ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

*Copy and paste **current** course information from Class Search/Course Catalog.*

Academic Unit: **School of Historical, Philosophical & Religious Studies** Department: **Religious Studies**

Subject: REL Number: 245 Title: Introduction to South Asia Units: 3

Is this a cross-listed course? Yes
If yes, please identify course(s): **HST 245, SGS 245**

Is this a shared course? No If so, list all academic units offering this course

Course description:

Requested designation: Humanities, Fine Arts and Design-HU

*Note- a **separate** proposal is required for each designation requested*

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Fine Arts and Design core courses (HU)
- Social and Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Global Awareness courses (G)
- Historical Awareness courses (H)
- Cultural Diversity in the United States courses (C)

A complete proposal should include:

- ☒ Signed General Studies Program Course Proposal Cover Form
- ☒ Criteria Checklist for the area
- ☒ Course Syllabus
- ☒ Table of Contents from the textbook and list of required readings/books

Contact information:

Name: Cindy Baade Phone: 5-7183

Mail code: 4302 E-mail: cynthia.baade@asu.edu

Department Chair/Director approval: *(Required)*

Chair/Director name (Typed): Matthew J. Garcia Date: 1/23/14

Chair/Director (Signature): Matt Garcia

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11/ 12/11, 7/12

Arizona State University Criteria Checklist for

HUMANITIES, FINE ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The fine arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the fine arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Fine Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Fine Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Fine Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised October 2008

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [HU] CRITERIA

HUMANITIES, FINE ARTS AND DESIGN [HU] courses must meet *either* 1, 2, or 3 *and* at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria **A CENTRAL AND SUBSTANTIAL PORTION** of the course content.

YES	NO		Identify Documentation Submitted
☒	☐	1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.	Course Description, Learning Outcomes, Required Readings, Schedule
☒	☐	2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.	Course Description, Required Readings, Schedule
☒	☐	3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development.	Course Description, Learning Outcomes, Required Readings, Schedule
☐	☐	4. In addition, to qualify for the Humanities, Fine Arts and Design designation a course must meet one or more of the following requirements:	
☒	☐	**a.** Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.	Course Description, Learning Outcomes, Required Readings, Schedule
☒	☐	**b.** Concerns aesthetic systems and values, literary and visual arts.	Learning Outcomes, Required Readings, Schedule
☐	☐	**c.** Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design.	
☐	☐	**d.** Deepen awareness of the analysis of literature and the development of literary traditions.	
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		• Courses devoted **primarily** to developing a skill in the creative or performing arts, including courses that are **primarily** studio classes in the Herberger College of the Arts and in the College of Design.	

Course Prefix	Number	Title	Designation
REL	245	Introduction to South Asia	H

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	The course examines the history and contemporary culture of major relious doctrines, ethical systems, and aesthetical expressions in South Asian	Course Description, Learning Outcomes, Required Readings, Schedule Modules 2,3,6,7,8,9,10,11,12,13,16,17,18,19, 20,21,22,23,24,25,
2	The course studies the 'sacred scripts' of major religions and examines historical and contemporary language politics in South Asia	Course Description, Required Readings, Schedule Modules 2,3,6,7,8,9,12,13,
3	The course studies the material culture, art, architecture, iconography, 'sacred geography' of major religions and cultures in South Asia	Course Description, Learning Outcomes, Required Readings, Schedule Modules 2,3,4,5,6,7,8,9, 18,19,22,23,
4a	The course studies the historical and contemporary articulation, praxis and encounter of major religious doctrines (Hindu, Muslim, Buddhist, Christian) in South Asia and discusses the role of secularism.	Course Description, Learning Outcomes, Required Readings, Schedule Modules 2,3,6,7,8,9,10,11,12,13,20, 21,22,23,
4b	The course examines the scriptures, art, architecture, and iconography of Hindu, Muslim, Buddhist, and Christian cultures in South Asia	Learning Outcomes, Required Readings, Schedule Modules 6,7,8,9,

ASU - [HU] CRITERIA		
	• Courses devoted **primarily** to developing skill in the use of a language – **However, language courses that emphasize cultural study and the study of literature can be allowed.**	
	• Courses which emphasize the acquisition of quantitative or experimental methods.	
	• Courses devoted **primarily** to teaching skills.	

