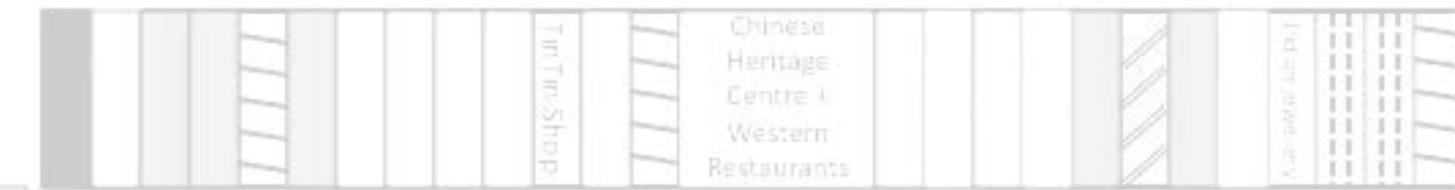
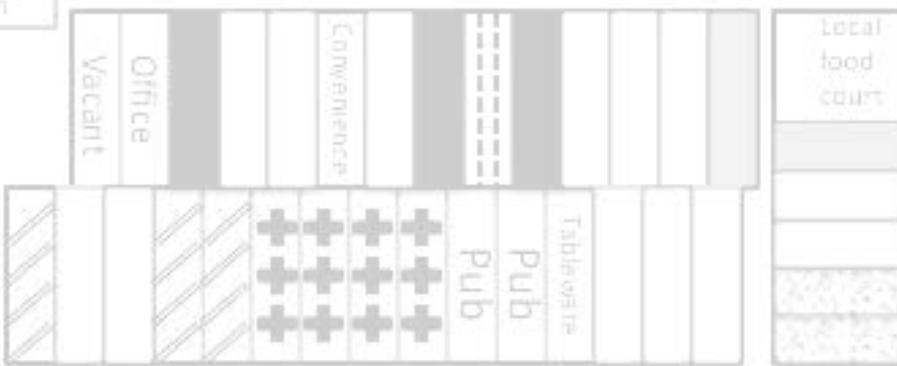


Chinatown
MRT
Subway station

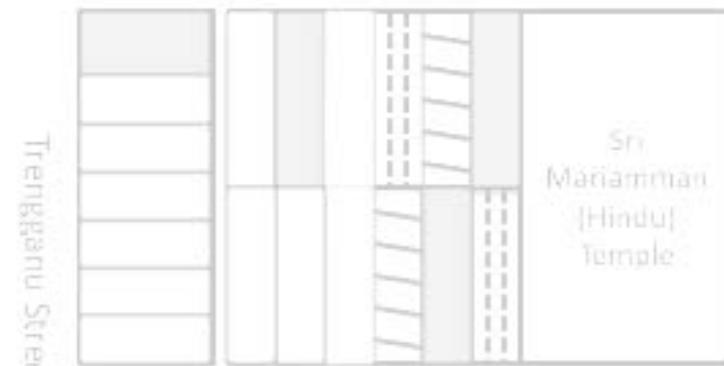
New Bridge Road



Pagoda Street (pedestrianized)



Temple Street (motorised)



Trengganu Street (pedestrianized)

Temple Street (motorised)



Unpacking contested landscapes through landuse surveys: geographical field inquiry in heritage areas

