

# Drawing the Line

*An analysis of political borders and India's tenuous relationship with its neighbors*



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**Content Area Relevance:** World History, Global Issues, Human Geography, World Religions, Comparative Government

**Grade Level:** Grades 9-12

**Duration:** 4 60 minute class periods

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## Driving Question

- How can a close analysis of political borders enrich our understanding of broad, historical developments and help us unearth the deep roots of persistent regional tensions?

## Supporting Questions

- How have major historical developments influenced the creation and contours of modern political borders in South Asia?
- To what extent do existing political borders in the Indian subcontinent reflect the collision of cultures and historic contests for power?
- To what extent have South Asia's political borders, originally designed to resolve long-standing tensions, succeeded in provoking new conflicts?
- What factors have complicated attempts to implement a peaceful solution to persistent border disputes along the India-Pakistan border?
- To what extent do border disputes in South Asia mimic political conflicts in other regions of the world and in earlier eras of World History? What new insights can we gain from a comparative study of these border disputes?

## Enduring Understanding

- Political maps are not simply tools for identifying geographic locations. They also reveal the outcome of historical conflicts, political compromises, and ongoing disputes over land and power. The boundaries depicted on political maps tell a story: their demarcations trace the plotlines of World History. Therefore, a close analysis of political borders can enrich students' understanding of broad, historical developments and persistent regional tensions. By examining the historical context in which borders are created, and connecting this context with contemporary situations, students will see how the deceptively simple lines on a political map actually hint to incredibly complex developments and ever-evolving realities.

## Overview

This four day unit invites students to conduct a close analysis of India's political borders, focusing specifically on its territorial disputes with Pakistan. The investigation first locates the study of India's borders within the subcontinent's broader historical framework, spotlighting the legacy of British colonialism and subsequent partition of the region. Students will identify and explain how topographical features and historical and cultural developments influenced the creation of India's modern borders. This initial step in the investigation includes an analysis of primary sources and the synthesis of information in a poetic format. Students then build upon their knowledge of the region's physical landscape and history by examining the ongoing crisis in Kashmir. After a brief introduction to the territorial disputes unfolding in Kashmir, students research, present and defend a plan for resolving the current conflict. Following this class debate, students reflect on what they have learned regarding political borders, and they attempt to connect these insights with information they already know about border disputes in other regions of the world and in other eras of world history.

## Learning Objectives

- Students will be able to identify and locate the nations of South Asia on a map.
- Students will be able to list two or more major religions of India and provide at least one explanation for how these religions influenced the creation of political borders in South Asia.
- Students will be able to describe two or more reasons why British India was divided into two independent nations following World War II.
- Students will be able to list and describe at least three reasons for why Pakistan and India have a tenuous relationship today.
- Students will be able to identify two or more reasons why Kashmir has been the focal point of Pakistan-India tensions for nearly 70 years.
- Students will be able to outline at least three possible plans for resolving the border dispute in Kashmir.

## Content Expectations

CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCSS.ELA-LITERACY.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

## Key Concepts

- *Hinduism*
- *Islam*
- *Colonialism*
- *Political Sovereignty*
- *Self-determination*
- *Decolonization*

## Lesson Handouts/Materials

- [Google Slide Presentation](#) for teacher use
- [Drawing the Line: Student Materials](#) for distribution to students

## Teacher Preparation and Instructional Resources

This unit will be most effective if students already have some familiarity with South Asia, particularly as it relates to the region's decolonization, the recent rise of Hindu nationalism, and the crisis unfolding in Kashmir. Students do not need to have an *extensive* knowledge of any/all of these historic developments prior to starting this unit, but a cursory understanding of one or more of these topics will enrich students' insights. Students will need access to the internet throughout the unit since most of the unit's resources are available online. For ease of use, teachers should have some experience with Google Slides and Google Docs. The entire lesson can be easily converted to a virtual learning format, if desired. The resources included in the independent practice/assignments will require at least a 9th grade reading level, but modifications to the texts can be made within Google docs to make the texts more accessible to students with lower reading levels. The final assessment includes a role play exercise in which students work within small groups. A grading rubric for this activity is included in the "student materials" packet.