ASU ARIZONA STATE UNIVERSITY

Hour Minutes

AM PM 00 05 10 15 20 25 30 35 40 45 50 55

1 2 [illegible] 10 11 12

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Click on the title of the course for more details. Each column can be sorted by clicking on the column header. Courses found: 1

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Term Fall 2013

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Subject REL Num 245

Level

Gen Studies

Offerings in-person & iCo

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Advanced Search

Course	Title	Units	GeneralStudies
REL 245	**Introduction to South Asia** Provides an introduction to the history and major contemporary political, economic, social, religious and cultural features of the South Asia region at large and of selected South Asian nations in particular. **Allow multiple enrollments:** No **Primary course component:** Lecture **Repeatable for credit:** No **Grading method:** Student Option **Offered by:** College of Liberal Arts and Sciences -- Historical, Philosophical & Religious Studies, Sch Pre-requisites: ENG 101 (or 105 or 107) with C or better; Credit is allowed for only HST, REL, SGS 245 or REL 294 (Introduction to South Asia)	3	

Feedback

ASU COLLEGE of LIBERAL ARTS & SCIENCES
ARIZONA STATE UNIVERSITY

DESIGNATION HU

REL / HST/ SGS 245 — Introduction to South Asia

Instructor:
Professor Henn
Office Location: COOR 6636
alexander.henn@asu.edu

Classes:
Day / Time
Location
Main Office – COOR 4595

Knowledge and Skill Goals K1, 3, S1, 2, 3

Course Description

India, Pakistan, Nepal, Bhutan, Bangladesh and Sri Lanka constitute the political geography of South Asia. This course will combine historical perspective and contemporary insight into South Asia's dynamic and diverse cultures, religions, societies and politics. Historically, South Asia was for most of its parts and for a long time dominated by European colonial powers (Portugal, France, Dutch, Great Britain). Its post-colonial legacy and presence, therefore, provides both challenges such as enduring religious conflict, as well as opportunities such as cultural and linguistic preconditions for a rapid globalization. This course will start by laying the foundation of a historical understanding of South Asia looking at its ancient civilizations, medieval Indo-Muslim encounters, British colonization till 1947 and, eventually, the traumatic Partition and the national emergence of India and Pakistan. In a second section of the course we will look at contemporary issues such as the enduring social inequality and the situation of women in India, religious foundations and secular incentives in Pakistan, and the transformation of Nepal from an ancient monarchy into a modern state. The course will end by scrutinizing social and cultural implication of globalization looking at population, urbanization, and environmental trends in India, and the life in the global South Asian diaspora.
The course will combine lecture, video analysis, and in class discussion. Modes of evaluation will include mid-term exam, online assignments, and take-home exam.

Comment [AH1]: 1, 2
Comment [AH2]: 3, 4a
Comment [AH3]: 4a

Learning Outcomes

Understanding the political geography of South Asia
Understanding the colonial legacy of South Asia
Understanding the cultures and religions of South Asia
Understanding contemporary social issues of South Asia
Understanding the impact of the emerging globalization in South Asia
Learning to read, write and speak about academic topics
Learning primary methodologies of the Humanities

Comment [AH4]: 3
Comment [AH5]: 1, 4a
Comment [AH6]: 1,2,3, 4a, 4b

Required Readings
Books (available at ASU bookstore)

Bose, Sugata and Ayesh Jalal: Modern South Asia. History, Culture, Political Economy, London 2004: Routledge
Ludden, David: India and South Asia: A Short History, Oxford 2002: One World Publishers
Norton, James K. (ed): India and South Asia, Global Studies Series, Dubuque 2010: McGraw-Hill

