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
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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;
jì - To record something of historical value and meaning

STUDENTS MAKING FILMS/DIGITAL MULTIMEDIA IN CLASS

HTTP://WWW.INSTRCC.UBC.CA/INSTRCC/FILMS.HTML

HTTP://ACAM.ARTS.UBC.CA

2005-2010
STUDENTS—MULTILINGUAL TEAMS, SKILL SYNERGY

“SHORT ATTENTION SPAN DOCS” 5-8 MINS, DISTRIBUTION ONLINE AND TRAINING/DEVELOPMENT
ASIAN CANADIAN AND ASIAN MIGRATION STUDIES, UBC

PROGRAM LAUNCHED IN 2014
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.
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
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 BY DESTINATION
1910-1923 (TOTAL NUMBER REPRESENTED: 36,408)
THE MAH AND KWONG NETWORKS IN SASKATCHEWAN

1ST MOCK-UP, STEPHANIE CHAN AND ERIK STEINER, STANFORD UNIVERSITY SPATIAL HISTORY LAB

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