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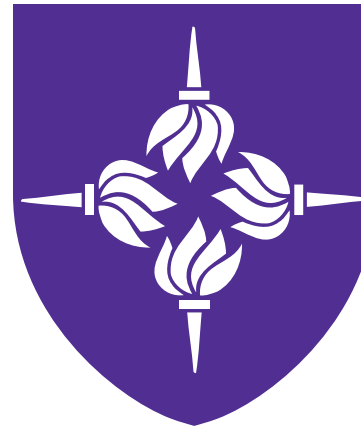
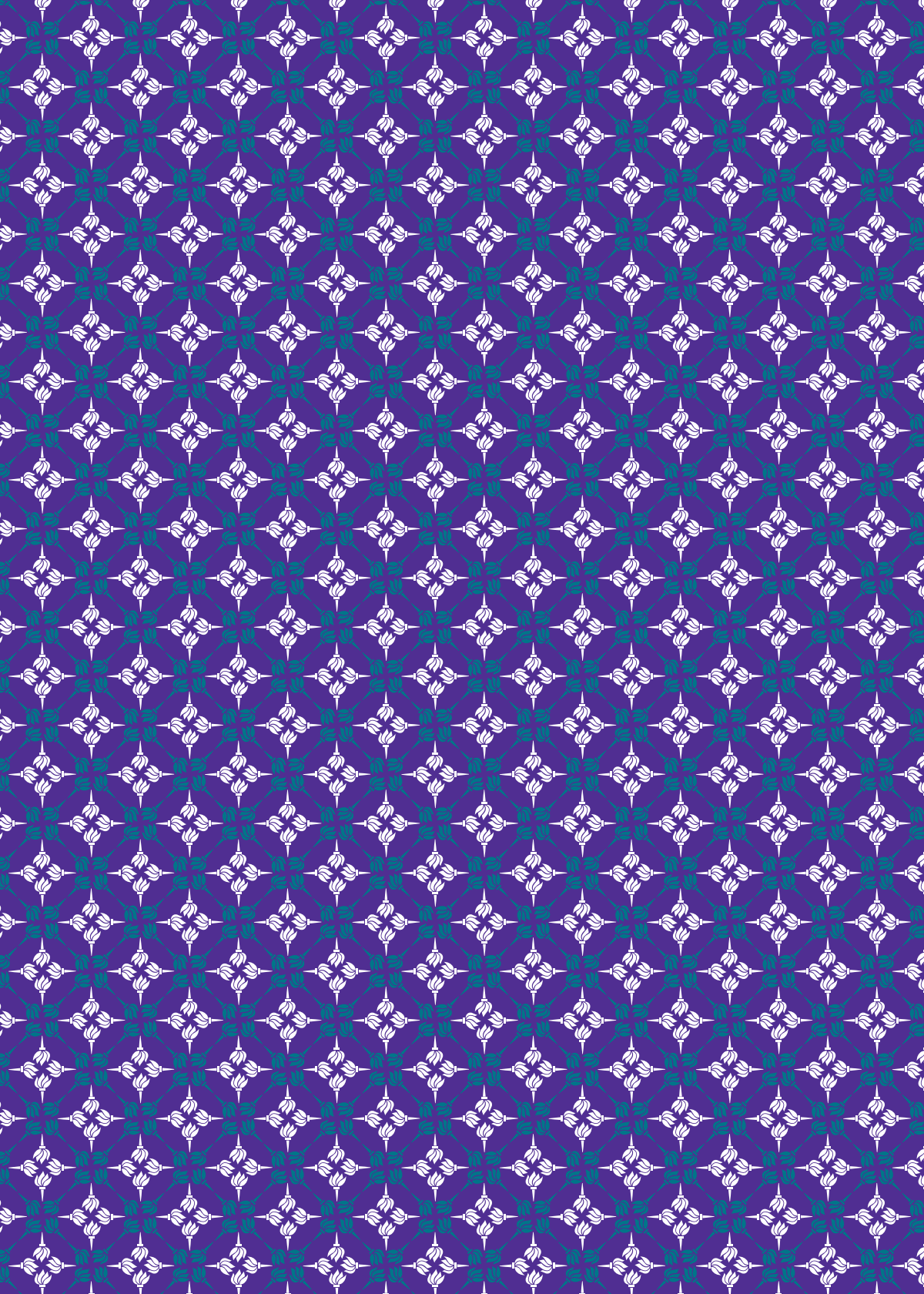
NYU | ABU DHABI

NYU

ABU DHABI

BULLETIN

2015-16



**NEW YORK UNIVERSITY
ABU DHABI**

BULLETIN 2015-16

NYU Abu Dhabi Saadiyat Campus
PO Box 129188
Abu Dhabi
United Arab Emirates

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The policies, requirements, course offerings, and other information set forth in this bulletin are subject to change without notice and at the discretion of the administration. For the most current information, please see nyuad.nyu.edu.

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Welcome from Vice Chancellor Alfred H. Bloom

Welcome to NYU Abu Dhabi!