### In preparation for the lesson, teachers will need to...

- Print hard copies of student materials **or** prepare digital copies and make them electronically accessible to students.
- Ensure that students have a Chromebook (or the equivalent) and internet access. If teachers plan to have students view various video clips on their own devices, they should encourage students to bring earbuds, headphones, or the like with them to class.
- Access and project the [Google Slide Presentation](#) for students to view as a class.

## I. Opening (Day 1)

Engage students' understanding of world history by introducing them to "[The Age of Borders](#)" image. Begin by familiarizing them with the features depicted on the map and the valuable insight it offers regarding world history.

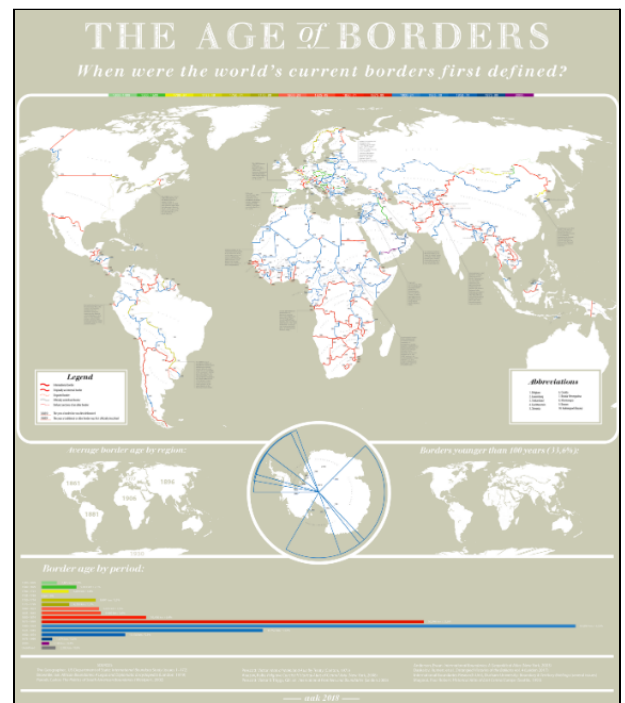
### A. Interpreting the image

- Examine the **Legend**. What do the different line patterns signify?
- Look closely at the **color chart** at the top and at the bottom of the map. What do these colors reveal about various borders throughout the world?
- Study the two **smaller world maps** included in the bottom half of the image. What additional information do these maps reveal about borders that exist throughout the world today?

### B. Forming Hypotheses

Challenge students to formulate hypotheses in response to the following questions:

- What factors/variables might influence the location of international borders? Consider physical and cultural factors, among others.
- Why have borders in some regions of the world changed more recently, whereas borders in other regions appear to be more stable/permanent?
- What broad, historical developments might help explain the contemporaneous creation of political borders within a region and throughout the world?



### C. Testing Hypotheses by Examining the Familiar: the United States (lower 48)

Direct students to zoom in on the continental United States and identify the major political borders that mark the boundaries of the nation.

- What are the years in which these borders were established?
  - *Answers: 1763, 1783, 1818, 1842, 1846, 1848, 1853*
- What historical events help us understand when and why these borders were created?

*Answers detailed below:*

  - *1763: Treaty of Paris 1763, following the French and Indian War*
  - *1783: Treaty of Paris 1783, following the American Revolution*
  - *1818: Convention of 1818*
  - *1842: Webster Ashburton Treaty*
  - *1846: Oregon Treaty*
  - *1848: Treaty of Guadalupe Hidalgo, following the Mexican War*
  - *1853: Gadsden Purchase*
- To what extent do these borders align with natural physical barriers (rivers, mountains, etc.)? Students will need to reference a [physical map](#) to answer this question.
  - *Answers: the Great Lakes and St. Lawrence Seaway in the Midwest, the Rio Grande in the Southwest*
- What do we notice about the chronology of these borders' creation? What might this chronology suggest about the nation's growth and expansion?
  - *Answer: The chronology of the borders' creation follows an east-west movement, reflecting the gradual westward migration of American settlers.*
- Which of these borders are the subject of controversy today? How and why?
  - *Answer: The US-Mexico border; the controversy, in large part, centers on the flow of refugees and immigrants attempting to cross into the US from Mexico.*

## II. In Focus: The Physical and Cultural Geography of South Asia (Day 1 cont'd)

Explain to students that they will now test their initial hypotheses (see *Section B from the Opening*) by examining another region of the world: South Asia. The political borders of South Asia have been profoundly impacted by historical developments. The spread of various religions, expansion of trade, rise of European imperialism and subsequent decolonization have left an indelible mark on the region's political borders. Still today these borders are the subject of heated debates and the focus of violent conflicts. A close analysis of India's political borders will afford us greater insight into the legacy of world history, its impact on territorial boundaries, and the extent to which these borders paradoxically defuse old tensions while prompting new ones.