Comment [AH7]: 1,2,3,4a,religious doctrines and encounters 4b
Comment [AH8]: 1,2,3,4a religious doctrines and encounters,4b

Articles and Chapters (accessible on *blackboard*)

Basu, Subha. Nepal. From Hindu Monarchy to Secular Democracy, in: Riaz, Ali. Religion and Politics in South Asia, London 2010: Routledge

Blackwell, F. India's Geography, in: India. A Global Studies Handbook, Santa Barbara, CA 2004: ABC Clio, pp.1-13

--- Indian Society and Contemporary Issues, in: India. A Global Studies Handbook, Santa Barbara, CA 2004: ABC Clio, pp.135-183

Crossette, B. The Role of Women, in: Ganguly, Sumit and Neil DeVotta (eds): Understanding Contemporary India, Boulder, Colorado 2003: Lynne Rienner Publishers, pp. 137-156

Haq, F.: Pakistan: a state for the Muslims or a Muslim state, in: Riaz, A. (ed), Religion and Politics in South Asia, London 2010: Routledge, pp. 119-145

Kurien, Prema. Being Young, Brown, and Hindu: The Identity Struggle of Second-Generation Indian Americans, Journal of Contemporary Ethnography 2005/34,4:434-469

Nayar, Baldev Raj: Globalization and Politics in India, New Delhi 2007: Oxford University Press, pp. 27-44

Pingle, Vibha. The Caste System, in: Ganguly, Sumit and Neil DeVotta (eds): Understanding Contemporary India, Boulder, Colorado 2003: Lynne Rienner Publishers, pp.231-253

Riaz, Ali. Introduction. Three Arguments About the Religion-Politics Nexus, in: Riaz, A. (ed), Religion and Politics in South Asia, London 2010: Routledge, pp. 1-24

Sims, Holly. Population, Urbanization, and the Environment, in: Understanding Contemporary India, edited by Sumit Ganguly and Neil DeVotta, Boulder, Colorado: Lynne Rienner Publishers, 2003, pp. 157-190

Tambiah, S.J. Hindu Nationalism, the Ayodhya Campaign and the Bari Masjid, in: Leveling Crowds. Ethnonationalist Conflicts and Collective Violence in South Asia, Berkeley 1996: University of California Press, pp. 244-265

Comment [AH9]: 1, 4a religion and secularization

Comment [AH10]: 1 religion and ethics

Comment [AH11]: 1, 4a religious doctrines, religion and secularization

Comment [AH12]: 1 religion and ethics,

Comment [AH13]: 1, 4a religious doctrines, religion and secularization

Comment [AH14]: 4a relion and secularization

Course Requirements and Grades

This course is a hybrid course that combines in-class and online teaching and learning.

1) Class Participation will count for 10 % of your grade. Class participation is NOT the same as class attendance. You are expected to take an active role in this class, systematically read the readings for each class, prepare questions and comments, and contribute regularly to discussion in class.

2) Online Assignments *Quiz* are due in Modules 4, 6, and 10. Together they will count for 12% of your grade. Quizzes will be formatted as 6 to 8 questions that are to be answered by listing terms or bullet-points. The questions will be on blackboard in due time.

3) Online Assignments *Discussion Board* are due in Modules 2, 8, 16, 20,24,26. Together they will count for 18% of your grade. Discussion Board assignments ask you to discuss the themes and topics addressed in the assigned readings and / or videos. Discussion contributions may be send as one or several bloq(s) and should be in total between 100 and 250 words for each Module.

4) Online Assignments *Film Reflection* are due in Modules 12, 18, and 22: Together they will count 15% of your grade. Film Reflection assignments ask you to watch the assigned video and summarize and discuss its topics in 300 to 500 words.

5) The *Midterm Exam* will count for 25% of your grade. It will be formatted as four questions to be answered by listing terms or bullet-points, and four questions to be answered by mini-essays. The midterm exam will be conducted in class and will last 75 minutes.