South Bridge Road

‘Reading’ heritage landscapes

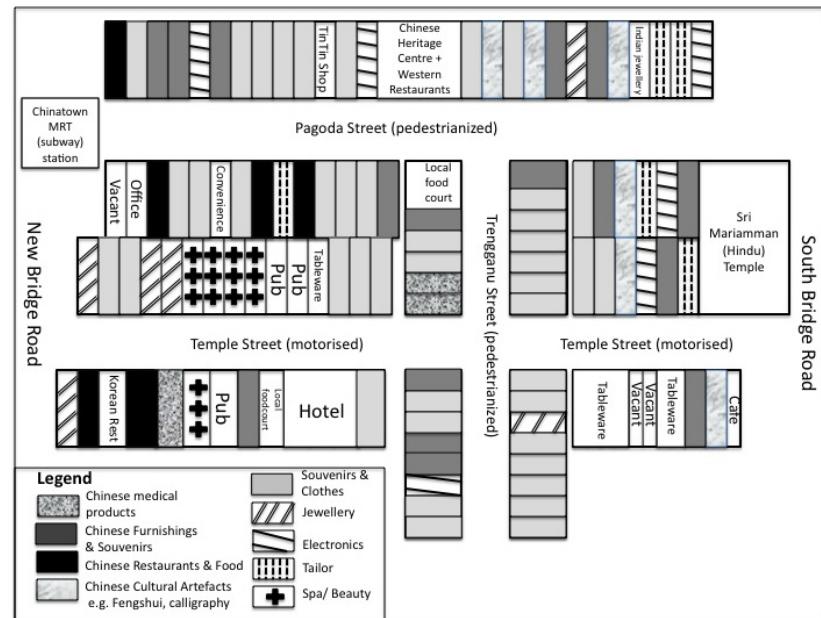
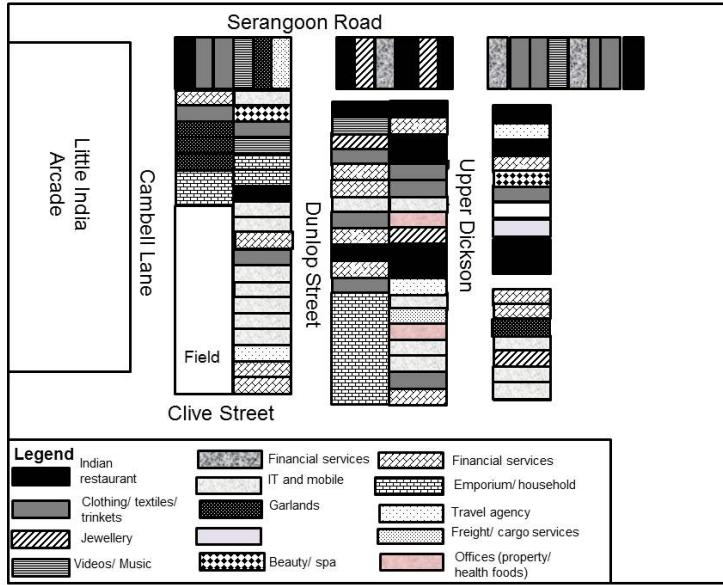
- Examining landscapes in a systematic way provides students with a means to examine the social, economic and political values that frame and undergird the conservation of areas deemed to have ‘historic’ or ‘cultural’ value in Singapore.

‘Reading’ heritage landscapes

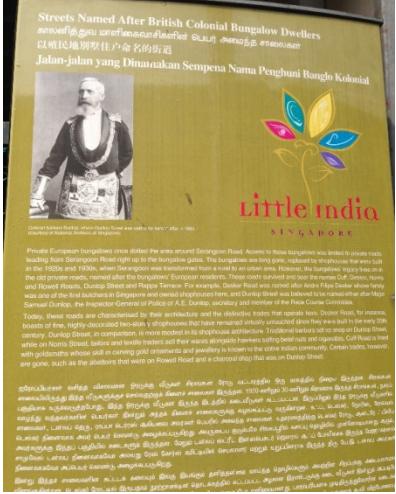
- In particular it helps students to understand that:
 - ‘heritage’ is a value-laden concept
 - ‘heritage sites’ are **sites of contestation** between various users and stakeholders who have different interpretations of and relationships with a space/ place.

Landuse surveys as means to ‘unpack’ contestation in heritage spaces

- Example 1: Little India Historic District
- Example 2: Chinatown Historic District