- A. **Introductory Questions:** Using "[The Age of Borders](#)" image, invite students to examine India's borders. What do they notice as they look at the contours of the border and the various years in which sections of the border were created? Challenge them to consider how their observations correlate with details they already know about the region's history.



*Depending on what you have covered previously in class, students might connect their observations with their knowledge of the region's historic empires (e.g. [the Mughal Empire](#)), its role in the spice trade, the spread of [Hindu, Buddhism, and Islam](#), British colonialism and the rise of the East India Company, or the decolonization efforts in the wake of World War II. This unit does not require students to have extensive knowledge of these developments. However, a cursory understanding of at least one of these historic developments will provide a solid foundation upon which students can build a greater understanding of the region.*



B. **Theme and Focus Question:** Political borders are artifacts: their carefully crafted contours are shaped by the historical contexts in which they exist. That being said, **how can we use these deceptively simple lines as tools for understanding the legacy of broad, historical developments and the roots of persistent regional tensions?** In an effort to answer this question, students will dig deeper into the physical geography and historical developments that influenced the location of India's modern boundaries. They will conclude their investigation with an in-depth study of the unresolved border disputes that still preoccupy India and its neighbors today.

C. **Independent Study:** Distribute to students copies of "[Part 1-- Drawing the Line: The Physical and Cultural Geography of South Asia](#)" (pages 1-2 of student materials packet). Teachers can share this resource digitally or provide hard copies. If teachers prefer the second option, they should be sure to share the links to online resources; students will need access to these resources to complete the assigned questions. Depending on the age/ability of the students, this activity will likely take 20-25 minutes to complete. Completed question sheets should be submitted at the start of class the next day.

Name: \_\_\_\_\_

**Part 1: Drawing the Line**  
**The Physical and Cultural Geography of South Asia**  
 You will begin your investigation with a close analysis of the region's physical landscape and demographic divisions. The primary tool of your analysis will be an interactive map with various layering components. Follow the directions and record your answers in the space provided next to each question.

Click [this link](#) to access an interactive map of South Asia. Activate the "Modern Borders" layer by clicking on it. Now add the "Country Names" layer for ease of reference.

**1. Follow the directions, adding specific layers to the map to reveal how the region's physical landscape may have influenced the location of political borders in South Asia.**

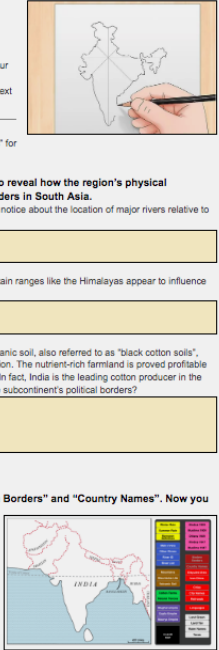
a. Add the "Main Rivers" and "Other Rivers" layers. What do you notice about the location of major rivers relative to the political borders of India?  
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b. Add the "Mountains Lite" layer. To what extent do major mountain ranges like the Himalayas appear to influence the location of the region's political borders?  
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c. Add the "Volcanic Soil" and "Cotton Farms" layers. India's volcanic soil, also referred to as "black cotton soils", has played a central to India's historic focus on cotton production. The nutrient-rich farmland is proved profitable and remains a central component of India's current economy. In fact, India is the leading cotton producer in the world today. Where is cotton production located relative to the subcontinent's political borders?  
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**2. Deactivate all of the layers with the exception of "Modern Borders" and "Country Names". Now you will explore the main cultural regions of India.**

a. Add the "Languages" layer. What are the major languages spoken among the peoples of the subcontinent and how are these languages distributed relative to the political borders that now subdivide the region?  
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### III. Context is Everything (Day 2)

Today students will begin by sharing details they learned from their investigation on Day #1. Teachers can open the discussion by simply asking students the final two questions posed on the homework assignment:

- (1) *What variables/factors appear to have been most influential in determining the location of India's current political borders?*
- (2) *What questions would you like to explore as we dig deeper into the historical roots of India's national boundaries?*

Students' insights and questions will provide a foundation for today's analysis of historical context. Explain to students that political borders-- their creation and location-- often reflect far more than a region's physical landscape and demographics. They also mirror the historical contexts in which they were created.

