

# Week 10 Agenda: U3 Diffusion of People and Cultures

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

It can be hard to narrow a topic like the diffusion of people and cultures down – around every corner there is a new opportunity to explore yet another case study. This week we'll move out of regional diffusion and into the impact of South Asia on the rest of the world, with a particular focus on the U.S. That will give us the opportunity to gain some exposure to the interdisciplinary field of Ethnic Studies.

This week's lessons may take a bit longer than a week, depending on your timing. Next week's agenda will have fewer lessons in case you need a bit of wiggle room.

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

- Bhatt and Iyer "Introduction" – Ch. 2
- Chakravorty, Kapur, and Singh Ch. 1-2
- Ludden Ch. 8 "Global South Asia" (pgs. 269-291)
- Mann Ch. 6 "Migration, Circulation, and Diaspora" (pgs. 212-259)
- Mines and Lamb Ch. 31 "A Diaspora Ramayana in Southall" by Paula Richman (pgs. 436-447) and Ch. 32 "British Sikh Lives, Lived in Translation" by Kathleen Hall (pgs. 448-460)

### **LESSON #1: Timeline of South Asian Migration to the United States**

Optional Bell-Ringer: You know a lot about South Asia at this point in the course – what are some push factors that you would anticipate lead to migration out of the region? What are some pull factors that might bring these migrants to the United States?

#### Purpose

- We'll be looking at a few case studies this week and the next. Students will need a sense of the broad history of South Asian migration to the United States before we can get into those specifics.

#### Prep

- Students will need to be able to access SAADA's "An Introduction to South Asian American History" digitally or you will need to provide a printout: <https://www.saada.org/resources/introduction>
- Each student will need a blank sheet of paper to construct a timeline on

#### Procedure

1. As students read "An Introduction to South Asian American History" they should take notes in the form of a timeline – each time they encounter a date, they should record it and the reason for its significance.

## **LESSON #2: Intro to Ethnic Studies**

Optional Bell-Ringer: If I told you to sign up for an Ethnic Studies class, what would you expect the course to cover?

### Purpose

- At this point the class has been introduced to two interdisciplinary fields of study – Area Studies and International Studies. Today we'll add Ethnic Studies as yet another important field of interdisciplinary study.

### Prep

- Preview the PPT to ensure the procedure makes sense to you and make any changes you would like.
- Set up to facilitate student responses to the presentation – either have them keep a response log and informally discuss with a partner when prompted or create more structured small groups
- Students will need a piece of paper for a t-chart and to record a short response towards the end of the presentation

### Procedure

1. Work your way through the PPT.
2. Collect the short responses at the end of the presentation.
3. Optional Extra: PBS *Asian Americans* lesson plan "The Fight for Ethnic Studies"  
<https://kcts9.pbslearningmedia.org/resource/the-fight-for-ethnic-studies/asian-americans-video/>

## **LESSON #3: Intro to American Immigration Policy**

Optional Bell-Ringer: What is the key difference between U.S. immigration policy before and after 1965?

### Purpose

- Although government policy is a bit out of the scope of our class, it will be helpful to have at least some broad knowledge of how U.S. immigration policy shifted in 1965. This lesson will make sure that key bit of context is in place.

### Prep

- Have copies of Seema Sohi's "From 1917 to 2017: Immigration, Exclusion, and National Security" article from SAADA's *Tides Magazine* (May 31, 2017) available for students to read: <https://www.saada.org/tides/article/1917-2017>
- Prepare to project the History Channel's video "U.S. Immigration Since 1965"  
<https://www.youtube.com/watch?v=ZBSZwde070c>
- Decide if you want to extend the lesson with a reading: the "Overturning Exclusion, Limiting Immigration" portion of the U.S. House of Representatives publication *Asian and Pacific Islander Americans in Congress*  
<https://history.house.gov/Exhibitions-and-Publications/APA/Historical-Essays/Exclusion-to-Inclusion/Overturning-Exclusion-Limiting-Immigration/>