I invite you through the pages of this Bulletin to engage the powerfully innovative vision of undergraduate education that NYUAD defines and delivers. I am persuaded that this singular undergraduate institution offers a model of liberal arts and science education unsurpassed in quality, and unmatched in preparing wise and effective leaders for an interdependent global world.

Our students are drawn from the world's best. They are bright, intellectually passionate, committed to building on and off campus a community anchored in mutual respect, understanding and care, and resolved to place their talents, along whichever paths of life they choose, at the service of humanity's needs and goals.

Its faculty are researchers, scholars, and artists of extraordinary distinction within and beyond their disciplines, and at the same time exceptional teachers, dedicated to supporting and challenging their students and to transforming them into intellectual colleagues.

Its curriculum builds from an innovative cross-disciplinary base, through 22 rigorous majors, towards a full-year independent project. It is further enriched by the rare opportunity to work with world-class faculty at the frontiers of their fields, to participate locally and around the globe in community internships, and to build international experience across NYU's global network of sites. At its core, NYUAD combines the best of the American liberal art and science tradition with development of the global perspective and talent required to create shared understanding and purpose across the divisions that fracture our world.

Moreover, NYUAD is located at a new cross-roads of the world, empowered by its tight connections to NYU New York and NYU's global network, and positioned to welcome and embrace the insights, ideas, and perspective of our rapidly evolving global century.

I know of no undergraduate institution that offers a deeper sense of the joy and possibility of undergraduate education, or that more effectively prepares its students for leadership of a highly complex and demanding world. I look forward to our sixth remarkable year.



Alfred H. Bloom

Educating Global Leaders

Drawing on the traditions of the finest liberal arts and sciences colleges and the exceptional resources of a major research university, NYUAD offers students unmatched attention from professors who are leaders of their fields.

The students of NYUAD come from over 110 countries and form a unique, highly-talented peer group. The international diversity of NYUAD combined with its global curriculum sets a new standard for a 21st-century global education.

The creation of a new university has provided an unusual opportunity to design a curriculum for the 21st century. Ten hallmarks shape this unprecedented education:

A strong intellectual foundation

in critical thinking, research skills, analysis, and written and oral communication.

Work across the disciplines

and collaborative problem-solving to understand complex issues from multiple perspectives.

Global orientation

reflecting the international diversity of the student body and the cosmopolitan character of Abu Dhabi.

Undergraduate research

woven through the curriculum, culminating in a Capstone Project of significant and original work by each student, and opportunities to participate in advanced faculty research.

Pre-professional courses

that draw upon the professional schools of NYU and connect with internships and professional opportunities in Abu Dhabi and beyond.

Residential campus

that extends learning beyond the classroom, integrating academics, student leadership and service, arts and culture, athletics, student clubs, and social activities.

Community-based learning

with programs that take advantage of Abu Dhabi's location, research initiatives, and engagement with world problems, through fieldwork service learning.

Study Away programs

during fall and spring semesters as well as January Terms that allow NYUAD students to study at the NYU campuses in New York and Shanghai, as well as NYU academic centers in Accra, Berlin, Buenos Aires, Florence, London, Madrid, Paris, Prague, Sydney, Tel Aviv, and Washington, D.C.

Creative use of technology

to connect NYU Abu Dhabi, NYU New York, NYU Shanghai, and other NYU academic centers, and promote interaction between students and faculty on different continents.

Leadership mission

reinforced in course offerings and co-curricular activities that encourage and prepare students to make a difference in their community.

About Abu Dhabi: A New World City

NYU Abu Dhabi brings the benefits of NYU's international prominence and worldwide network of thinkers, scholars, scientists, artists, and leaders in all fields of human enterprise to the global crossroads of Abu Dhabi. NYU is helping to build one of the world's great idea capitals.

Abu Dhabi is located in the heart of the Middle East, on the southwestern coast of the Arabian Gulf. It is the capital of the United Arab Emirates. The city is becoming an educational, intellectual, and cultural capital, and NYUAD will play a central role in that evolution. The international composition, rigorous academic program, and rich array of extracurricular options that characterize NYUAD are aligned with the Emirate's ambitious vision for its development into a leading global city.

As Abu Dhabi's first American-style, comprehensive, liberal arts and sciences research university, NYUAD is a force for social and educational progress and intercultural understanding. The dynamic relationship between NYU's campuses in New York, Shanghai, and Abu Dhabi links our cities as idea capitals, where world-class universities support a rich and nuanced public sphere, propel innovation, and educate leaders and citizens of the world.

The city has built a forward-looking agenda in health care, the arts, economic and environmental sustainability, and educational and human development, and is committed to supporting the vital talent and infrastructure required for it. Together, this strategic location and progressive commitment create an astounding array of opportunities for developing effective responses to the world's critical challenges.

Basic Information

Programs at a Glance

NYUAD offers a core curriculum, 22 majors, numerous multidisciplinary and disciplinary concentrations, pre-professional courses, and electives in a variety of fields. As the student body and faculty grow, new courses are developed to reflect student interests and expanding faculty expertise. The offerings at NYUAD are also enriched by the wide array of programs across NYU's global network. During four years of undergraduate study, students have an extensive choice of courses in all disciplines and be able to fulfill all requirements.