Little India Historic District



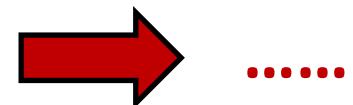
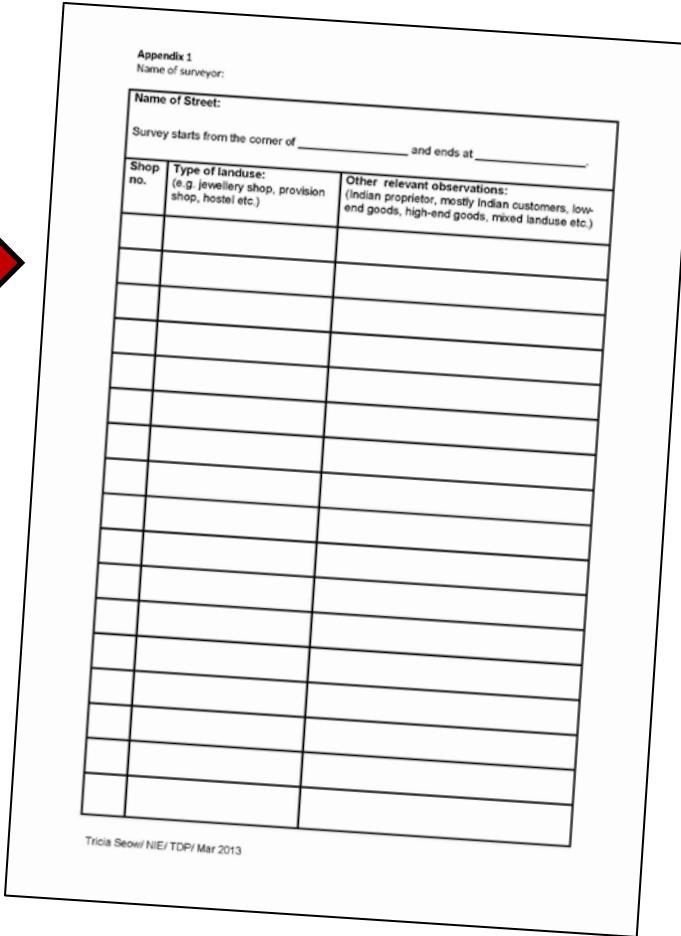
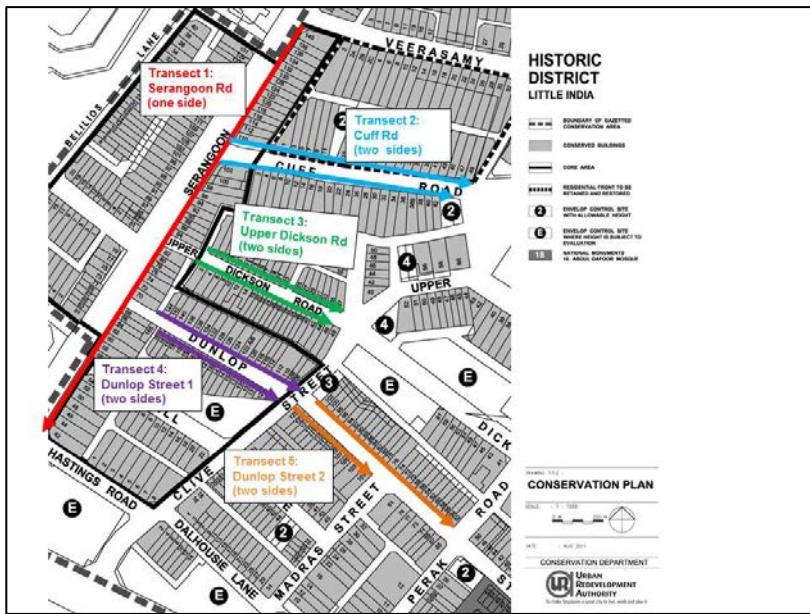
Little India Historic District

