

Week 8 Agenda: U2 Identities in South Asia

India and South Asia: From Area Studies to Ethnic Studies

Now that students have some deeper knowledge about one individual's thoughts on how Indian nationhood should have been constructed, it's time for them to share that knowledge out. This week we will also push some of this context into the present-day.

Optional Readings for Teachers or as Class Text

- Bose and Jalal Ch. 18 "Post-colonial South Asia: state and economy, society and politics, 1947 to 1971" (pgs. 169-183), Ch. 19 "Post-colonial South Asia: state and economy, society and politics, 1971-2010" (pgs. 184-204), & Ch. 20 "Decolonizing South Asian history: a view from the new millennium" (pgs. 205-210).
- DeVotta and Ganguly Ch. 6 "International Relations" by Sumit Ganguly (pgs. 143-160) & Ch. 11 "Looking Ahead" by Neil DeVotta (pgs. 275-284)
- Ludden Ch. 7 "Identity Politics" (pgs. 228-268)
- Mann Ch. 8 "Knowledge, science, technology and power" (pgs. 315-363)
- Mines and Lamb Ch. 24 "A Day in the Life" by Laura Ring (pgs. 328-342) & "Living and Dying for Mother India: Hindu Nationalist Female Renouncers and Sacred Duty" by Kalyani Devaki Menon (pgs. 343-353)
- Nanda Ch. 9-16 (pgs. 57-152)
- Talbot Ch. 11 "Challenges to Nehruvian India" (pgs. 181-195), Ch. 12 "Pakistan's National Crisis and the Birth of Bangladesh" (pgs 196-209), Ch. 13 "Bangladesh Since Independence" (pgs. 210-226), Ch. 14 "Pakistan Since 1971" (pgs. 226-241), Ch. 15 "India Shining" (pgs. 242-253), & Ch. 16 "The Contemporary International Relations of South Asia" (pgs. 254-270)
- Visweswaran Part IV "States and Communal Conflict in South Asia" (pgs. 173-218)

LESSON #1: Views of Indian National Identity Gallery Walk

Optional Bell-Ringer: Should countries have a singular national vision of what their identity will be? Are there benefits to having competing visions of national identity?

Purpose

- Students have spent some time gaining depth of knowledge about a particular individual and their vision of national identity for India at the time of its founding. This lesson is meant to broaden that understanding out to encompass the visions of the other individuals who their classmates investigated.

Prep

- Prepare for a class-wide gallery walk (post the one-pagers around the classroom walls) or plan to have them work in groups made up of one member who represents each individual researched
- Copies of the handout for note-taking and analysis for each student (below)

Procedure

1. Each student should have a note-taking and analysis handout to carry with them and fill out.
2. Have students walk around the classroom examining the one-pagers or work in groups with each group member representing a different one of the individuals researched.
3. As students do the gallery walk or discuss with their group members they should fill out the note-taking and analysis handout.

Name _____

Compare and Contrast: Early Visions of Indian National Identity

	Vision for Indian National Identity	Legacy	Your Thoughts
Mohandas Gandhi			
B.R. Ambedkar			
Jawaharlal Nehru			
Vinayak Damodar Savarkar			
Muhammad Ali Jinnah			

	Vision for Indian National Identity	Legacy	Your Thoughts
Rabindranath Tagore			
Subhas Chandra Bose			

1. Is there anything these visions have in common?
2. What differences between these visions do you think are the most important?
3. Whose understanding of national identity most closely matches your own? Explain.

Optional Lesson: Views of Indian National Identity Extension

Optional Bell-Ringer: How should we decide which writers and thinkers we study in classes like this – and which we should leave out?

Purpose

- We can't cover all of the interesting figures from the past who contributed to visions of national identity and state formation in South Asia. However, if you have time these three – Phule, Periyar, and Sheikh Abdullah -- provide an interesting opportunity to further consider how ideas about national identity are part of a wide-ranging conversation that inspired future leaders and shaped the political realities of South Asia today.