CORE CURRICULUM

Art, Technology and Invention
Ideas and Methods of Science
Pathways of World Literature
Structures of Thought and Society

MAJORS

Arts and Humanities

Art and Art History
 Arts Practice Track
 Art History Track
Film and New Media
History
Literature and Creative Writing
 Literary Studies Track
 Creative Writing Track
Music
Philosophy
Theater

Social Science

Economics
 Specializations: Finance, Theory
Political Science
Social Research and Public Policy

Science and Mathematics

Biology
 Specialization: Brain and
 Cognitive Science
Chemistry
Computer Science
Mathematics
Physics
Psychology

Engineering

General Engineering
Civil Engineering
Computer Engineering
Electrical Engineering
Mechanical Engineering

Multidisciplinary Programs

Arab Crossroads Studies

CONCENTRATIONS

Multidisciplinary

Arab Crossroads Studies
Interactive Media
The Ancient World
The Environment
Peace Studies
Urbanization

Disciplinary

Anthropology
Applied Mathematics
Art History
Art Practice
Arabic
Computer Science
Creative Writing
Film and New Media
Economics
Engineering
History
Literature
Music
Natural Sciences
Philosophy
Political Science
Psychology
Social Research and Public Policy
Theater

PRE-PROFESSIONAL COURSES

Business and Organizational Studies
Education
Journalism
Law
Leadership and Social Entrepreneurship
Museum and Cultural Heritage Studies
Premedical and Health Studies

LANGUAGES

Arabic
Chinese

WRITING PROGRAM

Academic Calendar

2015–16

ORIENTATION

August 24-29 (Mon. to Sat.) First Year Marhaba (Student Orientation)

FALL SEMESTER I

August 30 (Sunday) Classes begin
September 3 (Thursday) Add deadline for 7-week courses
September 8 (Tuesday) Drop deadline for 7-week courses
September 10 (Thursday) Add deadline for 14-week courses
September 17 (Thursday) Drop deadline for 14-week courses
September 22-25 (Tues-Fri) No classes: Eid Al-Adha
September 27-28 (Sun-Mon) Legislative Days (classes meet on a Thursday & Wednesday schedule respectively)
October 4 (Sunday) Withdrawal and change of grading basis deadline for 7-week courses
October 10 (Saturday) Legislative Day (classes meet on a Thursday schedule)
October 15 (Thursday) No classes: Al-Hijra/Islamic New Year
October 20 (Tuesday) Last day of classes for 7-week courses
October 21-22 (Weds-Thurs) No classes: Final exams for 7-week courses
October 23-25 (Fri-Sun) Fall break

FALL SEMESTER II

October 26 (Monday) Classes begin
November 1 (Sunday) Add deadline for 7-week courses
November 4 (Wednesday) Drop deadline for 7-week courses
November 8 (Sunday) Withdrawal and change of grading basis deadline for 14-week courses
November 25 (Wednesday) Withdrawal and change of grading basis Deadline for 7-week courses
December 2 (Wednesday) No classes: UAE National Day holiday
December 14 (Monday) Last day of classes / Legislative Day (classes meet on a Wednesday schedule)
December 15 (Tuesday) No classes: Reading Day
December 16-20 (Weds-Sun) Final Exams
December 21 (Monday) Winter break begins / Travel home

WINTER BREAK

December 21, 2015- January 3, 2016 Winter Break

JANUARY TERM IN ABU DHABI

January 4 (Monday) Classes begin
January 10 (Sunday) Course withdrawal deadline for all courses
January 21 (Thursday) Last day of classes

JANUARY TERM IN NEW YORK AND WASHINGTON D.C.

January 4 (Monday) Classes begin
January 10 (Sunday) Course withdrawal deadline for all courses
January 18 (Monday) No Classes: Martin Luther King Day
January 22 (Friday) Last day of classes

JANUARY TERM IN NYU GLOBAL SITES

January 5 (Tuesday) Classes begin
January 11 (Monday) Course withdrawal deadline for all courses
January 22 (Friday) Last day of classes

SPRING SEMESTER I

January 27 (Wednesday) Classes begin
February 2 (Tuesday) Add deadline for 7-week courses
February 7 (Sunday) Drop deadline for 7-week courses
February 9 (Tuesday) Add deadline for 14-week courses
February 16 (Tuesday) Drop deadline for 14-week courses
February 28 (Sunday) Withdrawal and change of grading basis deadline for 7-week courses
March 15 (Tuesday) Last day of classes for 7-week courses
March 16-17 (Weds-Thurs) No classes: Final exams for 7-week courses