A. **Timeline:** Distribute "[Part 2-- Drawing the Line: An investigation into the Historical Context](#)" (pages 3-9 of student materials packet) to students. Referencing the timeline on page 3 of the packet, provide students with an overview of India's transition to independence in the early to mid 20th century. If possible, connect this new information with students' prior knowledge of the region's history. (10 minutes)

B. **Video Overview:** Divide students into small groups (2-3 students in each group). Explain to them that they will watch a short video clip and respond to the questions detailed on page 4 of their packet. Allow students time to view the short video "[India-Pakistan partition explained](#)" on their own devices. Note that the narration of this video moves at a quick pace, so students will likely need to pause the video as they write their answers to the assigned questions. (20 minutes)



C. **Primary Source Analysis:** Once a student group has completed the video questions, instruct them to begin their analysis of the primary sources included on pages 5-7 of their packet. As a team, students will read through the collection of primary sources. These documents introduce students to the political agendas, divergent viewpoints, and demographic realities that complicated India's transition to independence. After reading and discussing the primary sources within their small groups, students will complete the questions included on page 8 of their packet (15-20 minutes).

D. **Literary Challenge** (Independent Study): Students have an opportunity to creatively synthesize the information they've learned so far. This final assignment challenges them to write a poem that gives voice to one of the leaders who oversaw India's partition in 1947. Taking inspiration from WH Auden's 1966 poem "Partition" (included on page 9 of student packet), each student will write a poem -- at least two quatrains (eight lines) in length-- that encapsulates the viewpoints and priorities of Jawaharlal Nehru or Muhammad Ali Jinnah.<sup>1</sup>

**\*Students' responses to the video questions (page 4) and primary source analysis (page 8), as well as their short poems, are due at the start of class the next day.**

**C. Primary Source Analysis**  
**1. Passages from the Presidential address by Muhammad Ali Jinnah to the Muslim League (Lahore, 1940)**  
*Muhammad Ali Jinnah, known as the founder of Pakistan, served as president of the All-India Muslim League from 1913 until Pakistan's independence on August 15, 1947. Although he initially joined forces with Mahatma Gandhi in a focused effort to create a unified secular India, his vision for the region's future changed by the mid 1940s. When British came to the table to negotiate its withdrawal from the subcontinent, Jinnah pushed for creation of a separate Muslim state.*

"It is extremely difficult to appreciate why our Hindu friends fail to understand the real nature of Islam and Hinduism. They are not religions in the strict sense of the word, but are, in fact, different and distinct social orders; and it is a dream that the Hindus and Muslims can ever evolve a common nationality; and this misconception of one Indian nation has gone far beyond the limits and is the cause of more of our troubles and will lead India to destruction if we fail to revise our notions in time. The Hindus and Muslims belong to two different religious philosophies, social customs, and literature[s]. They neither intermarry nor interline together, and indeed they belong to two different civilizations which are based mainly on conflicting ideas and conceptions. Their perspectives on life, and of life, are different. It is quite clear that Hindus and Mussalmans derive their inspiration from different sources of history. They have different epics, their heroes are different, and different episode[s]."

"The present artificial unity of India dates back only to the British conquest and is maintained by the British bayonet, but the termination of the British regime, which is implicit in the recent declaration of His Majesty's Government, will be the herald of the entire break-up, with worse disaster than has ever taken place during the last one thousand years under the Muslims. Surely that is not the legacy which Britain would bequeath to India after one hundred fifty years of her rule, nor would Hindu and Muslim India risk such a sure catastrophe."