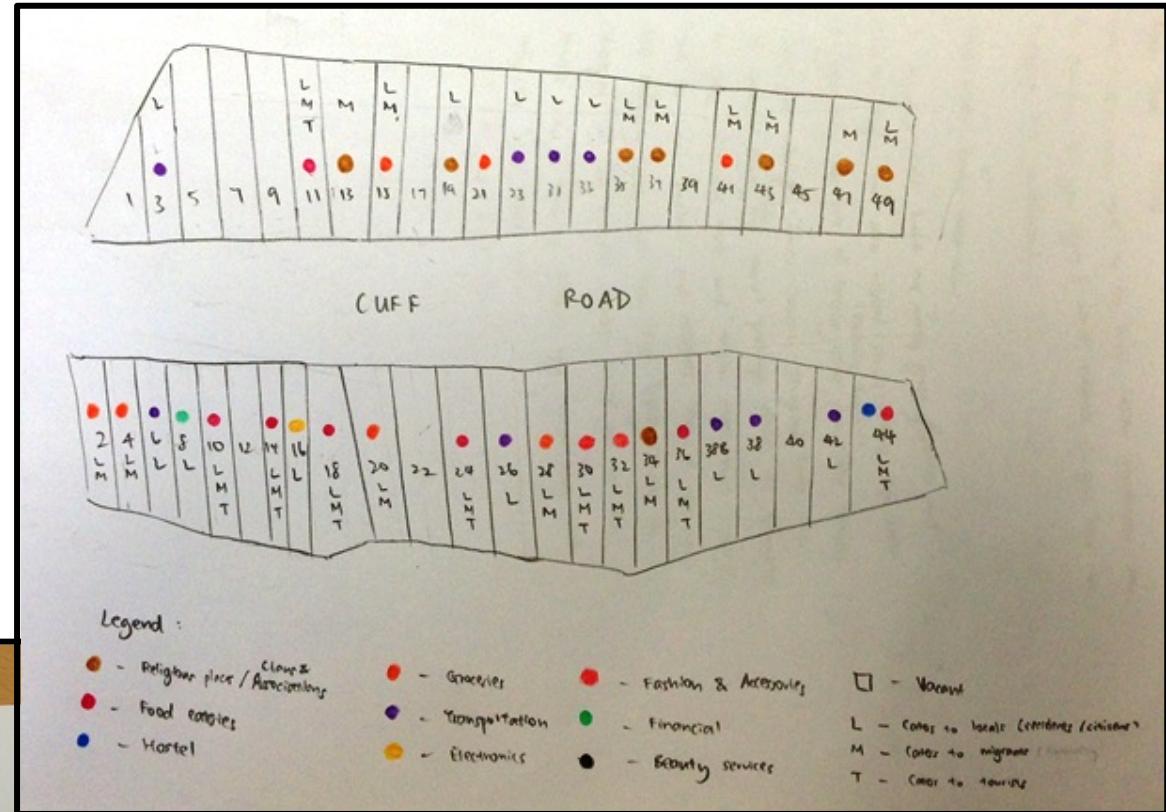
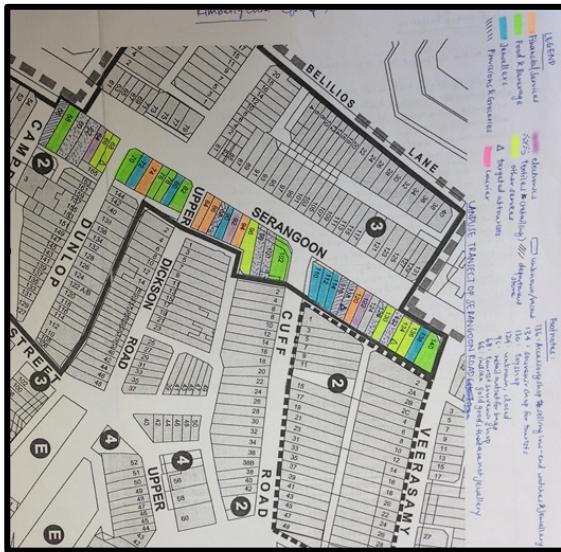
- Various studies by different groups
 - Pre-service and in-service teachers
 - School students attending courses
- Usually involving constructing and investigating a ‘hypothesis’ about who uses a space and what they use it for, who are insiders/ outsiders of the space, who would find the space attractive, whose ideology/beliefs are inscribed on a space etc.

Little India Historic District

- Various methods used to collect primary data:
 - Observations, annotated field sketches, annotated photographs
 - Questionnaires and interviews
 - Perception surveys
 - Pedestrian counts
 - Mapping boundaries
 - Landuse surveys of particular streets

Typically this involves...





Who is Little India for?

What kinds of tourists find Little India appealing?

Is little India appealing as a tourist destination?