SPRING BREAK

March 18-25 (Fri-Fri) No classes

SPRING SEMESTER II

March 26 (Saturday) Classes begin / Legislative Day (classes meet on a Thursday schedule)
March 31 (Thursday) Add deadline for 7-week courses
April 5 (Tuesday) Drop deadline for 7-week courses
April 7 (Thursday) Withdrawal and change of grading basis deadline for 14-week courses
April 26 (Tuesday) Withdrawal and change of grading basis deadline for 7-week courses
May 5 (Thursday) No classes: Isra & Mi'rai Holiday
May 12 (Thursday) Last day of classes
May 15-19 (Sun-Thurs) Final Exams
May 23 (Monday) Commencement

SUMMER TERM

May 21 (Saturday) Classes begin
May 23 (Monday) No classes: Commencement
May 24 (Tuesday) Add deadline
May 26 (Thursday) Drop deadline
June 9 (Thursday) Withdrawal and change of grading basis deadline
June 23 (Thursday) Last day of classes
June 25 (Saturday) Final Exams

LANGUAGE OF INSTRUCTION

English is the language of instruction at NYU Abu Dhabi, and mastery of English is expected for admission. NYUAD offers non-credit individualized instruction designed to enhance student's spoken and written English.

ACCREDITATION

NYU Abu Dhabi is fully accredited in the United States by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104 (267-284-5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation, NYU Abu Dhabi is recognized by Middle States as an Additional Location of NYU included within the scope of its accreditation.

New York University, Abu Dhabi, is officially recognized by the Ministry of Higher Education and Scientific Research of the United Arab Emirates to award degrees/qualifications in higher education.

The five engineering programs of NYU Abu Dhabi are in the final stage of review by ABET, the internationally recognized accreditor for college and university programs in Engineering. Notification of accreditation is expected in August 2015, and will be retroactively applied to the first cohort of engineering graduates. The NYUAD programs are being reviewed in conjunction with programs at NYU Polytechnic School of Engineering.

DEGREES AND GRADUATION REQUIREMENTS

Graduates of NYU Abu Dhabi receive either a Bachelor of Arts (B.A.) or a Bachelor of Science (B.S.) degree. The degrees are conferred by New York University and are

identical to the degrees awarded at the New York campus. The degree requirements are the same for the B.A. and the B.S. and are described below.

The Bachelor of Arts degree is awarded to students who major in the Arts, Humanities, Social Sciences, and in Psychology, and who complete all the degree requirements.

The Bachelor of Science degree is awarded to students who major in Engineering and the Sciences (except Psychology) and who complete all the degree requirements.

A full course is 4 credits. Students must complete a minimum of 140 credits, or 35 full courses, and have a minimum, cumulative grade point average of 2.0 to graduate.

The academic year is divided into a Fall Semester (14 weeks plus exam period), January term (3 weeks), and Spring Semester (14 weeks plus exam period). An optional summer term (4 weeks) is available for students who want or need additional academic opportunities.

Students typically take four courses each semester, which may be a combination of 14- and 7-week courses, and one course in each of three January terms, for a total of 35 courses over a four-year academic career. Students opting to enroll in the summer term typically take one course.

Students must complete the Core Curriculum, writing, and Islamic Studies requirements; fulfill the requirements for an academic major; and complete a two-semester capstone project. Students are also required to complete two physical education activities. These requirements are described in greater detail below.

Beyond these requirements, students are free to choose general electives across the curriculum, including pre-professional courses and elective courses out-side the NYUAD majors. Pre-professional courses allow students to begin exploring careers through an investigation of the academic preparation expected in various fields.

Elective courses bring the full scope of NYU to the Abu Dhabi campus. These courses provide students with significant opportunities to take courses outside their majors and are often taught by scholars from NYU New York who specialize in areas not offered as majors at NYUAD, such as anthropology, education, law and linguistics.

Types of Courses: NYUAD has several types of courses: 14-week courses; 7-week courses; 3-week courses in January; and 4-week courses in the summer. Fourteen-week courses meet at least two and a half hours per week; courses with experimental or arts labs may meet up to six or more hours per week. Seven-week courses meet at least five hours per week. The January and summer courses are highly intensive with students typically focusing on one course during the term.

Core Curriculum: Students are required to take eight courses in the Core Curriculum and earn a grade of C or higher in each course. The Core Curriculum is divided into four areas: Pathways of World Literature; Structures of Thought and Society; Art, Technology and Invention; and Ideas and Methods of Science. Students take two courses in each area. In Ideas and Methods of Science, they take one course in each of the two tracks: Experimental Discovery in the Natural World, which has a laboratory component, and Science, Society and History. Students who complete Foundations of Science 1 fulfill the requirements for

Experimental Discovery in the Natural World. Students are strongly encouraged to take five Core courses in the first two years whenever possible in order to focus on more advanced disciplinary courses during later semesters.

Writing: The development of strong writing skills throughout a student's academic career is an important objective of an NYUAD education. The writing program is designed to meet the needs of each individual student through a blend of writing courses and one-on-one consultations in the Writing Center.