"Muslim India cannot accept any constitution which must necessarily result in a Hindu majority government. Hindus and Muslims brought together under a democratic system forced upon the minorities can only mean Hindu Raj. Democracy of the kind which the Congress High Command is enamoured would mean the complete destruction of what is most precious in Islam. We have had ample experience of the working of the provincial constitutions during the last two and a half years, and any repetition of such a government must lead to civil war and [the] raising of private armies, as recommended by Mr. Gandhi to [the] Hindus of Sukkur when he said that they must defend themselves violently or non-violently, blow for blow, and if they could not they must emigrate."

"Mussalmans [muslims] are not a minority as it is commonly known and understood. One has only got to look round. Even today, according to the British map of India, out of eleven provinces, four provinces where the Muslims dominate more or less, are functioning notwithstanding the decision of the Hindu Congress High Command to non-cooperate and prepare for civil disobedience. Mussalmans are a nation according to any definition of a nation, and they must have their homelands, their territory, and their state. We wish to live in peace and harmony with our neighbours as a free and independent people."

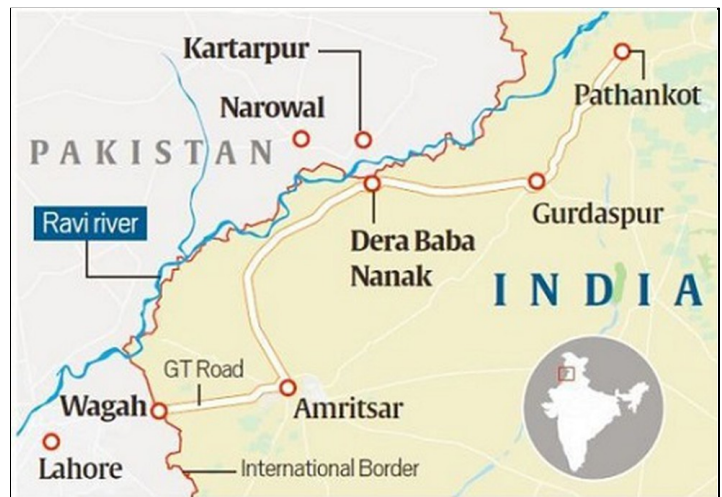
## IV. Relevance Today (Day 3-4)

Begin class by inviting students to quickly review the reasons why British India was partitioned in 1947.

A. **Introduction:** Explain to students that the borders drawn in 1947 (the Radcliffe Line) have lasting significance today. To illustrate this point, show the 2 ½ minute [CNN video](#) (2019) of the Wagah border ceremony. Note that the CNN website includes additional details about this fascinating spectacle which occurs daily along the India-Pakistan border.<sup>2</sup>

Challenge students to consider ways in which they have witnessed similar spectacles at sporting events as athletic teams and spectators attempt to intimidate their opponents.

B. **Transition:** Although the Wagah border ceremony is a relatively peaceful event, the relationship between India and Pakistan, especially in the area surrounding Kashmir, is particularly prone to violent outbreaks. In fact, a close analysis of recent events in Kashmir reveals that the 1947 Partition Plan provided fertile soil in which the roots of current regional tensions first sprouted



<sup>1</sup> For a more in-depth analysis of the Radcliffe Line and its legacy and the role of Nehru and Jinnah in the partition, read "70 Years of the Radcliffe Line: Understanding the Story of Indian Partition" published by The Diplomat. Accessed 4/8/2021. <https://thediplomat.com/2017/08/70-years-of-the-radcliffe-line-understanding-the-story-of-indian-partition/>

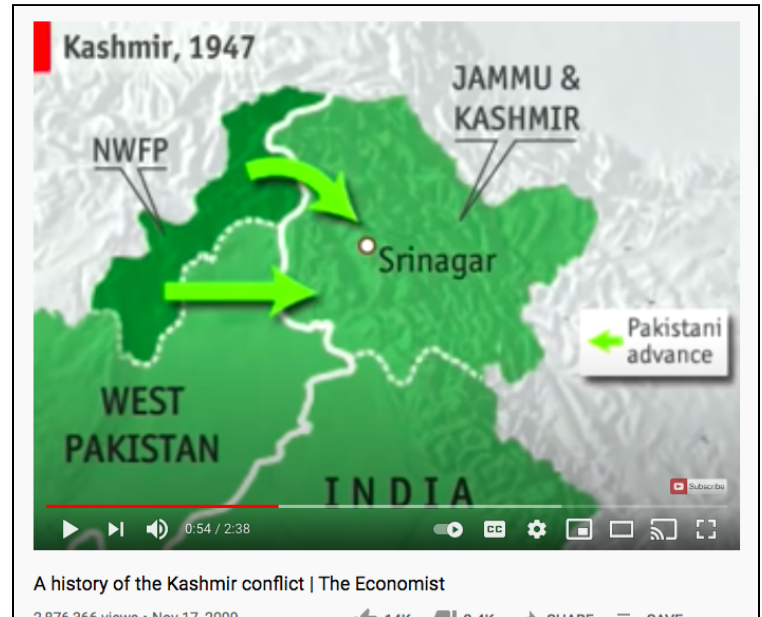
<sup>2</sup> See also "Borderlines: Peacocks at Sunset" published by the *New York Times*. Accessed 4/9/2021. <https://opinionator.blogs.nytimes.com/2012/07/03/peacocks-at-sunset/>