Mass Tourists Backpackers

Clothes	Yoga	Food	Travel agency	Food	Massage	Food	Food	Food	Food	Provision shop	Chinese massage	Electronics	Jewelry	Electronics
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UPPER DICKSON ROAD

Provision shop	Maid Agency	Textile	Internet Cafe	Electronics	Agency	Electronics	Travel Agency	Food	Food	Jewelry	Food	Beauty Parlour	Jewelry	Food	Provision shop	Food
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Distribution of Landuse
Sentiments/Feelings
towards Little India



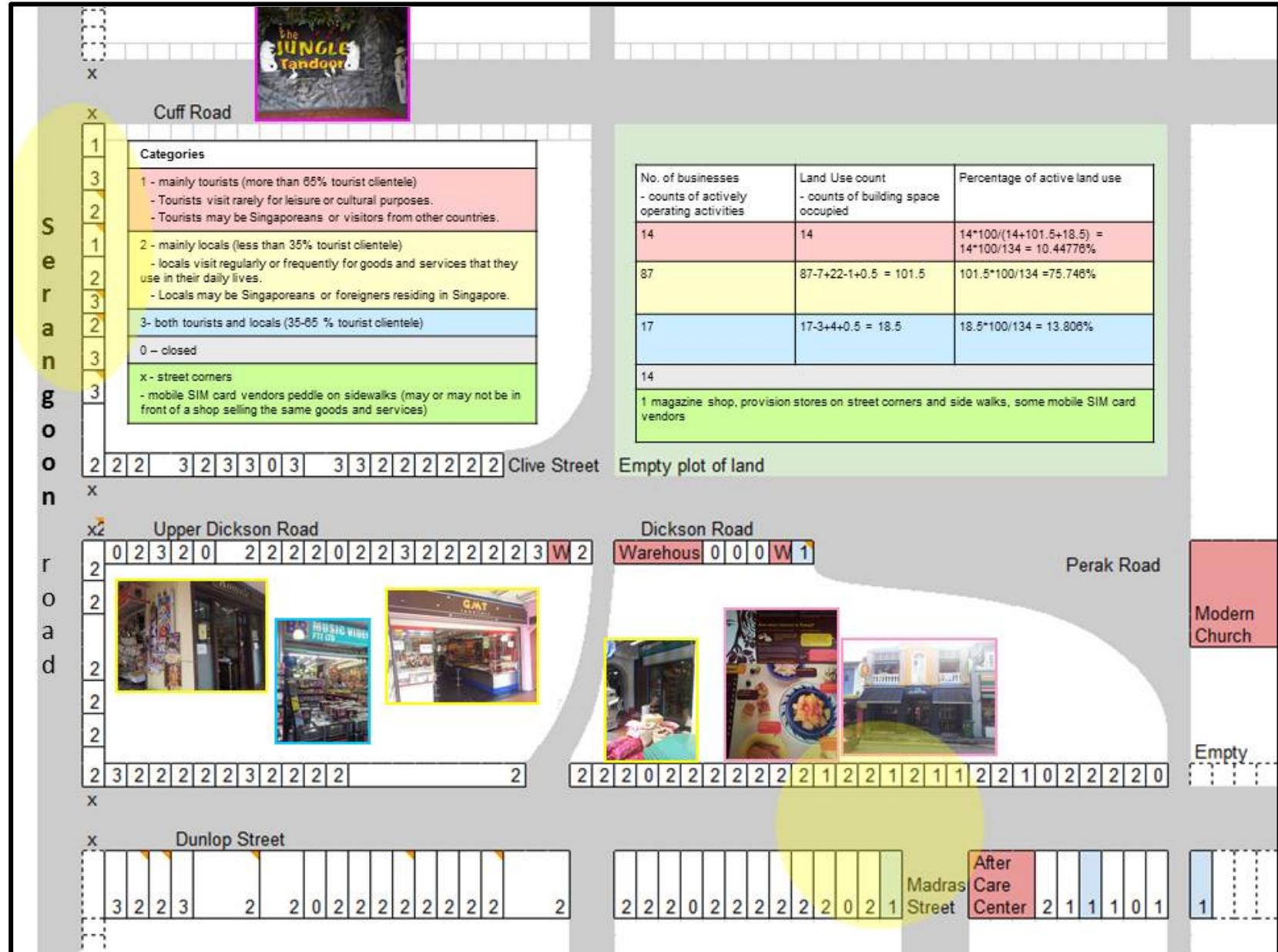
Observations
Landuse Surveys
Interviews (9 Shopkeepers, 5 tourists)
Drawing on specific quotes