Students complete writing proficiency assessments during Candidate Weekend that guide initial placement in the program. The first course is Analysis and Expression, which introduces students to the reading, writing, oral expression, and critical thinking skills essential to a liberal arts education. Students who perform particularly well on the language assessment may begin their NYUAD writing development with a Core course that includes a Writing Workshop—omitting Analysis and Expression altogether.

While extensive writing is a hallmark of all Core courses, students are required to take at least one 14-week Core course that incorporates a dedicated Writing Workshop. These courses (described in greater detail under the Core Curriculum, pp. 24-66) are excellent forums in which to strengthen writing skills. Courses with a dedicated writing workshop are designated by a "W" suffix in the course number (e.g. COREI-AD 55W Disease and Society). Ideally students enroll in one of the Core courses with a Writing Workshop during their first year. However, those who take Analysis and Expression may, if necessary, defer this experience to the first semester of the second year.

Islamic Studies: All students are required to take at least one course on the history, society, literature, or culture of the Islamic world, or Muslims in the global diaspora or a full year of Arabic language study before graduation. The course(s) may also count toward other requirements, such as the Core, a major, or a concentration. Courses that fulfill this requirement are available across the curriculum and are designated by an “X” suffix in the course number. For the most up-to-date list of courses that fulfill this requirement, please consult the NYUAD Web site.

Major: Students must complete the requirements of a major, which vary. NYUAD offers 22 majors across the Arts, Humanities, Social Sciences, Science and Mathematics, and Engineering. Students declare a major by the end of the second year, however, some majors have requirements beginning in the first year. Although all courses successfully completed may count toward the 140-credit graduation requirement, only those courses in which grades of C or higher are earned may count toward major, concentration, or core requirements.

Capstone Projects: During the fourth year, every NYUAD student will produce a Capstone Project, which may be either an individual or team project. Students do a Capstone Project in their major field. The Capstone Project is a demanding, year-long endeavor aiming at a significant piece of research or creative work—an historical narrative, musical composition, performance, invention, documented experiment, scholarly thesis, or other form appropriate to the student’s goals. Unlike other courses in which faculty establish the structure and set assignments, the Capstone Project puts the student in charge. The fundamental challenge is to enter

unmapped terrain and to extend oneself in making knowledge, reframing conventional approaches to an issue or creating something new.

No matter what form the Capstone takes, each student will have a faculty mentor and participate in a Capstone seminar that serves as a forum to discuss the research process and present work in progress. These seminars offer a model of intellectual community and collaborative learning in which participants offer their thoughts across fields of study and engage in active critique and revision. At the end of the school year, the students will present their Capstone work at a university-wide celebration of their creative achievements.

January Term: Students are required to complete three January term courses, including one in the first year. In the absence of an approved, compelling reason, such as a study away calendar conflict, students will complete their two remaining January terms during their second and third year of enrollment. For further information on January term, see pp 337-351.

Physical Education: The Physical Education requirement includes the completion of two 7-week sessions of monitored athletic activity. Students can choose from a variety of classes or participate as a member of a competitive team (depending on skill level). PE classes are participatory in nature requiring that students attend at least 90% of scheduled events during the 7-week session to receive credit. These activities are not graded. For more information on Physical Education, see pp. 360.

Concentrations: NYUAD concentrations allow students to focus on a second field of study, in addition to their major, without the extensive commitment required of a second major. Most concentrations require four courses that complement the major area of study or are of personal interest to a student. These concentrations typically include four courses and are designed for students who wish to concentrate several electives in a particular field. Students are encouraged to explore the option of completing a concentration rather than a full second major.

Most programs offer optional concentrations for non-majors. Multidisciplinary concentrations support work across disciplines and require students to think about complex subjects from multiple perspectives. The multidisciplinary concentrations have both global dimensions and special relevance in Abu Dhabi. The Emirate’s location and major initiatives in the realm of the environment, technology, and urbanization afford students unusual opportunities for research, field work, and first-hand experiences.

Minors in the NYU Global Network: Where comparable NYUAD concentrations do not already exist, NYUAD students may be able to complete one of the many academic minors offered elsewhere in the NYU global system. Minors are similar in structure and intent to NYUAD concentrations. Students interested in completing one of these minors would ordinarily take most or all of the required courses in New York and/or one of the other global sites. However, appropriate NYUAD courses may also be used toward completion of an NYU minor. Directed Study courses generally cannot be used to meet minor requirements.

ADMISSIONS

NYU Abu Dhabi Office of Admissions in Abu Dhabi

Tel: +971 2 628 4000

Email: nyuad.uae.admissions@nyu.edu

NYU Abu Dhabi Office of Admissions in New York

Tel: +1 212 992 7230

Email: nyuad.admissions@nyu.edu

nyuad.nyu.edu/admissions

Admission to NYU Abu Dhabi is highly selective. Each student is admitted based on the overall strength of the application he or she submits, including academic excellence, extracurricular activities, teacher and counselor evaluations, and a demonstrated interest in global citizenship, service, and leadership.

