

Week 5 Agenda: U2 Identities in South Asia

India and South Asia: From Area Studies to Ethnic Studies

As we introduce our new unit, our purpose this week is to ground ourselves in the approach we will be taking: a combination of Area Studies and International Studies! The concept we will base the unit on is identity – how do our individual, social, and cultural identities shape nations and create or determine our place in the world?

Optional Readings for Teachers or as Class Text

- Bose and Jalal Ch. 9 “1857: rebellion, collaboration and the transition to crown raj” (pgs. 72-79), Ch. 10 “High noon of colonialism, 1858 to 1914: state and political economy” (pgs. 80-88), & Ch. 11 “A nation in making? ‘Rational’ reform, ‘religious’ revival and swadeshi nationalism, 1858 to 1914” (pgs. 89-103)
- Ludden Ch. 5 “Producing Nationality” (pgs. 169-194)
- Mann Ch. 2 “Patriotisms and nationalisms in the nineteenth and twentieth centuries” (pgs. 54-88)
- Mines and Lamb Part Two “Genders” (pgs. 75-143) & Part 3 “Caste, Class, and Community” (pgs. 145-218)
- Talbot Ch. 7 “The Nation and Beyond: Transnational Anticolonial Struggle” (pgs. 117-129)
- Visweswaran Part II “The Study of South Asian Society and the Emergence of Modern Forms of Social Classification” (pgs.47-112)
- Wadley Ch. 8 “Social Change in Rural India: A Village Study” (pgs. 111-130) & Ch. 9 “Arranging a Marriage in Middle-Class Southern India” (pgs. 131-150)

LESSON #1: Intro to International Studies

Optional Bell-Ringer: If someone tells you they work in International Studies, what do you think their primary areas of research are?

Purpose

- In addition to learning content knowledge about South Asia, this course is meant to deepen student exposure to how higher education builds and conveys knowledge. In particular, we are thinking about interdisciplinary approaches. We’ll begin this unit by comparing Area Studies and International Studies as ways to understand South Asia.

Prep

- Access and project the “Intro to International Studies” PPT presentation
- Go through the PPT and ensure that you and your students can access the needed materials (linked out of the slides) – note that you likely have the needed access to JSTOR through your school or local library system
- Plan to either project the materials for the whole class or have them access them individually or in groups on their own devices
- 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

- If you have time and would like to teach a lesson that exemplifies the purpose of International Studies, you could use this article by Daniel Jasper in the Winter 2020 issue of *Education About Asia*: "Studying Indian Secularism to Understand the U.S." <https://www.asianstudies.org/publications/ea/archives/studying-indian-secularism-to-understand-the-us/>

Procedure

1. Lead students through the "Intro to International Studies" PPT

LESSON #2: Peace Corps' "Culture is Like an Iceberg" Lesson

Optional Bell-Ringer: How would you describe your culture?

Purpose

- Culture as a concept, and its role in shaping identities, will be important context for this unit. In the interdisciplinary spirit of our class, we'll use ideas from the fields of psychology, sociology, and cultural anthropology to set us up for further exploration.

Prep

- Access and prepare to implement the "Culture is Like an Iceberg" lesson from the Peace Corps: <https://www.peacecorps.gov/educators/resources/culture-iceberg/>
- Students should have a printout of the handout from the lesson and a blank sheet of paper to sketch their own icebergs or you might want to print one out (for example, from PBS <https://kcts9.pbslearningmedia.org/resource/a353a4ba-cd56-4999-97dd-0e40e11a7211/iceberg-concept-of-culture-images-and-pdfs/>)

Procedure

1. Follow the directions in the "Culture is Like an Iceberg" lesson.

LESSON #3: Personal, Social, Cultural, and National Identities

Optional Bell-Ringer: What does "identity" mean to you? How would you describe your identity?

Purpose

- Much of what we do in this unit will be aimed at better understanding people's national identities, using India as a case study. Before we can understand what a national identity is we need to be able to differentiate it from personal, social, and cultural identities.

Prep

- Access and project the "Identities" PPT presentation
- Students will need a blank sheet of paper folded into fourths to take notes/respond on and should have their icebergs from Lesson #2 available to refer to
- Students will need a partner or small group to discuss things with when prompted
- You will access this YouTube video during the presentation: ["Social Identity Theory – Definition + 3 Components"](#)

Procedure

1. Lead students through the "Identities" PPT

LESSON #4: Kishwar's "Living Identities vs Acquired Ones"

Optional Bell-Ringer: What do you think "code switching" means?

Purpose

- Next week we will be starting to dig into the history of the creation of India as a political state. In order to ensure we are fully grounded in our understanding of identity and how it shapes people and their actions, we'll wrap this week up with one last consideration of our own identities and what kinds of positionality they create.
- Note: The first way we'll approach national identity is through reading an excerpt from Madhu Kishwar's writing. She's an Indian social scientist who co-founded the feminist journal *Manushi* -- today she's less controversial for her work on gender, though, and more controversial for her association with Hindu nationalism. The bit we're reading is not part of that more controversial discussion.

Prep

- Students will need access to the excerpt from Madhu Kishwar's essay "Who Am I? Living Identities vs Acquired Ones" found at <https://www.sas.upenn.edu/~dludden/MadhuKishwarQuote.htm>

Procedure

1. Students should read the provided excerpt of Madhu Kishwar's essay.
2. Students should write their own version of the essay – who are they? How do their various identities overlap? Which ones result in power and which ones act as barriers? Are different aspects of your identity more relevant than others in particular situations or settings?
3. Students should include a final paragraph responding to this question: "How does your identity influence the way you approach and understand the content of this course?"

Relevant Washington State Standards

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.

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

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

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

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.

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.

H3.11-12.6 Evaluate the ways in which the perspectives of those writing history shaped the history that they produced.