6) The *Take Home Exam* is due in Module 29 will count 20% of your grade. It will have the same format as the midterm exam, but will be answered from home. The questions and tasks will be posted on *blackboard* in due time.

Grading Key

A+ 100%	A 99-93%	A– 92-90%	B+ 89-87%	B 86-80%
B– 79-77%	C+ 76-74%	C 73-67%	D 67-50%	E <50%

Attendance

You must attend every class. If you are ill or have a family emergency that causes you to miss class, you must bring documentation of the illness or emergency.

Academic Dishonesty

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see http://provost.asu.edu/academicintegrity.

Disability Accommodations

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. **Note:** Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

Schedule

Module 1 In-class	***Introduction***
Module 2 online	***Traumatic Origin: the Partition of British India*** Video: • The Sky Below, 2007, 75 min, DVD Readings:

Comment [AH15]: 1) religious doctrines, 2) language politics, 3) religious spaces, 4a) religion and secularization

	• Norton. India and South Asia, pp.19-28 Online assignment: • Blackboard Discussion Board.
Module 3 in-class	Readings: • Bose and Jalal. Modern South Asia, pp. 1-7; 137-159
Module 4 online	***Political Geography*** Video: • The Story of India: Ages of Gold, 2008, 55 min. Readings: • Ludden. India and South Asia, pp.273-285 • Norton. India and South Asia, pp.2, 36-57 Online assignment: • Quiz. Instructions on *blackboard*
Module 5 In-class	• Blackwell. India, pp. 1-13 • Norton. India and South Asia, pp.3-15
Module 6 online	***Religion and Ancient Civilization*** Video: • Spiritual India, 1995, 50 mins. Readings: • Norton. India and South Asia, pp.3-15 Online assignment: • Quiz. Instructions on *blackboard*
Module 7 in-class	Readings: • Bose and Jalal. Modern South Asia, pp. 8-17 • Ludden. India and South Asia, pp. 5-41
Module 8 online	***Medieval Encounters: Indo-Islamic Culture*** Video: • The Story of India: The Meeting of Two Oceans, 2008, 55 mins. Readings: • Bose and Jalal. Modern South Asia, pp. 28-38 Online assignment: • Blackboard Discussion Board.
Module 9 in-class	Readings: • Bose and Jalal. Modern South Asia, pp. 18-45 • Ludden: India and South Asia, pp. 69-95
Module 10 online	***Colonialism: The British Empire*** Readings: • Bose and Jalal. Modern South Asia, pp. 62-88 Online assignment: • Quiz. Instructions on *blackboard*
Module 11 in-class	Readings: • Bose and Jalal. Modern South Asia, pp. 62-88 • Ludden. India and South Asia, 139-176
Module 12 online	***The New Nations*** Video:

Comment [AH16]: 3 religious spaces

Comment [AH17]: 1) religious doctrines, 2) Veda, Ramayana, Mahabharata, 3) agriculture, urbanization, architecture, 4a) Hindu religion, philosophy, ethics, 4b art, iconography, architecture, ritual

Comment [AH18]: 1) religious doctrines, 2) Qur'an, Urdu, Hindi, 3) architecture, art, iconography, 4a) Muslim religions, philosophy, ethics, 4b) art, iconography, music, literature

Comment [AH19]: 1) religion, rationalism, 4a) religion, rationalism, education, secularization

Comment [AH20]: 1) tradition, modernity 2) language politics, 4a) religion and secularization