APPLICATION DEADLINE

Early Decision I

- Application due: November 1
- Financial Support Application due: November 15

Early Decision II

- Application due: January 1
- Financial Support Application due: January 15

Regular Decision

- Application due: January 1
- Financial Support Application due: February 15

Recommended High School Preparation:

All applicants should pursue the most challenging curriculum available to them, as the rigor of a student's coursework will weigh heavily in the admissions process. This may include Honors, Advanced Placement (AP), International Baccalaureate (IB), and/or A-Level coursework for students attending schools that offer such courses. Students who attend schools that do not offer such coursework, however, should not be discouraged from applying for admission. Most successful applicants will have completed courses in the following areas (providing their schools offer such courses):

- English—four years of English with a heavy emphasis on writing
- Math—three to four years
- History/Social Studies—three to four years
- Science—three to four years
- Foreign Language—three to four years

Please note that NYU Abu Dhabi's language of instruction is English, therefore it is required that all applicants have a high level of fluency in both written and spoken English.

Campus Visits: Students who are based in or visiting Abu Dhabi are welcome to arrange a meeting with an admissions representative for more information and to tour the campus. Likewise, prospective students who are based in or visiting New York City may arrange a meeting with a New York-based NYU Abu Dhabi admissions representative. These meetings can be arranged by emailing nyuad.admissions@nyu.edu. In addition to on-site meetings at our campuses, we encourage prospective students to contact their regional Admissions Outreach Officer as local sources of information and for assistance navigating the admissions process. Contact information for your regional Outreach

Officer can be found online at: nyuad.nyu.edu/about/contact.us.html.

Please note that campus visits and meetings with admissions representatives are informational, not evaluative.

The Admissions Process: Applications to NYU Abu Dhabi are processed through New York University's Office of Undergraduate Admissions in New York City. Students must apply using the Common Application. Applicants are encouraged to submit their applications as early as possible for consideration for admission. For up-to-date information on admissions policies and procedures, please see our web site at: nyuad.nyu.edu/admissions.

Application Requirements: In order to be considered complete, the Office of Undergraduate Admissions must receive the following:

- The Common Application
- Official high school and/or college records for courses for which academic credit has been earned;
- Official score reports of any standardized tests, forwarded to NYU from the testing agency; and
- Teacher and counselor evaluations.

Testing Requirements: For complete information regarding testing requirements for NYU Abu Dhabi, please see our web site at: nyuad.nyu.edu/admissions-testing

Candidate Weekend in Abu Dhabi: Highly qualified applicants may be invited to participate in an NYU Abu Dhabi Candidate Weekend. Both informative and evaluative, these visits are designed to allow students to get to know some of our faculty, take sample classes with fellow prospective students, and experience Abu Dhabi. The admissions committee uses the occasion to learn more

about applicants and their interest in NYU Abu Dhabi. No applicant will be offered admission without having participated in a Candidate Weekend; the costs associated with attending a Candidate Weekend are covered by NYU Abu Dhabi.

Applying to NYU Abu Dhabi and Other NYU Campuses: Students can indicate their interest in being considered for admission to NYU Abu Dhabi in addition to NYU campuses in New York City and/or Shanghai on the Common Application.

Transfer Applicants: NYU Abu Dhabi is not accepting applications for transfer students in the 2015–16 admissions cycle.

Cost of Attendance AY 2015-2016¹

Tuition	\$45,278
Room	\$11,126
Board	\$5,340
Total Tuition, Room & Board	\$61,744
Health Insurance	\$2,016
Books	\$1,650
Registration & Service Fee	\$2,472
Total Fees	\$6,138
Total Billed Charges	\$67,882
Personal expenses (estimate)	\$2,260
Travel (estimate)	\$3,410
Total other costs	\$5,760
Total Cost of Attendance	\$73,710

¹Initial financial support awards are based on prior, estimated costs of attendance.

Financial Support: NYU Abu Dhabi is committed to attracting the best possible students regardless of their financial circumstances. A student's economic background will not influence our admissions decision; the NYU Abu Dhabi admissions process is need-blind.

Student Visas: NYU Abu Dhabi assists all students in securing visas to study in the United Arab Emirates. If you have any questions or concerns about your eligibility for a visa to study in the U.A.E., please contact an admissions representative at nyuad.admissions@nyu.edu

The Office of Financial Support works individually with each student to assess his or her family's financial circumstances to tailor our generous financial assistance. Based on a student's eligibility, NYU Abu Dhabi's financial support may cover up to the full cost of an NYU Abu Dhabi education. NYU Abu Dhabi accepts applications for financial support from all students, regardless of citizenship.

Applicants who wish to be reviewed for need-based financial support must complete and submit the CSS/Financial Aid PROFILE application (and the NonCustodial PROFILE, if applicable) online by the appropriate deadline and will be notified of their awards when they are offered admission, provided the required application(s) and other documentation needed to make an informed decision are submitted on time. Students must reapply annually to maintain their financial award. Students can generally expect their awards to be similar to the prior year's award unless there has been a significant change in family financial circumstances.

Students are encouraged to contact the Office of Financial Support at nyuad.financial.support@nyu.edu if they have any questions or concerns about the application process or their award.