Supermarket	Travel agency	Phone	Phone	Electronics	Phone	Shoes	Shoes	Phone and Electronics	Shoes	Food	Food	Supermarket	Tailoring	Fashion	Phone	Saloon	Jewelry
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DUNLOP ROAD

Supermarket	Textiles	Provision shop	Food	Provision shop	Fashion accessories	Phone	Provision shop	Tailoring	Gold	Gold	CD shop
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Spatial concentrations of ‘touristy’ goods and services



FEEDBACK AND ASSESSMENT

LITTLE INDIA FIELD INQUIRY 1

Read the comments made by your facilitators and the checklist provided in the table below carefully. Analyse your own strengths and weaknesses in performing the field inquiry task two weeks ago by filling in the relevant sections in the table.

Making observations and gathering data (landuse survey)	Representing data (landuse transect)	Drawing conclusions (write-up)
<ul style="list-style-type: none">• Before collecting data, did I make sure I knew what I was collecting the data for?• Did I make observations which were relevant to and useful for my purpose?• What types of data did I fail to collect that might have been useful?• What types of generalisations or assumptions did I make when collecting data that could have affected the accuracy of my survey?• Did I ensure that I was observing and recording the data and using terms (e.g. touristy, high-end, electronics) in the same way as my group members.	<ul style="list-style-type: none">• When sharing data as a group, did I clarify whether we were using terms (e.g. touristy, high-end, electronics) similarly?• When deciding on categories did we bear in mind the purpose of the transect? Were the categories chosen meaningful? Were any of the categories too general or too specific?• Were the colours and symbols chosen to represent landuse appropriate such that the end product was easy to read and useful to the reader?• Was the legend organized in such a way that similar products were clustered together?• Was my title appropriate?	<ul style="list-style-type: none">• Did I make my assumptions and definitions clear in the write-up? (e.g. who are 'locals', who are 'tourists'). Were my definitions too simplistic?• Did I make overly-simplistic assumptions about what people come to Little India for?• Were my arguments evidence-based? Did I draw on the spatial evidence observed to support my points?• Did I consider the extent to which my conclusions were affected by the scale of analysis (i.e. the size of the area surveyed and the time given for the tasks)?

Unpacking Contestations in Little India

- Tensions between ‘tourists’ and ‘locals’
- Tensions between different groups of tourists
- Tensions between state ideology of ‘adaptive re-use’/ new businesses and traditional businesses
- Tensions between ‘local’ residents and migrant workers

