

Week 11 Agenda: U3 Diffusion of People and Cultures

India and South Asia: From Area Studies to Ethnic Studies

This week is primarily focused on the South Asian American experiences of the past – but it includes plenty of opportunities for extension into thinking about today.

Optional Readings for Teachers or as Class Text

- Bhatt and Iyer Ch. 3-5
- Chakravorty, Kapur, and Singh Ch. 3-5
- Mines and Lamb Ch. 33 "Examining the 'Global' Indian Middle Class: Gender and Culture in the Silicon Valley/Bangalore Circuit" by Smitha Radhakrishnan (pgs. 461-471) and Ch. 34 "Placing Lives Through Stories: Second-Generation South Asian Americans" by Kirin Narayan (pgs. 472-486)

Optional Multimedia for Teachers or as a Class

- Scene on Radio's *Seeing White* (Season 2, Episode 10) "Citizen Thind" <https://www.sceneonradio.org/episode-40-citizen-thind-seeing-white-part-10/>
- South Asian Americans Leading Together (SAALT)'s website <https://saalt.org/>
- Vivek Bald's *Bengali Harlem* documentary and website <http://bengaliharlem.com/>

Optional Lesson: Sikhism

Sikhs are an influential sub-set of immigrants to the United States from South Asia. The two lessons for this week focus at least in part on the Sikh community. If you have time or feel it needs emphasis, these lessons from the Sikh Coalition are a good option.

- Background Information: <https://www.sikhcoalition.org/get-involved/resources-for-educators/> and <https://www.sikhcoalition.org/about-sikhs/>
- C3 Lesson Plan: <https://c3teachers.org/sikh-coalition/>

If you'd like to include the history of Sikhism, the *BBC Incarnations: India in 50 Lives* episode "Guru Nanak: The Discipline of Deeds" is an excellent listening activity opportunity (in the middle of a blank piece of paper have students create a concept map of important information as they listen, doodling around the edges).

<https://www.bbc.co.uk/programmes/b05w002k>

LESSON #1: Bhagat Singh Thind: Racial Identity and American Citizenship

Optional Bell-Ringer: *Project the "Bhagat Singh Thind at Camp Lewis" photo archived by SAADA https://www.saada.org/item/20110802-264*

What do you notice about this photo – where and when was it taken, why do you think it was taken? What do you know and what do you wish you knew?

*Project the top of “Hindus Too Brunette To Vote Here” document archived by SAADA
https://www.saada.org/item/20101210-148*

How do you think this headline connects to the Camp Lewis photo?

Purpose

- Citizenship – and the ways race (and even caste?) have shaped it here in the U.S. – is an important starting point for talking about any group of Americans. Being socially constructed as a category doesn’t make race any less real (maybe it makes it more so?) and this is an opportunity for students to think about it in a new way.

Prep

- Access and prepare for the PBS *Asian Americans* lesson “Racial Identity and American Citizenship in the Court”
<https://kcts9.pbslearningmedia.org/resource/racial-identity-and-american-citizenship-video/asian-americans/>
- Decide if you want students to look at both court cases or only the Bhagat Singh Thind case. If you don’t want to use time on having students do the research themselves, you can be prepared to direct them to the U.S. Report on *United States v. Thind* (1923) <https://www.loc.gov/item/usrep261204/>

Procedure

1. Follow the PBS *Asian Americans* lesson “Racial Identity and American Citizenship in the Court” <https://kcts9.pbslearningmedia.org/resource/racial-identity-and-american-citizenship-video/asian-americans/>
2. Optional Extension: Students can read (and annotate for discussion) “Measured by a Hat” in SAADA’s *Tides Magazine* (May 20, 2014):
<https://www.saada.org/tides/article/measured-by-a-hat>

LESSON #2: The 1907 Bellingham Riots

Optional Bell-Ringer: Play the 3 minute KUOW/NPR news story “Eerie parallels between 1907 Bellingham riots and anti-Sikh hate in 2017” while projecting the picture from the top of the page (<https://kuow.org/stories/eerie-parallels-between-1907-bellingham-riots-and-anti-sikh-hate-2017>). Although racism played a part in the riots, there are also other explanations for the attacks. What are they? How do they reinforce each other?