Prep

- Decide if you have time to do the listening activity for all three or if you'd like to just do one or two – you'll want a brain break between episodes or you can of course space them between days
 - ❖ BBC's *Incarnations: India in 50 Lives* "Jyotirao Phule: The Open Well" (<https://www.bbc.co.uk/programmes/b05xhww3>)
 - ❖ BBC's *Incarnations: India in 50 Lives* "Periyar: Sniper of Sacred Cows" (<https://www.bbc.co.uk/programmes/b071vlmn>)
 - ❖ BBC's *Incarnations: India in 50 Lives* "Sheikh Abdullah: Chains of Gold" (<https://www.bbc.co.uk/programmes/b0738jwb>)
- The episodes are short – between 10-15 min. each – and students should be able to listen for additions to their notes (you may consider projecting something for them to rest their eyes on as they listen, like a YouTube live feed of a kitten sanctuary or a surfing pipeline)
- Copies of the handout for note-taking and analysis for each student (below)

Procedure

1. Play the episode(s) while students take notes on their charts

Name _____

Compare and Contrast: Early Visions of Indian National Identity

	Vision for Indian National Identity	Legacy	Comparison to Gandhi, Ambedkar, Nehru, Savarkar, Jinnah, Tagore and/or Bose
Jyotirao Phule			
Periyar E.V. Ramaswamy			
Sheikh Abdullah			

Optional Lesson: Historiography

Optional Bell-Ringer: What is "historiography"? Why might studying it at this point in our course be important?

Purpose

- One of the goals for this class is to think explicitly about how knowledge is constructed. If you have time, it's worth guiding students through these three resources as a set-up for their final consideration of national identity in India, both in the past and today.

Prep

- Be ready to project two videos: *Crash Course World History* #212 "The Rise of the West and Historical Methodology" (<https://www.youtube.com/watch?v=nosJVTuCHFk&t=1s>) and *Crash Course World History* #217 "The Mughal Empire and Historical Reputation" (<https://www.youtube.com/watch?v=nbuM0aJjVgE&t=460s>)
- Printed or online access for students to the post "Richardson's Rules of Order, Part IX: What is Historiography, Anyway?" (<http://histsociety.blogspot.com/2009/09/richardsons-rules-of-order-part-ix-what.html>)

Procedure

1. Have students brainstorm with a partner or small group: How is history constructed? If history is the study of written documents, who decides what goes into those documents?
2. After watching *Crash Course World History* #212 "The Rise of the West and Historical Methodology" (<https://www.youtube.com/watch?v=nosJVTuCHFk&t=1s>) have students discuss what surprised them – what can we learn about the construction of history based on what surprised us? *Why* was it surprising?
3. Have students read "Richardson's Rules of Order, Part IX: What is Historiography, Anyway?" (<http://histsociety.blogspot.com/2009/09/richardsons-rules-of-order-part-ix-what.html>). Now that they understand more clearly what historiography is, students should discuss: How much time would they estimate they've spent in their lives and previous classes thinking about it?
4. After watching *Crash Course World History* #217 "The Mughal Empire and Historical Reputation" (<https://www.youtube.com/watch?v=nbuM0aJjVgE&t=460s>), have students discuss how they think historiography might impact the construction of Indian national identity.

LESSON #2: Close Reading of "The Rise of Hindu Nationalism and Its Regional and Global Ramifications"

Optional Bell-Ringer: What do you think "Hindu nationalism" means? How might it connect to national identity?

Purpose

- In keeping with our use of international studies as our interdisciplinary approach, it is time to zoom back out a bit and draw the world beyond India into our consideration again. It is also important to extend our understanding of Savarkar’s vision into contemporary Indian politics. A close reading of “The Rise of Hindu Nationalism and Its Regional and Global Ramifications” by Andrea Malji will guide students in doing that.

Prep

- You may wish to take a look at current events in Indian politics before reading this article. Is the BJP still in power? Is Hindu nationalism/Hindutva in the news?
- Copies of [“The Rise of Hindu Nationalism and Its Regional and Global Ramifications”](#) by Andrea Malji and a 4 Cs chart (below) for each student. This 4 Cs chart is an adaptation of the one provided by [Project Zero](#).

Procedure

1. As students read the article, they should take notes on the 4 Cs chart.
2. You could extend this activity by having students exchange charts after reading and discuss any differences in their responses.
3. Complete the assignment with a whole-class discussion of how Hindu nationalism is re-shaping Indian national identity.

Name _____

4 C’s Thinking Routine

“The Rise of Hindu Nationalism and Its Regional and Global Ramifications”

Connections

What connections can you draw between the text and your understanding of national identity here in the United States?

Challenges

What are some challenges the information in the text presents you personally, to Indians, to the region of South Asia, or at an international level?

Concepts

What key concepts or ideas do you think are important and worth holding on to from the text so that you can understand current events or other things that are important to you?

Changes

What changes in attitudes, thinking, or action are suggested by the text, either for you or others? How should our thinking change or evolve based on this reading?