	• The Story of India: Freedom, 2008, 55 mins. Online assignment: • Film Reflection Paper.
Module 13 in-class	Readings: • Ludden: India and South Asia, pp. 177-234 • Bose and Jalal. Modern South Asia, pp. 89-136
Module 14 online	***Revision*** Online assignment: • Find Study Guide online and prepare for midterm exam
Module 15 in-class	***MIDTERM EXAM***
Module 16 online	***India – Contemporary Issues —Social Inequality and the Role of Women*** Readings: • Pinglé: Caste, in Ganguly and DeVotta, 2003, pp. 231-253 (on blackboard) Online assignment: • Blackboard Discussion Board.
Module 17 In-class	Readings: • Blackwell. India, pp.135-183 • Crossette. The Role of Women, pp. 137-156
Module 18 online	***India – Contemporary Issues — Religious Conflict*** Video: • *Ayodhya Gatha*, 2007, 60 min, Online assignment: • Film Reflection Paper.
Module 19 In-class	Readings: • Tambiah: Hindu Nationalism, pp.244-265
Module 20 online	***Country Profiles — Sri Lanka and Pakistan*** Video: • *From Dust. The Untold Story After the Tsunami*, 2006, 56 min. Readings: • Norton. India and South Asia, pp.75-79 Online assignment: • Blackboard Discussion Board.
Module 21 In-class	Readings: • Norton. India and South Asia, pp.69-74 • Haq. Pakistan, pp. 119-145
Module 22 online	***Country Profile — Nepal*** Video: • *Living Goddess in Kathmandu*, 2008, 53min. Readings: • Norton. India and South Asia, pp. 69-74 Online assignment: • Film Reflection Paper.
Module 23	Readings:

Comment [AH21]: 1) tradition, modernity, gender, social reform movements

Comment [AH22]: 1) Hindu, Muslim, Sikh doctrines , philosophies, ethics, 3) sacred spaces

Comment [AH23]: 1) Muslim doctrines, ethics, 4a) religion and secularization

Comment [AH24]: 1) Hindu, Muslim, Buddhist doctrines, 3) images, iconography, ritual, 4a) religion and secularization

In-class	• Basu: Nepal: From Hindu Monarchy to Secular State, pp. 98-118
Module 24 online	***Globalizing India*** Video: • *1-800-India*,2006, 57 min. Online assignment: • Blackboard Discussion Board.
Module 25 In-class	Readings: • Nayar. India's Encounter with Globalization, 27-44 • Sims. Population, Urbanization, and the Environment, pp. 137-156
Module 26 online	***South Asian Diaspora*** Video: • *So far from India*. 1982. 50min. Online assignment: • Blackboard Discussion Board.
Module 27 In-class	Readings: • Kurien. Being Young, Brown, and Hindu, pp. 434-469
Module28 online	***Revision*** Online assignment: Find Study Guide online and prepare for take home exam
Module 29 no class	***DUE TAKE HOME EXAM***