CORE CURRICULUM

The NYU Abu Dhabi Core Curriculum asks students to grapple with profound and enduring questions about the human condition, society, and the natural world, and helps students develop essential intellectual skills. Students in Core classes explore varied modes of thinking and human creativity from science and technology to literature and music. Students consider the range of cultural traditions in relation to one another and probe basic questions about the meaning of life and our place in the world. Core courses also provide students the opportunity to improve foundational skills in writing, public speaking, close reading, analysis, and quantitative reasoning.

The NYUAD Core Curriculum is distinguished by its cross-cultural perspective. The idea of a core curriculum was developed in the early 20th century with a focus on Western civilization. Rethought for the 21st century, the NYUAD Core focuses on the books, ideas, and experiences that have been—and continue to be—central to different cultural traditions. These classes are enriched by the varied international backgrounds and experiences of the students at NYUAD, who exchange their ideas and challenge one another in dynamic discussions. Through such classes, students cultivate tolerance and respect for classmates with different values and points of view. Overall, the Core Curriculum fosters the deeper global understanding that is one hallmark of an NYUAD undergraduate education.

The guiding principles of the Core Curriculum include:

- Small classes: 10–15 students**
- Sustained interaction with faculty**
- Seminars based on discussion**
- Cross-cultural perspectives**
- Big ideas and transformative works of human thought and invention**
- Significant emphasis on writing**

The Core Curriculum is organized into four areas. Students are required to take two courses in each area, for a total of eight courses. The courses in the Core Curriculum vary from semester to semester, with extensive choices in each area. Core courses may be taken over four years; however, in the first two years, students must take at least five Core courses (four courses for Engineering majors), and at least one course in each area. Students who complete Foundations of Science 1 fulfill the requirement for Experimental Discovery in the Natural World, but are welcome to take EDNW courses.

All Students are required to take one Core course with a Writing Workshop, typically in the first year. Standard Core courses meet twice a week; those with a Writing Workshop meet three times a week. The courses with Writing Workshops are designated by the “W” suffix in the course number. (Students who take Analysis and Expression may defer the Writing Workshop Core course until their second year.) The small size of Core Courses and their emphasis on discussion enable students to practice and improve their ability to articulate ideas clearly, cogently, and persuasively. Core Courses with Writing Workshops establish a solid foundation for more demanding writing assignments in upper-level electives as well as for Capstone Projects.

CORE CURRICULUM COURSES

Core Curriculum courses vary from year to year. A significant variety in each category is on offer every fall and spring semester.

ART, TECHNOLOGY AND INVENTION

Art, Technology and Invention draws material from various cultural traditions and from a wide range of genres and media, including architecture, painting, sculpture, photography, theater, music, cinema, and television. Art is a mode of knowledge that arises through the transformation of raw materials, such as sounds, objects, images, and the human body, into representational and expressive forms via the passionate yet disciplined exercise of the imagination. It offers an understanding of self and the world that embraces ambiguity, complexity, and innovation. It also opens avenues to engage with the rapid development of science, technology, and communication that is transforming 21st-century society and culture. These courses stimulate students to make connections between different practices and traditions as well as to understand their unique idioms and histories. They also train students to incorporate creative methods and habits of reflection into work in their chosen fields of specialization. Some ATI courses involve creative practice. Students may compose music, sing and chant, make films, create artworks, act, or pursue creative writing.

COREA-AD 1 **The Human Voice** *Prof. M. Daughtry*

This course explores the complexity, strangeness, socio-historical resonance, and expressive power of the human voice, as well as a number of the factors that condition and delimit that power. We begin by discussing the voice's relationship to the body (both in terms of anatomy and contemporary discourse on "embodiment") and to a number of technologies, from amplification to autotune. In the second half of the course, we focus in on the salience of voice within the experimental music scene in New York. Perhaps most importantly, we treat our class as an experimental vocal collective, composing and performing together throughout the term. No prior musical experience is necessary, but a willingness to make vocal sounds in public is required.

COREA-AD 2J **Idea of the Portrait** *January 2016, London* *Prof. S. Zamir*

This course explores the ways in which the portrait has been used as a vehicle for artistic expression, for the construction of social identity, for self-examination, and for the representation of cultural difference. It examines many kinds of portraits and self-portraits in painting and photography from different times and cultures and encourages engagement with a range of major issues that include the nature of personhood, of private and public identities, and of art itself. The course draws upon the rich resources of London's museums and galleries, especially the National Gallery, the National Portrait Gallery, the Victoria & Albert Museum, the British Museum, and the Queen's Collection.

COREA-AD 3 **Instruments of World Cultures**

Musical instruments have been created by humans for at least 35,000 years. How do diverse musical cultures view the significance of the sounds and playing techniques of musical instruments? From instrumental story-telling in Siberia, Central Asian shaman-bards, dervish flutes, folk, Gypsy and classical fiddling, dulcimers, psalteries and keyboards to drumming in several parts of the world, the course examines why musical cultures need instruments; how these instruments interact with or take the place of vocal music; where they are connected to dance and where they have evolved far from dance; how diverse cultures attribute positive or negative moral values to different instruments and their players; and how a single musical culture may feel the need to exchange, develop or exclude particular musical instruments over time.

