Bio

Parna Sengupta is a Senior Associate Director with Stanford Introductory Studies (SIS), under the Vice Provost for Undergraduate Education (VPUE). She works primarily with the Thinking Matters program, a first-year requirement taught by Stanford faculty and teaching fellows. Thinking Matters courses continue Stanford’s historic commitment to a liberal education at a research university. In addition to her work with first-year students, Parna is also responsible for supporting the Thinking Matters fellowship program for recent PhDs.

Parna arrived at Stanford in 2008 from Carleton College, where she was an associate professor in South Asian history. Parna’s book, Pedagogy for Religion: Missionary Education and the Fashioning of Hindus and Muslims in Bengal (UC Press, 2011), reveals the centrality of missionary models of schooling on the development of modern education, an influence that resulted in the reinforcement of religion and religious identity in colonial India. Her most recent project is on the early twentieth century feminist thinker Rokeya Hossain.

Current Role at Stanford

Work with faculty director and associate vice-provost on the "Thinking Matters” program and requirement. This includes curricular development, supervising student enrollment specialist, and support Thinking Matters fellows program.

Honors and Awards

- Bangladesh-India Dissertation Fellowship, Social Science Research Council (1998-1999)

Education and Certifications

- PhD, University of Michigan, Ann Arbor, History (2000)
- BA, University of California, Berkeley, History (1993)

Publications

Publications

- Pedagogy for Religion: Missionary Education and the Fashioning of Hindus and Muslims in Bengal
- Astral Time: Almanacs and Colonial Modernity

Sengupta, P.
2011: 1–212

- Knowing India: Colonial and Modern Constructions of the Past
Sengupta, P.
2011

- **Teaching Gender in the Colony: The Education of Outsider Teachers in Late Nineteenth Century Bengal** *Journal of Women's History*
  Sengupta, P.
  2005; 17 (4)

- **An Object Lesson in Colonial Pedagogy** *Comparative Studies in Society and History*
  Sengupta, P.
  2003; 45 (1)