### C. In Focus: Kashmir

Project a [map of Kashmir](#) onto the front wall of the classroom so that students can identify the territory's specific location relative to the India-Pakistan border.

Have students cross reference the location of Kashmir with the "[The Age of Borders](#)" image, noting how this illustration depicts the region of Kashmir. Ask them to share details they notice (i.e. the dotted line indicating a disputed border).

Explain to students that although the 1947 Radcliffe Line established a boundary between Pakistan and India, it stopped short of delineating a boundary that stretched to Kashmir. The two nations disagreed on who had a legitimate claim to this northern region. At the time of Partition the disputed territory was ruled by a Hindu Maharaja (leader), but it was home to a Muslim majority. Consequently, Pakistanis insisted that Kashmir should be part of their Muslim state; India vehemently disagreed. Further complicating matters, China, perched along the most northern edge of India, entered the fight in 1962. Chinese forces invaded Aksai Chin, a region within Kashmir that India originally claimed. Alas, nearly two decades after the Partition Plan had been implemented, the battle for control of Kashmir raged on. Today, three neighboring nations, each one with nuclear capabilities, rival for control of the disputed territory. If anyone is inclined to think that a simple line on a map is only an arbitrary abstraction with no lasting significance, Kashmir should inspire him to reconsider his perspective.



To illustrate Kashmir's historical background in greater detail, show the short video "[A history of the Kashmir conflict](#)" produced by *The Economist* (approx. 2 ½ minutes in length)

### D. Recent Developments: Crisis in Kashmir

In 2019 the crisis in Kashmir reached a fever pitch following an aggressive move by Indian military forces.

Distribute to students a copy of the Council on Foreign Relations' "[Kashmir: What to Know About the Disputed Region](#)" (page 10 of student material packet). Allow students 5-7 minutes to read the article. Once they are done reading, briefly discuss with them the details included in the article. Use the following questions as a guide:

- *Historically, what had been the status of the Indian-controlled region of Kashmir?*
- *How did this region function differently from the rest of India?*
- *How/why did this status change in 2019? What was Pakistan's response to the change?*
- *What does the most recent update (March 2021) reveal about the current situation in Kashmir?*

To enrich students' understanding of the crisis, show the BBC's video "[Kashmir in lockdown after autonomy scrapped](#)" (stop at 3:05 mark).



## E. Negotiating a Solution: Student Role Play

Students now have some understanding of the physical landscape, demographic divisions, and broad historical developments that influenced the partition of British India and ultimately inspired a long-standing territorial dispute in Kashmir. Their task now will be to synthesize what they have learned by participating actively in a role playing activity/debate.

Explain to students that they will be divided into **seven** groups. Each group will advocate for a specific resolution aimed at defusing the conflict in Kashmir. Their objective within their small group will be to research their assigned policy position and gather evidence that suggests that their proposal is the best option. They will use the evidence gathered from their research to prepare an opening statement for a class debate. During the class debate, seven groups will attempt to persuade the audience that their proposal is the best path forward in Kashmir.

Divide students into seven groups. Give each group a copy of “[Part 3-- Drawing the Line: Negotiating a Solution to the Crisis in Kashmir](#)” (page 12), the “[Proposed Policy Position](#)” assigned to their group (page 13, 14, 15, 16, 17, 18, or 19) and a copy of the [rubric](#) the teacher will use to evaluate each group’s participation in the class debate scheduled for the next day (page 20). Allow students to use the rest of the class period to conduct their research, write their opening statements, and prepare for tomorrow’s class debate. Note that the seven proposed policy positions were adapted from a [BBC resource](#).