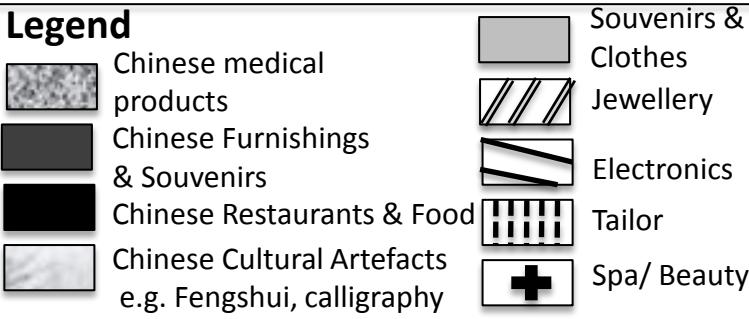
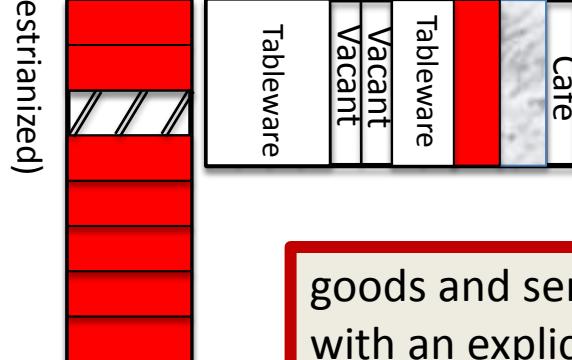
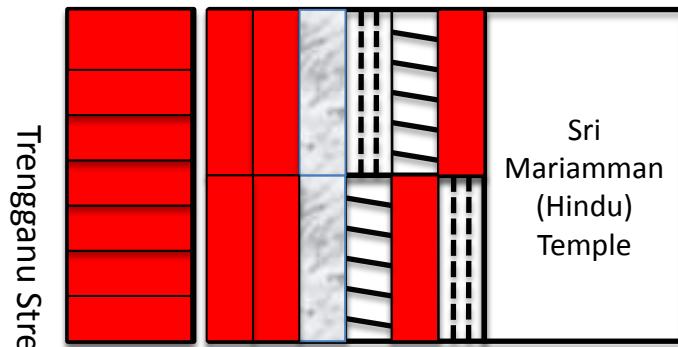
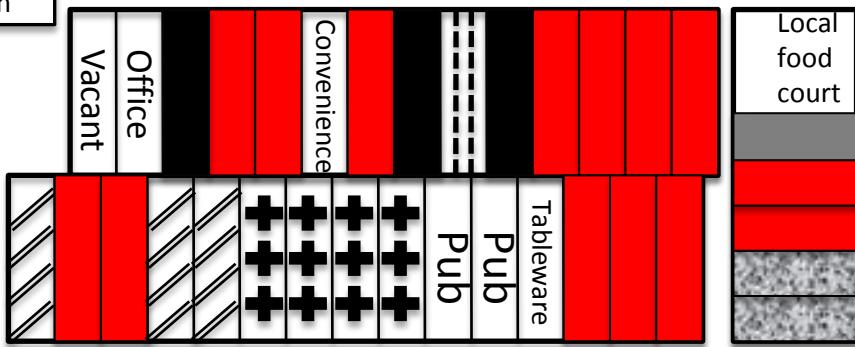


