

# Week 4 Agenda: U1 South Asia as Region

## India and South Asia: From Area Studies to Ethnic Studies

We will complete our task of defining South Asia as a region by looking at that most familiar of maps – a political map showing national boundaries. What makes a “nation” is a question for the next unit, so for now we’ll just get an overview of how and when these political boundaries came to be drawn.

All student work for the week will eventually be used in the unit assessment (at the end of this week) as they assess what should be the boundaries of the region for themselves.

### **Optional Readings for Teachers or as Class Text**

- Bose and Jalal Ch. 16 “The partition of India and the creation of Pakistan” (pgs. 137-158)
- Ludden Ch. 6 “National Territory” (pgs. 195-227)
- Mann Ch. 3 “State formation and empire building in South Asia (1858-1998)” (pgs. 89-136)
- Mines and Lamb Ch. 23 “Voices from the Partition” (pgs. 314-327)
- Talbot Ch. 1 “Borders and Boundaries” (pgs. 13-31) and Ch. 8 “Independence with Partition” (pgs. 130-145)
- Visweswaran Part III “Partition, Nationalism, and the Formation of South Asian Nation-States” (pgs. 113-171)
- Wadley Ch. 3 “A Brief History of South Asia” (pgs. 22-65)

### **LESSON #1: National Borders**

Optional Bell-Ringer: List the countries that make up South Asia: Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, Sri Lanka. When do you think each was founded? What do you know about the founding of each?

#### Purpose

- Unit 2 of this course will cover what it means to be a “nation” and will examine several approaches to India’s nationhood in particular. For now, our goal is to get a sense of the basics of when and how each South Asian country was founded.

#### Prep

- Access and project the CFR’s *World 101* video overview of “South and Central Asia” (<https://world101.cfr.org/rotw/south-asia>)
- Students will need a device in order to use the CIA’s *The World Factbook* (<https://www.cia.gov/the-world-factbook/>)
- Students will need a blank outline map of South Asia (for example, <https://geoalliance.asu.edu/sites/default/files/maps/SCASIA.pdf>)

#### Procedure

1. Show the CFR's *World 101* video overview of "South and Central Asia" (<https://world101.cfr.org/rotw/south-asia>)
2. Have students label the countries on their outline map of South Asia: Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, Sri Lanka (they can use the regional map found on the CIA's *The World Factbook* site <https://www.cia.gov/the-world-factbook/maps/world-regional/>).
3. Students should annotate each country's border with the date and brief circumstances of its founding as an independent country using the background information found in the "Introduction" for each country in the CIA's *The World Factbook* (<https://www.cia.gov/the-world-factbook/countries/>).

## **LESSON #2: The 1947 Partition of India and Pakistan**

Optional Bell-Ringer: What does the word "partition" mean? How many examples of its use can you think of?

### Purpose

- When we think of regions, we tend to think of them as a collection of nation-states. Are political borders always reflective of the features we use to conceptualize regions? We will take this opportunity to think through the role political processes play in defining regions – and therefore Area Studies.

### Prep

- Students can work through this lesson collaboratively or individually. If you'd like this to be a collaborative exercise, create groups of 2-3 students
- Students will need a blank sheet of paper and an electronic device to access the series of maps at "The process of PARTITION 1947" (<http://www.columbia.edu/itc/mealac/pritchett/00maplinks/modern/maps1947/maps1947.html>)
- Access and project Origin OSU's "India Pakistan Partition" ([https://www.youtube.com/watch?v=Y\\_WiT5A1xQM](https://www.youtube.com/watch?v=Y_WiT5A1xQM))

### Procedure

1. Individually, have students do an intel download – on their blank paper they should write down everything they currently know about "the 1947 Partition of India." After 1 minute, have them compare notes with their neighbors or with their group if you'll be having them work collaboratively.
2. Show the Origins OSU video "India Pakistan Partition" ([https://www.youtube.com/watch?v=Y\\_WiT5A1xQM](https://www.youtube.com/watch?v=Y_WiT5A1xQM))
3. Have students work individually or in their collaborative groups to create a response log as they analyze each of the maps in "The process of PARTITION 1947" series provided by Columbia University's Prof. Emerita Frances W. Pritchett (<http://www.columbia.edu/itc/mealac/pritchett/00maplinks/modern/maps1947/maps1947.html>). They should be using the maps to look for patterns in how South Asia has been conceptualized:
  - Who is drawing the map and how might that shape their perspective on where lines should be drawn?

- What factors have been used to determine the location of political borders?
- What characteristics seem to divide the region versus characteristics that seem to draw it together?