Purpose

- This lesson is intended to introduce learners to a historical event (the 1907 Bellingham riots) as they to continue to develop an understanding of how the divisions of the past and prejudices of today shape people’s contemporary lives and understandings of the world.

Prep

- Preview all of the materials in this lesson. You need to consider your class community (particularly students who are Sikh or Muslim) and be sure they are prepared for the topics that are introduced – the lesson is about the past, but also about the impact of post-9/11 xenophobia, so in addition to being an upsetting topic in general some students and their families may have been directly impacted.

- The Sikh Coalition does have a lesson plan about the 1907 Bellingham riots that you may like to use as an introduction or in place of parts of this lesson – it is worth taking a look yourself to see what they are emphasizing: <https://www.sikhcoalition.org/get-involved/resources-for-educators/middle-high-school-resources/bellingham-riots-resources/>
- You may also find the background reading from PBS’ “9/11, South Asian Americans, & Islamophobia” helpful in your preparation – though you’ll be using it with students later in the lesson: <https://kcts9.pbslearningmedia.org/resource/9-11-south-asian-americans-islamophobia-video/asian-americans/>
- Have plans to allow students access to the *PBS News Hour* article “Sikh Americans push for greater visibility, awareness against years of hate crimes, misunderstandings” by Frances Kai-Hwa Wang **Note that the word ass appears in the article – if that is a problem, have a plan to address it – perhaps print it out and white that portion out before making copies ** (<https://www.pbs.org/newshour/nation/this-is-in-our-dna-how-sikh-americans-advocate-for-solidarity-while-campaigning-against-hate-crimes-prejudices>)
- Print copies of the reading response handout (below) for each student

Procedure

1. Show the 15 min. documentary “We Are Not Strangers,” funded by the Guru Nanak Gursikh Temple in Lyndon, WA (https://youtu.be/mvn_LpXj694). As a class, discuss the film. How do the filmmakers explain the 1907 riots? 100 years later, how are they choosing to respond?
2. Have students complete the reading response handout (below) as they read the *PBS News Hour* article “Sikh Americans push for greater visibility, awareness against years of hate crimes, misunderstandings” by Frances Kai-Hwa Wang **Note that the word ass appears in the article – if that is a problem, have a plan to address it – perhaps print it out and white that portion out before making copies ** (<https://www.pbs.org/newshour/nation/this-is-in-our-dna-how-sikh-americans-advocate-for-solidarity-while-campaigning-against-hate-crimes-prejudices>)
3. Facilitate a discussion of the article – what challenges have South Asian communities faced in the past and in the present? Why have they been targeted? What should be done about it?
4. Implement all or a portion of the PBS *Asian Americans* lesson plan “9/11, South Asian Americans, & Islamophobia” <https://kcts9.pbslearningmedia.org/resource/9-11-south-asian-americans-islamophobia-video/asian-americans/>

Name _____

Reading Response

“Sikh Americans push for greater visibility, awareness against years of hate crimes, misunderstandings”

by Frances Kai-Hwa Wang

CHALLENGES

SOLUTIONS

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.

SSS3.9-12.6 Assess options for individual and collective action to address local, regional, or global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

C3.11-12.1 Evaluate the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order or disorder.

C3.11-12.2 Critique relationships among governments, civil societies, and economic markets.

C3.11-12.3 Evaluate the impact of international agreements on contemporary world issues.

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.

C4.9-10.4 Explain how social and political problems are addressed at the local, regional, state, tribal, national, and international level.

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

E1.9-10.2 Analyze how choices made by individuals, firms, or governments are constrained by the resources to which they have access.

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

G1.11-12.2 Analyze interactions and conflicts between various cultures in the United States.

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

G1.11-12.6 Assess the social, economic, and political factors affecting cultural interactions.

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

G2.11-12.7 Evaluate current opportunities and obstacles connected with international migration.

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.

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

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

H2.11-12.4 Analyze how cultural identity can promote unity and division.

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

H4.11-12.3 Analyze how current events today are rooted in past events.