Chinatown Historic District



Chinatown
MRT
(subway)
station

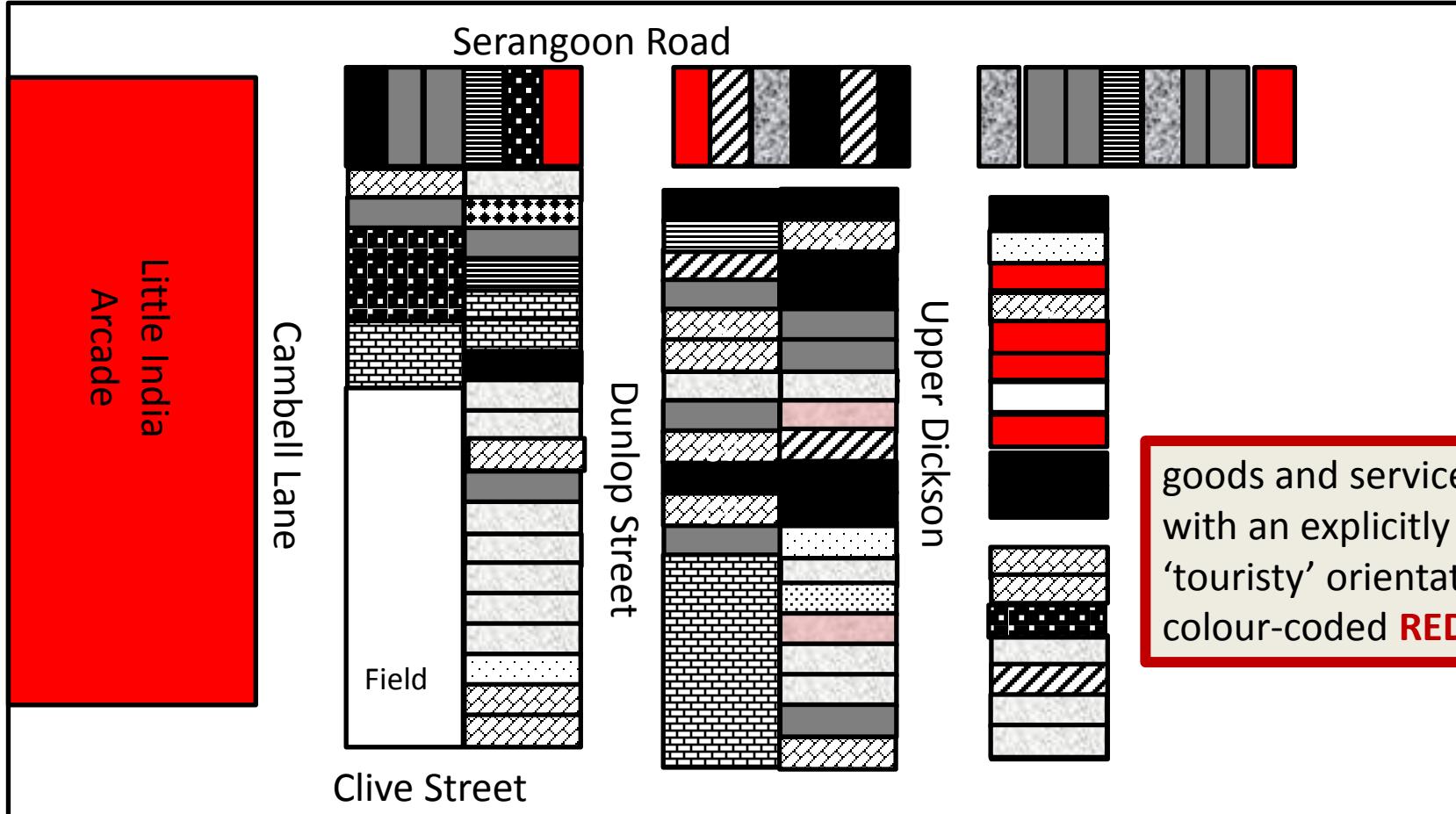
New Bridge Road



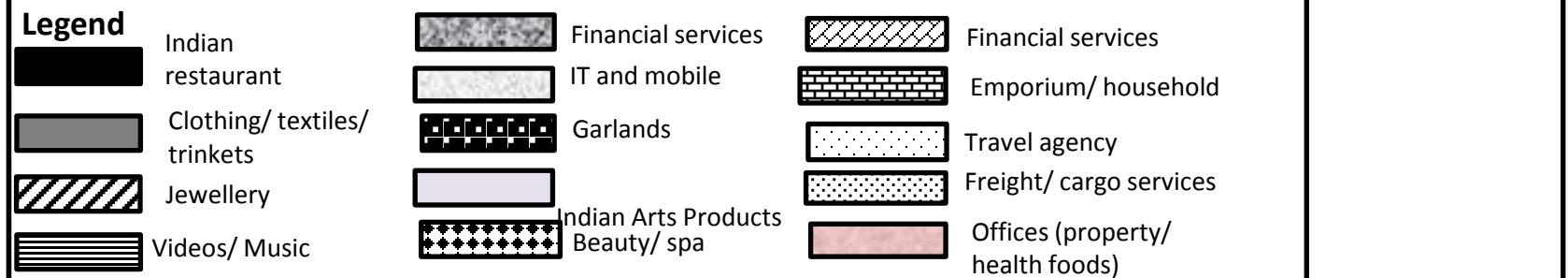
goods and services with an explicitly 'touristy' orientation colour-coded **RED**

*Survey undertaken in Apr 2011

South Bridge Road



goods and services
with an explicitly
'touristy' orientation
colour-coded **RED**



*Survey undertaken in Jan 2013

What do the comparisons tell us about the nature of contestation in these landscapes...

- And relationships with the different ethnic groups/ population composition of Singapore?
- And the different ways in which these areas have been ‘conserved’ and ‘commodified’ for tourism?

What's in it for *them*?

- Going beyond simplistic understandings of concepts like 'heritage tourism', 'tourists', 'conservation', 'local population' etc.
- Understanding the complex and dynamic interplay between different groups of people and their environments.
- Learning to 'read' the layers of meaning embedded in landscapes.
- Learning relevant geographical/ graphical skills.