Comment [AH25]: 1) tradition and modernity

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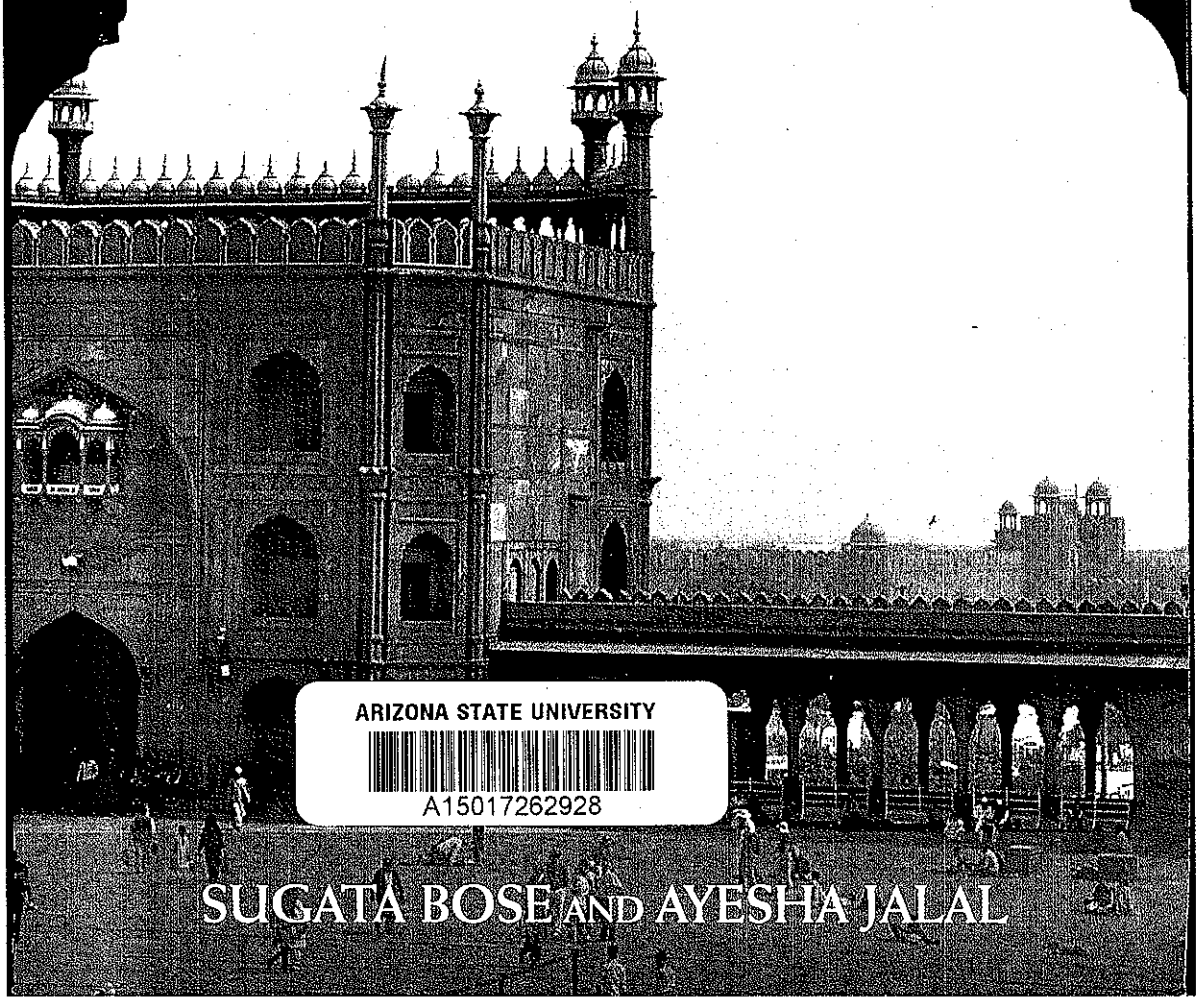
MODERN SOUTH ASIA

History, Culture, Political Economy



ARIZONA STATE UNIVERSITY
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SUGATA BOSE AND AYESHA JALAL

MODERN SOUTH ASIA

History, Culture, Political Economy

THIRD EDITION

Sugata Bose and Ayesha Jalal

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FOR

SEHR JALAL
NAIRA MINTO
ASIM JALAL

AIDAN SAMYA BOSE ROSLING (TIPU SULTAN)
KIERAN SHAURYA BOSE ROSLING (TUNKU)
EUAN SHARANYA BOSE ROSLING (PUCHKU)

AND THROUGH THEIR HANDS
TO THE YOUNGER GENERATION

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DESIGNATION G

India and South Asia

A Short History

DAVID LUDDEN

ONEWORLD
OXFORD

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For Mohona Sara Siddiqi

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Preface and Acknowledgements

In writing this book, I have tried to incorporate more information from local and regional histories than is normally contained in survey histories. I have also tried to compose a narrative that indicates the complexity of social change over long periods of time and of historical knowledge in the present day. Selected Readings provide next steps for the study of particular topics. In addition, online companion materials can be found on my website, which also contains an array of visual accompaniments to the text (www.sas.upenn.edu/~dludden).