### Procedure

1. Students should read and annotate or take notes so that they will be prepared to discuss Seema Sohi's "From 1917 to 2017: Immigration, Exclusion, and National Security" article from SAADA's May 2017 edition of *Tides Magazine* (<https://www.saada.org/tides/article/1917-2017>).
2. Discuss "From 1917 to 2017" as a whole class or in small groups. What is Sohi's thesis statement/claim? How did she support that claim? What was surprising about her argument? What expanded your understanding of immigration policy? What questions do you still have?
3. Show the video clip "U.S. Immigration Since 1965" <https://www.youtube.com/watch?v=ZBSZwde070c>
4. Discuss the significance of the 1965 changes in immigration policy
5. *Optional Extension*: Have students read and respond (through annotating points of interest or a note-taking protocol) to the "Overturning Exclusion, Limiting Immigration" portion of the U.S. House of Representatives publication *Asian and Pacific Islander Americans in Congress* <https://history.house.gov/Exhibitions-and-Publications/APA/Historical-Essays/Exclusion-to-Inclusion/Overturning-Exclusion-Limiting-Immigration/>

#### **LESSON #4: Introduction to the Asian American Experience WebQuest**

Optional Bell-Ringer: Where in the U.S. would you expect to find the most people with South Asian heritage? What patterns do you think you would see?

Purpose

- Students need a solid overview of the history of people with South Asian heritage who have settled in the United States. There are some great resources out there and this WebQuest will give students an opportunity to spend some time considering them for themselves and exploring.

Prep

- This will likely be a multi-day lesson
- Students will need access to a device and the Internet
- If you are not teaching in Washington State, you should look through the questions and change the ones that are state-specific to your location.
- Printouts of the assignment for each student (below) – you could also turn the handout into a Google Form or something like that, but it may be beneficial for students to not be entirely digital. A paper-based assignment allows them to give their eyes some brief rests from the screen and keeps them from having to flip between tabs when they respond.
- If they are responding on paper, though, they'll need a way to follow the links – they could just put the title of each source into a search bar. I'll also include an alternate handout that only contains the source title and links. You could share that document with them digitally or post the links on your teaching website/LMS and then have them complete the questions on paper.
- Check each link/resource to ensure everything is still where we expect it to be.
- You could also split the sections of the WebQuest between students or pairs of students and then have them present or rotate to share out.

## Procedure

1. Students complete the handout (below)
2. *Optional Extension*: Have students share or present their items from the SAADA archive
3. *Optional Extension*: PBS *Asian Americans* lesson plan "Early South Asian Immigration" <https://kcts9.pbslearningmedia.org/resource/early-south-asian-immigration/asian-americans/>

## Introduction to the Asian American Experience WebQuest

Name \_\_\_\_\_

### Source #1

"Latin Americans, Asian Immigrants Make Up Most of Post-1965 Immigration"

Pew Research Center

1. Consider the graph. In one sentence, summarize how immigration from South Asia to the U.S. has changed over time:
2. Why do you think things changed after 1965? Draw on any previous knowledge you have.

### Source #2

"Immigration and Naturalization Act of 1965"

Ballotpedia

3. Summarize the Immigration and Naturalization Act of 1965. How do you think it is connected to the changes you observed in Source #1?

### Source #3

"Key facts about Asian origin groups in the U.S."

Pew Research Center

*Remember that we are defining South Asia as the region including Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, and Sri Lanka*

4. When we say Asian Americans, how much of that group is made up of people of South Asian origin?
  
5. Of the Asian groups experiencing the fastest growth rate, which ones are of South Asian origin?
  
6. Where in the U.S. do you notice the largest concentrations of people of South Asian origin?
  
7. Which three Asian origin groups are the largest percentages for Washington State?
  
8. What patterns specific to people of South Asian origin do you see in the charts showing **median age**?
  
9. Why is it that so many Indian immigrants to the U.S. have a bachelor's degree or higher?
  
10. What patterns specific to people of South Asian origin do you see in the charts showing **median income**?

11. What patterns specific to people of South Asian origin do you see in the charts showing how likely they are to live in **multigenerational households**?

