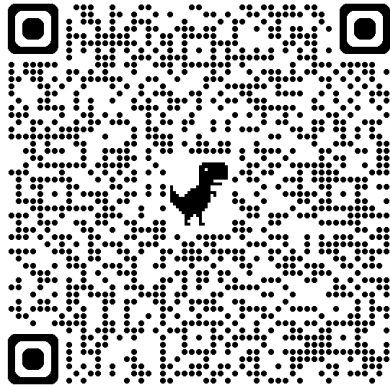


- Students learn about knowledge mobilization, reciprocity, and community engagement.
- Students learn aspects of publishing process: licensing, copyright, attribution.
- Meaningful community engagement without burdening over-researched communities.
- Students think carefully about “accessibility.”



Thank you!

- More on this project:



- If you think this might fit in your classroom, please reach out --

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