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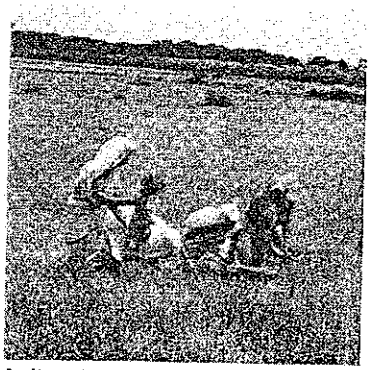

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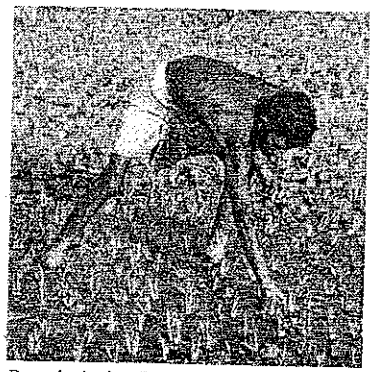

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To Julian and Austin, grandsons—and to Tasha

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Dedicated to
Robert L. Hardgrave, Jr.,
mentor, friend, and colleague

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"What does it really mean to be a Hindu? Most people haven't a clue."

BEING YOUNG, BROWN, AND HINDU

The Identity Struggles of Second-Generation Indian Americans

PREMA A. KURIEN
Syracuse University

PREMA A. KURIEN's research focuses on the relationship between religion, ethnicity, and international migration. Her first book, Kaleidoscopic Ethnicity: International Migration and the Reconstruction of Community Identities in India, *won the 2003 book award of the Asia and Asian America section of the American Sociological Association. She is completing a second book,* Multiculturalism and Immigrant Religion: The Development of an American Hinduism. *She has edited a special issue of the* International Journal of Sociology and Social Policy *on the impact of immigrants on American institutions and has published over fifteen articles in journals and edited books.*

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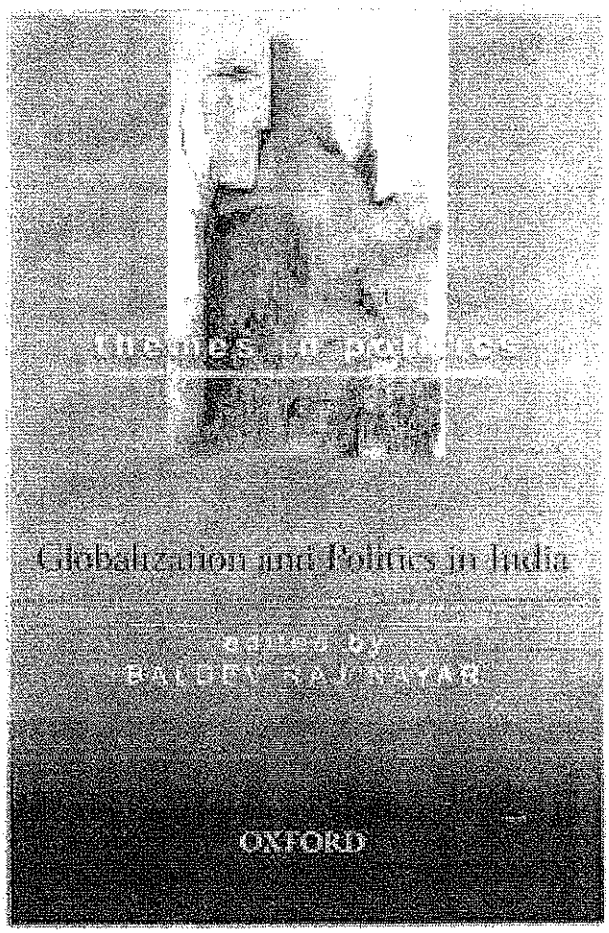
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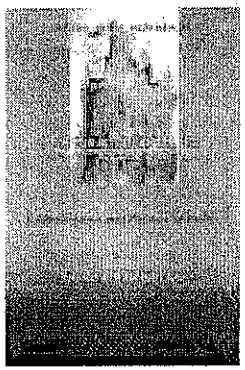

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Dedicated to
Robert L. Hardgrave, Jr.,
mentor, friend, and colleague

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STANLEY J. TAMBIAH

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