### **Assessment: Short Essay**

#### Purpose

- In this unit students expanded their knowledge of South Asia as they examined various dimensions of the region. In addition to increasing their content knowledge, students grappled with the question of how an Area Studies approach should conceptualize South Asia as a region. This assessment will use a short essay format to assess both of those outcomes.

#### Prep

- Copy of test directions (below) for each student

#### Procedure

1. Students should respond to the prompt of their choice, following the guidelines provided in the assessment directions.
2. Grade the assessments using the rubric provided (below).

# Unit 1 Assessment

## South Asia as Region

Choose one of the following statements to inspire your response:

"Area studies, which simply refers to deep academic engagement with particular world regions, is critical to developing global citizens able to create new knowledge and contribute to pressing policy debates. Only by studying a region, by immersing oneself in a culture, language, and society, can one learn to think more sophisticatedly about a particular geographical space and to engage with it in a constructive, empathetic, and useful way."

- Daniel Bessner, Associate Professor at the Henry M. University of Washington's Jackson School of International Studies

"How to Maximize Your Education for an International Career in a Changing World." Posted August 2017.  
<https://www.foreignaffairs.com/sponsored/gradschoolforum/university-washington>.

**OR**

"For, what is an area, anyway? If the commonality between, say, Argentina and Honduras appeared obvious to Latin Americanists in the 1960s, the same is not true today. Scholars are far more critical than they were about terms such as "culture" or "development." Explaining why a region should be studied as such is no longer easy. Lines on a map are not the most significant way of defining a region; where, exactly, does the "Middle East" begin or end? Which region does Central Asia belong to? Is a Texas county whose population is 90 percent immigrant any less "Latin" than the state across the Mexican border?"

- L.A. Cicero, Stanford News Service  
"The new world of area studies." In Spring 2007 *Interaction*. Accessed at  
<https://news.stanford.edu/news/multi/interaction/0507/area.html>.

**Your response should consist of at least three paragraphs:**

Paragraph 1 (introduction)

- Your own definition of Area Studies
- An explanation of how and Area Studies-inspired approach can help you better understand South Asia
- A thesis statement answering this question: How should we conceptualize South Asia as a region?

Paragraph 2 (support for your thesis statement)

- Using content from this unit, provide and explain at least two pieces of support for your thesis statement

Paragraph 3 (conclusion)

- Re-state your thesis statement
- A good conclusion doesn't just repeat what you've already said. It provides the reader with a new way of looking at a topic, reflects and interacts with other research, and/or inspires further research. Use the statement you were inspired by to create a meaningful conclusion to your short essay – how does South Asia as a region fit into Bessner or Cicero's point? You do not need to quote them or directly respond to them. You are using their thoughts to spark your own assessment of how what we are doing relates to wider academic discourse. What thoughts about studying South Asia as a region does the statement you chose inspire?

## Rubric

<b>CONCERNS</b> Areas that need improvement	<b>CRITERIA</b> Standards for this assessment	<b>STRENGTHS</b> Evidence of exceeding standards
	Defines area studies, including reference to interdisciplinary work	
	Clear thesis statement that provides a way of thinking about South Asia as a region	
	Content from the unit that supports the conceptualization of South Asia laid out in the thesis statement (#1)	
	Content from the unit that supports the conceptualization of South Asia laid out in the thesis statement (#2)	
	Conclusion that includes reflection inspired by one of the two provided statements	

## Relevant Washington State Standards

SSS1.9-12.5 Explain the challenge and opportunities of addressing problems over place and time using disciplinary and interdisciplinary lenses.

SSS2.9-12.3 Determine the kinds of sources and relevant information that are helpful, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

SSS3.9-12.5 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past and its relationship to the present.

SSS4.9-12.1 Evaluate multiple reasons or factors to develop a position paper or presentation.

G1.9-10.1 Define the characteristics of each of the major world regions.

G1.9-10.2 Explain the causes and effects of voluntary and involuntary migration in the world.

G1.9-10.4 Explain relationships between the locations of places and regions, and their political, cultural, and economic dynamics, using maps, satellite images, photographs, and other representations.

G1.11-12.4 Analyze information from geographic tools, including computer-based mapping systems, to draw conclusions about an issue or event.

G1.11-12.5 Evaluate the complexities of regions and the challenges involved in defining those regions.

G2.11-12.6 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

G3.9-10.1 Define how the geography of expansion and encounter have shaped global politics and economics in history.

G3.9-10.2 Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

H1.11-12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

H2.11-12.3 Evaluate how individuals and movements have shaped contemporary world issues.

H3.11-12.1 Analyze how historical contexts shaped and continue to shape people's perspectives.