The next day, before starting the debate, arrange the desks in a circle, with desks facing the interior of the circle. Students should sit with their fellow group members. Begin the debate by inviting each group to share their opening statement. Then proceed to an open debate format; each group is encouraged to challenge their classmates’ proposed resolution to the crisis in Kashmir. With 15 minutes remaining in class, allow each group to present a closing argument that reiterates their policy position. The teacher announces the debate winner based on the group that presented the most convincing argument.

## F. Post Debate Reflection

Following the debate, facilitate a class discussion centered on this question: *How does the situation in Kashmir mimic (in some way) border disputes occurring in other regions of the world?* Depending on students’ content knowledge, they might connect Kashmir’s crisis with conflicts between Israel and Palestine, tensions along the DMZ in Korea, violence in Northern Ireland, Russia’s invasion of Crimea, or Cold War-era contests for the control of Berlin.

Project “[The Age of Borders](#)” image onto the front board. Challenge students to reconsider the unit’s fundamental question: **How can a close analysis of political borders enrich our understanding of broad, historical developments and reveal the roots of persistent regional tensions?** Students should submit a written response to this question, synthesizing information they have learned from their close analysis of political borders and disputed territory in South Asia.

**PROPOSED POLICY POSITION #1: The status quo**

**EXPLANATION:** Kashmir has been a flashpoint between India and Pakistan for more than 50 years. Currently a boundary - the Line of Control - divides the region in two, with one part administered by India and one by Pakistan. India would like to formalise this status quo and make it the accepted international boundary. But Pakistan and Kashmir activists reject this plan because they both want greater control over the region.

**HISTORICAL BACKGROUND:** In 1947-1948 India and Pakistan fought their first war over Jammu and Kashmir. Under United Nations’ supervision, they agreed to a ceasefire along a line which left one-third of the state - comprising what Pakistan calls Azad Jammu and Kashmir, and the Northern Areas administered by Pakistan and two-thirds, Jammu, Ladakh and the Kashmir Valley, administered by India. In 1972, under the terms of the Simla agreement, the ceasefire line was renamed the Line of Control. Although India claims that the entire state is part of India, it has been prepared to accept the Line of Control as the international border, with some possible modifications. Both the US and the UK have also favoured turning the Line of Control into an internationally-recognised frontier.

But Pakistan has consistently refused to accept the Line of Control as the border since the predominantly Muslim Kashmir Valley would remain as part of India. Formalising the status quo also does not take account of the aspirations of those Kashmiris who have been fighting since 1989 for independence for the whole or part of the state.

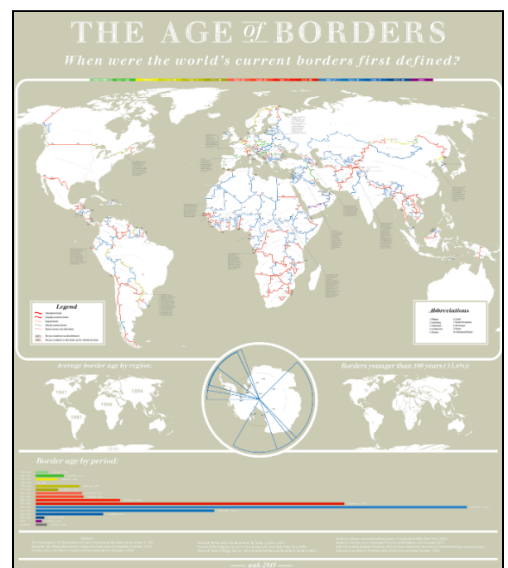
**Religious groups: Indian-administered Kashmir**

REGION	Buddhist	Hindu	Muslim	Other
Kashmir Valley	-	4%	95%	-
Jammu	-	66%	30%	4%
Ladakh	50%	-	46%	3%

**Religious groups: Pakistani-administered Kashmir**

REGION	Buddhist	Hindu	Muslim	Other
Northern Areas	-	-	99%	-
Azad Jammu and Kashmir	-	-	99%	-

