

Week 9 Agenda: U3 Diffusion of People and Cultures

India and South Asia: From Area Studies to Ethnic Studies

This unit is all about migrations big and small, and the effects of those movements of people and ideas. This first week of Unit 3 is designed to introduce concepts such as population density, urbanization, and migration. There are some options for expanding this week's topics into more than one week, so depending on your course goals and timing the way you use this week's agenda may vary. This unit will also introduce ethnic studies as another realm of interdisciplinary work, but we won't begin our consideration of that until next week.

Optional Readings for Teachers or as Class Text

- DeVotta and Ganguly Ch. 10 "Population, Urbanization, and Environmental Changes" by Kelly D. Alley (pgs. 251-274)
- Mann Ch. 7 "Urbanisation and industrialization" (pgs. 264-314)
- Visweswaran Ch. 24 "'City of Whores': Nationalism, Development, and Global Garment Workers in Sri Lanka" by Sandya Hewamanne (pgs. 289-297) and Ch. 25 "Indo-Bhutan Relations Recent Trends" by Tashi Choden (pgs. 298-302)
- Wadley Ch. 18 "Globalizing Bangalore: Urban Transformation in the High-Tech City" by Sanjukta Mukherjee (pgs. 274-292)

LESSON #1: Population Density and Urbanization in South Asia

Optional Bell-Ringer: What is the difference between having a high population and having high population density?

Purpose

- Before we introduce the topic of migration within or originating from South Asia we need to get a sense of how population is dispersed in the region.

Prep

- Be ready to project or have students examine individually: Our World in Data's Urbanization information <https://ourworldindata.org/urbanization>
- Be ready to project or have students examine individually: LuminoCity3D's World Population Density map (be sure to read through the Map Guide) <https://luminocity3d.org/WorldPopDen/#4/24.09/67.76>

Procedure

1. Students should discuss in pairs or you could conduct a whole-class discussion: Do most people in South Asia live in urban settings? What sorts of differences do you notice within the region? Use Our World in Data's Urbanization information <https://ourworldindata.org/urbanization>

2. Students should discuss in pairs or you could conduct a whole-class discussion: What is the first thing that strikes you when you look at South Asia's pattern of population density? When you think about where people in South Asia are concentrated, what does it lead you to wonder? Use LuminoCity3D's World Population Density map <https://luminocity3d.org/WorldPopDen/#4/24.09/67.76>

LESSON #2: Introduction to Migration and Cultural Diffusion

Optional Bell-Ringer: When people move from one place to another, what effect do you think their presence has on their new home community?

Purpose

- Because this unit focuses so heavily on cultural diffusion and the impact of migration, we need to ensure that students have a good academic understanding of those terms.

Prep

- Access and project the "Migration and Cultural Diffusion" PPT
- Students should be prepared to take notes on the presentation

Procedure

1. Using the "Migration and Cultural Diffusion" PPT, guide students through a consideration of those concepts. Students should be prepared to discuss and take notes when indicated.

LESSON #3: Lifelines Watch and Respond

Optional Bell-Ringer: If you had grown up in a small, isolated rural community why might you eventually make the decision to leave it?

Purpose

- Now that students have a general understanding of urbanization and migration, we can introduce a South Asia-focused case study. At the end of this lesson students should have a more nuanced understanding of why some South Asians might choose to leave their rural homes for urban settings – and perhaps also an understanding of why some might choose to stay.

Prep

- Be prepared to project the short (16 min.) documentary *Lifelines*. Although I've prepared a lesson plan here, there are a lot of other lesson plan resources available at the film's site: <https://www.lifelinesfilm.com/resources>
- You should be prepared to introduce the film using the "About" information from the film's site: <https://www.lifelinesfilm.com/about>

Procedure

1. Introduce the short documentary using the background from *Lifelines'* "About" page and tell students that afterwards they will need to be ready to either discuss or

write in response to one or more of the following prompts (they should not take notes while watching the film because they need to focus on reading the subtitles and on simply experiencing it):

- ❖ As you watched *Lifelines*, what were you most surprised by?
 - ❖ How would you describe what life is like for the residents of this small Uttarakhandi village? Would you characterize your description as largely positive or largely negative? How much of the way you feel about their lives is more about you and your own experiences than it is theirs?
 - ❖ When considering why people born in this Uttarakhandi village decide to move to a big city instead of staying in their home village, what pull and push factors can you identify?
 - ❖ What message do you think Makar Singh, featured in the film, and/or the filmmakers are hoping you will receive?
2. Once students have finished the film, lead a whole class discussion or facilitate partnered discussions of one or more of the prompts – or, alternatively, have students provide written reflections.
 3. Optional Extension: Have students watch the 19 minutes documentary *Spirit* – it is made by the same filmmakers and is in the same setting, only a few years later and told through the life of a different individual. Does watching this film change our understandings in any way – does the picture become clearer or more complicated? <https://www.spiritdocumentary.com/>

LESSON #4: Extension of Inquiry

Optional Bell-Ringer: Imagine that you are a researcher who plans to specialize in rural to urban migration patterns. What sorts of questions might you ask?