12. What patterns specific to people of South Asian origin do you see in the chart showing the **percent of those groups who are immigrants**?

#### Source #4

"Fact Sheets: Asian Americans"

Pew Research Center

13. Choose one of the groups of South Asian origin to investigate a bit further (Bangladeshis, Bhutanese, Indians, Nepalese, Pakistanis, or Sri Lankans):

14. Thinking specifically about the group you chose to further investigate, finish each of the sentence starters below:

- The most important thing to know about people of \_\_\_\_\_ origin living in the U.S. is:

because:

- I was most surprised to learn that:

because:

## Source #5

SAADA (South Asian American Digital Archive)

*You will be choosing a total of 5 items from the archive and responding to the same set of prompts for each. **At least one of your items should be an oral history.***

15. Name of item:

Year the item originated from:

What can you learn from the South Asian experience in the U.S. from this item?

16. Name of item:

Year the item originated from:

What can you learn from the South Asian experience in the U.S. from this item?

17. Name of item:

Year the item originated from:

What can you learn from the South Asian experience in the U.S. from this item?

18. Name of item:

Year the item originated from:

What can you learn from the South Asian experience in the U.S. from this item?

19. Name of item:

Year the item originated from:

What can you learn from the South Asian experience in the U.S. from this item?

### **Summative Response**

20. You've learned a lot! For scholars who study the South Asian American community, what do you think are the three most important things to know?

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## Sources for Introduction to the Asian American WebQuest

### Source #1

"Latin Americans, Asian Immigrants Make Up Most of Post-1965 Immigration" (Pew Research Center)

[https://www.pewresearch.org/hispanic/2015/09/28/modern-immigration-wave-brings-59-million-to-u-s-driving-population-growth-and-change-through-2065/ph\\_2015-09-28\\_immigration-through-2065-10/](https://www.pewresearch.org/hispanic/2015/09/28/modern-immigration-wave-brings-59-million-to-u-s-driving-population-growth-and-change-through-2065/ph_2015-09-28_immigration-through-2065-10/)

### Source #2

"Immigration and Naturalization Act of 1965" (Ballotpedia)

[https://ballotpedia.org/Immigration\\_and\\_Naturalization\\_Act\\_of\\_1965](https://ballotpedia.org/Immigration_and_Naturalization_Act_of_1965)

### Source #3

"Key facts about Asian origin groups in the U.S." (Pew Research Center)

<https://www.pewresearch.org/fact-tank/2021/04/29/key-facts-about-asian-origin-groups-in-the-u-s/>

### Source #4

"Fact Sheets: Asian Americans" (Pew Research Center)

<https://www.pewresearch.org/fact-tank/2021/04/29/key-facts-about-asian-americans/>

### Source #5

SAADA (South Asian American Digital Archive)

<https://www.saada.org/browse>

## **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.

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.

C1.11-12.2 Analyze the impact of constitutions, laws, treaties and international agreements on the maintenance of national and international order.

C2.9-10.1 Explain how citizens and institutions address social and political problems at the local, state, tribal, national, and international level.

C3.9-10.1 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

C4.11-12.3 Evaluate the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

E1.9-10.1 Analyze how the costs and benefits of economic choices have shaped events in the world in the past and present.

E4.11-12.3 Evaluate how individuals and different groups affect and are affected by the distribution of resources and sustainability.

G1.11-12.1 Analyze how differences in regions and spatial patterns have emerged in the United States from natural processes and human activities.

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

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

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

G3.11-12.3 Analyze how the geography of globalization affects local diversity.

G3.11-12.4 Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.

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