LESSON #3: Close Listening (deep dive into scholarship – Manan Ahmed Asif’s *The Loss of Hindustan: The Invention of India*)

Optional Bell-Ringer: If historiography means the study of the way history is written and epistemology is the study of how knowledge is constructed – what do you think “epistemological violence” means? (Note to the instructor: While it’s a complicated concept, the heart of it is that it describes the interpretation of data/evidence in a way that harms non-dominant groups and individuals, presenting the interpretation as definitive knowledge even though it fails to recognize alternative interpretations or its impact).

Purpose

- We started this unit with a consideration of what it means to define “India.” Now that students have increased their understanding of how Indian national identity has been both constructed and contested, it is a good opportunity to spiral back to that question of defining “India” with more depth. A recent book by Dr. Manan Ahmed Asif, *The Loss of Hindustan: The Invention of India*, deals with this very topic.

Prep

- In order to get a sense of the book that will be discussed, you should read *Mint Lounge’s* [“How the Invention of ‘India’ Eroded the Idea of Hindustan”](#)
- You will need to choose a section or sections of one or more of these podcasts that fits your students’ level of academic sophistication and the areas of interest that you would like to highlight. Because these are interviews, they are organized in a question and answer format. In general 25 minutes total of listening is the right amount to plan for.
 - ❖ *New Books in South Asian Studies* [“Manan Ahmed Asif, “The Loss of Hindustan: The Invention of India” \(Harvard UP, 2000\)](#)
 - ❖ *The Anti-Empire Project* [Episode 81 “The Loss of Hindustan – with Manan Ahmed and Sina Rahmani”](#) (Part 1 of an interview that takes a less formal tone, but includes more background than the New Books podcast)
 - ❖ *The East is a Podcast* [“Losing Hindustan \(Pt 2\) w/ Manan Ahmed Asif”](#) (Part 2 of the interview above)
- Students will need a piece of paper that has a coloring or doodle page on one side and a blank opposite side.
- Decide how much detail you will want students to get out of their listening and how much scaffolding you will need to provide.
- Students will need to understand the following terms: Historiography, Epistemology, Decolonization, and Post-Colonial.
- You may want to take a look at Heather Cox Richardson’s blog post for the Historical Society, “What is historiography anyway?” as background for yourself or possibly your students: <http://histsociety.blogspot.com/2009/09/richardsons-rules-of-order-part-ix-what.html>
- Students will need to know what the Mughal and British Empires were.

Procedure

1. As students listen to your selections from the podcast(s), they should mostly be coloring or doodling.
2. Have them create a concept map of the major ideas on the blank side while listening or pause periodically and ask them questions of your own. You could also have them work their thoughts and responses into the coloring page design or doodles.

Assessment: Short Essay

Purpose

- In this unit students expanded their knowledge of South Asia as they drew history more firmly into their consideration of the region. In addition to identity and nation-state formation students were introduced to International Studies. This assessment will use a short essay format to assess their understanding of these concepts.

Prep

- Copy of assessment directions (below) for each student

Procedure

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

Unit 2 Assessment

Identities in South Asia

International Studies encourages us to try and understand phenomena at many different levels, from the local to the international. It also encourages comparative analysis. We can't be experts at that after one unit. However, we can take this opportunity to reflect on what we have learned and apply it to the subject you may well know the very best – yourself!

Your reflection should consist of at least three paragraphs:

Paragraph 1 (the meaning of identity)

- Your own explanation of the concept of “identity”
- How is the way you understand the world informed by your various levels of identity – personal, social, cultural, and national?

Paragraph 2 (how studying Indian national identity helps you understand your own)

- You've learned a lot about Indian national identity in this unit – discuss how two facts you've encountered or ideas you've been exposed to in this unit have shaped your understanding of your own identity at one or more levels

Paragraph 3 (interest in future inquiry)

- Imagine you are assigned to write an article that will be published in a journal that specializes in International Studies. What topic might this unit inspire you to learn more about as a subject and then write about that might be published in a journal with an International Studies focus?
- Explain the topic you might choose and why it would be a good fit for an International Studies journal

Rubric

CONCERNS Areas that need improvement	CRITERIA Standards for this assessment	STRENGTHS Evidence of exceeding standards
	Defines identity	
	Reflects on world view at the various levels of identity – personal, social, cultural, and national	
	Content from the unit that has shaped understanding of own identity (#1)	
	Content from the unit that has shaped understanding of own identity (#2)	
	Suggests topic that is appropriate for International Studies	
	Explains why topic is appropriate for International Studies	

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.

SSS2.9-12.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

SSS3.9-12.5 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument

C4.9-10.3 Describe the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

C4.11-12.3 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.

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

H1.9-10.2 Assess how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

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.

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.