Purpose

- We could easily spend weeks on the topic of migration within South Asia – but don't have the time in a one semester course! Still, the opportunity to dig a little more deeply in a way that fits with your own background and vision for the focus of the class is certainly there. Below are a list of possible lesson plans from out there in the World Wide Web. If you're pressed for time, you can skip this lesson. If you have plenty of time, you could pick more than one option.

Prep

- Choose your topic and review the externally-created lesson of your choice for needed preparation.

Procedure

1. Choose one or more of the below lesson plans and implement:
 - ❖ "Exploring Asia: Asian Cities – Growth and Change" from Newspapers in Education and the UW Jackson School of International Studies and Global Outreach Centers
www.efaidnbmnnnibpcajpcgglefindmkaj/viewer.html?pdfurl=http%3A%2F%2Fnie.seattletimes.com%2Fwp-

- [content%2Fuploads%2Fsites%2F12%2F2015%2F10%2FJacksonSchoolAsianCities_04-30-14_Guide.pdf&clen=1738060&chunk=true](#)
- ❖ "South Asian Cities Annotated Resource Set from the Library of Congress' Teaching with Primary Resources Collection and the UT-Austin Hemispheres program <https://liberalarts.utexas.edu/hemispheres/curriculum/tps.php>
 - ❖ Case Studies from the UT-Austin Hemispheres program on "The Partition of India," "Should people in India move from rural areas to the city to find work?" and "Should Hindus migrate from Lahore and resettle in India after Partition?"
<https://liberalarts.utexas.edu/hemispheres/curriculum/migration/migration.php>
 - ❖ Close Reading (students make a concept map of important ideas as they read or respond using a 4 Cs grid – Content, Connections, Challenges, Changes): *Education About Asia's* "Population Trends and Issues: Bangladesh"
<https://www.asianstudies.org/publications/eaa/archives/population-trends-and-issues-bangladesh/>
 - ❖ Close Reading (students make a concept map of important ideas as they read or respond using a 4 Cs grid – Content, Connections, Challenges, Changes): *Education About Asia's* "Some Demographic Trends in the World's Most Populous Country-to Be"
<https://www.asianstudies.org/publications/eaa/archives/some-demographic-trends-in-the-worlds-most-populous-country-to-be/>
 - ❖ Close Reading (students make a concept map of important ideas as they read or respond using a 4 Cs grid – Content, Connections, Challenges, Changes): The World Bank's "Leveraging Urbanization in South Asia: Managing Spatial Transformation for Prosperity and Livability"
<https://openknowledge.worldbank.org/handle/10986/22549>
 - ❖ *Facing History and Ourselves* lesson plan "Responding to the Rohingya Crisis"
<https://www.facinghistory.org/educator-resources/current-events/responding-rohingya-crisis>
 - ❖ "Teaching About the Rohingya Crisis in Myanmar with *The New York Times*"
<https://www.nytimes.com/2017/10/25/learning/lesson-plans/teaching-about-the-rohingya-crisis-in-myanmar-with-the-new-york-times.html>
 - ❖ *Classroom Law Project's* "Refugees in Crisis" The Rohingya"
<https://classroomlaw.org/resources/refugees-in-crisis-the-rohingya/>
 - ❖ UT-Austin South Asia Center's "Out of Place and Finding Home: Curriculum on Bhutanese-Nepali Refugees"
<https://liberalarts.utexas.edu/southasia/outreach/k-12/curriculum/lesson-plans.php>

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.

SSS2.9-12.1 Create compelling and supporting questions that focus on an idea, issue, or event.

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.

SSS3.9-12.1 Evaluate one's own viewpoint and the viewpoints of others in the context of a discussion.

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

C3.9-10.2 Analyze relationships among governments, civil societies, and economic markets.

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.

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

E2.9-10.2 Describe the effects of specialization, availability of resources, and technology on a variety of economies.

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

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.

G3.11-12.4 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.

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