Source: Indian/Pakistani Government Censuses



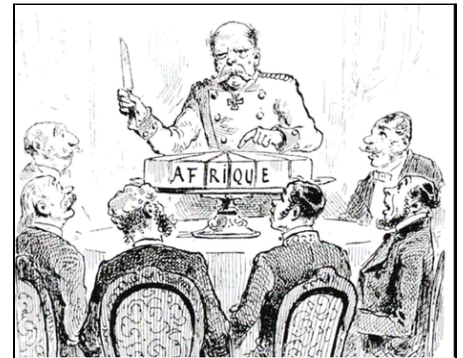
## Suggestions for Unit Extensions and Supplemental Resources

### Teachers can extend this unit to include other border disputes involving India.

- **Sikhs and Kartarpur:** The creation of the Radcliffe Line impacted Sikhs' ability to visit Kartarpur, a sacred site that is central to their faith. For the full story, see "Kartarpur Corridor: Undoing Historical Wrong" published by the *South Asia Journal*. Available online: <http://southasiajournal.net/kartarpur-corridor-undoing-historical-wrong/>. The opening of [this video introduction](#) produced by VOX also provides valuable information.
- **China:** The border between India and China is another focal point of tension in South Asia. For a brief introduction to this ongoing border dispute, see "The China-India Border Dispute: What to Know" published by the *Center on Foreign Relations*. Available online: <https://www.cfr.org/in-brief/china-india-border-dispute-what-know> A second analysis published by *Foreign Affairs* in October 2020 provides a more detailed analysis of the border dispute and military maneuvers in the region: <https://www.foreignaffairs.com/articles/china/2020-10-06/modis-himalayan-dilemma>
- **Hindu Nationalism:** The recent crisis in Kashmir cannot be fully understood without a consideration of Prime Minister Modi's active promotion of Hindu Nationalism and consistent efforts to oppress religious minorities within India. For more information on this topic, see "Modi's Slide Toward Autocracy" published by *Foreign Policy* in July 2020. Available online: <https://foreignpolicy.com/2020/07/13/modi-india-hindutva-hindu-nationalism-autocracy/>

### Teachers can also extend this unit, connecting border disputes in South Asia with conflicts occurring in other regions of the world. These conflicts include, but are not limited to...

- The Israel-West Bank barrier
- The border between Gaza and Israel
- The DMZ in Korea
- Crimea and Russian interference in the Ukraine
- Protests in Hong Kong
- Border disputes in the South China Sea



### Teachers can connect border disputes presently unfolding in South Asia to historical conflicts over boundaries.

- **Africa and the Berlin Conference:** The decolonization of the Indian subcontinent bears some similarities to contemporaneous efforts to decolonize the continent of Africa. Consider exploring the legacy of the Berlin Conference (1884) as it relates to the border disputes in Africa today. For more information, see "Berlin 1884: Remembering the conference that divided Africa". Available online: <https://www.aljazeera.com/opinions/2019/11/15/berlin-1884-remembering-the-conference-that-divided-africa>
- **The Middle East and WWI:** The defeat and dissolution of the Ottoman Empire in the wake of World War I enabled British and French officials to create new political borders in the Middle East. These borders, which initially marked the boundaries of foreign-controlled "mandates", still inflame tensions in the region today. For more information about this topic, see "How the Curse of Sykes-Picot Still Haunts the Middle East", published by *The New Yorker* in April 2016. Available online: <https://www.newyorker.com/news/news-desk/how-the-curse-of-sykes-picot-still-haunts-the-middle-east>

**Kashmir as a Crucible for Artistic Expression:** The crisis in Kashmir has prompted many artists in the region to leverage their creative talent to voice opposition to the ongoing violence. Mir Gazanfar, aka SXR, is a Kashmiri Hip Hop artist with a global following. His rapid-fire lyrics detail the harsh realities of the region he occupies: "My whole life is a conflict, every day is like a funeral." *TRT World* recently published an in-depth analysis of SXR's music, his social activism, and his connection to the resurgence of Hip Hop in Kashmir. The April 2021 article, "Political hip-hop awakens in Kashmir" is available online: <https://www.trtworld.com/magazine/political-hip-hop-awakens-in-kashmir-45750> SXR's albums are also available on YouTube: <https://www.youtube.com/watch?v=3BGddwZLN1Y&t=173s>