COREA-AD 4J **Gardens of Eden**

The Garden of Eden haunts the history of the peoples of the Book—Jews, Christians, Muslims—as primal site of creation, bounty, betrayal, and loss, as spur to repentance and redemption, as preview of heaven and model of earthly Utopia. The exile of Adam and Eve from the garden that God planted for the first man and filled with all the Earth's creatures and plants set their descendants on an infinite quest to find, describe, and recreate it. The course studies the efforts by people of the Abrahamic religions to specify the site, form, and meaning of the first Garden, in theology, literature, visual art, film, and garden design. It seeks convergences and differences among these interpretations across millennia and media, and ask whether the Garden of Eden continues to hold productive meanings today. All students participate in a garden design project. This course includes field trips to gardens in Abu Dhabi and abroad.

COREA-AD 6 **Photography and Narrative**

This course explores photography's relationship to language and narrative by examining photography's rich interactions with literature and film. How do images complement, replace, challenge, or exceed language in narrative works? Can images create alternative forms of narrative? What kind of narratives do photographs generate in fiction? What is the relationship of photography and memory in works of autobiography or of photography and witnessing in social documentary? In what form are such dialogues present in films? We look at a variety of works from around the world which are entirely or almost entirely visual; works in which images and text are combined in creative partnership; and works which are about photographs but in which no images are actually reproduced.

COREA-AD 9W **Reinventions of Love** *Spring 2016* *Prof. R. Polendo* *Crosslisted with Core: Pathways of World Literature Writing Workshop*

This course explores how the mythology, poetics, imagery, and emotion associated with romantic love have varied dramatically over time and indifferent cultures. Spanning several millennia and many continents, our material challenges us to think about gender, family, biology, and faith as manifestations of an attempt to reconcile human needs and desires. We work with ancient texts like the Ramayana, the Upanishads, and the Song of Songs; the poetry of Kalidasa, Rumi, and Neruda; plays by Zeami, Euripides, Shakespeare, Lorca, Tennessee Williams, and Sarah Kane; the music of PJ Harvey, Antony & The Johnsons, and Thom Yorke; the photography of Cindy Sherman; and the films of David Lynch. Students move towards creating their own inventions, employing creative writing, physical improvisations, ensemble performance, and photography.

COREA-AD 10 **Scapegoat**

The scapegoat, however unwillingly, has played a role in human culture since the earliest times. This course examines the phenomena of scapegoating from both a historical and psychological perspective, and examines its treatment in films, literature, music, and new technology. Tracing the origins of scapegoating as a tribal rite and as one of the defining aspects of Greek tragedy, this course ultimately poses the question—what is it, in the human psyche, that causes us to demonize and dehumanize the "other," and demand, in the most extreme cases, witch trials throughout the centuries, mob lynchings, the Holocaust, and the more recent genocide in Rwanda. This course also touches on the technological forms of

scapegoating such as cyber-bullying and examines how the Internet itself is used as a scapegoating device.

COREA-AD 12 **Catastrophe**

How does the idea of catastrophe shape artistic studies in the 21st-century? This interdisciplinary course explores catastrophe through a variety of disciplinary thematics. Students use films and literary texts to explore a range of real or fictional disasters. Can catastrophe serve as a lens to understand notions such as capitalism, globalization, network theory, and ecology?

COREA-AD 13W **Maps** *Writing Workshop*

What are maps, and what do they tell us? From prehistoric cave paintings to Mercator projection maps to contemporary mobile apps, maps combine the innovation and rigor of art and science. Maps interpret space in and over time. This course examines maps from the ancient and modern worlds, alongside reinterpretations of mapping in paintings, films, video games, and new media, to understand ways that maps produce knowledge visually.

COREA-AD 16 **Men and Machines**

The course explores how technology has influenced the arts and investigates the use of technology by artists over the ages. "Media arts" and other concepts such as "digital arts" are discussed as modern manifestations of the merging of technology with arts and media. A broad historical, cultural and technological understanding of main achievements of use of media in relation to arts is provided. New technologies and their use and influence on media and arts are surveyed.

COREA-AD 17J **Nature of Code** *January 2016, New York* *Prof. D. Shiffman*

Can we capture the unpredictable evolutionary and emergent properties of nature in software? Can understanding the mathematical principles behind our physical world help us to create digital worlds? This class focuses on the programming strategies and techniques behind computer simulations of natural systems. We explore topics ranging from basic mathematics and physics concepts to more advanced simulations of complex systems. Subjects covered include forces, trigonometry, fractals, cellular automata, self-organization, and genetic algorithms. No computer programming experience is required; the course starts with the basics of code using the Processing environment.

COREA-AD 18

Ritual and Play

Spring 2016

Prof. R. Schechner

Underlying performances of all kinds—theatre, dance, music, the performances of everyday life, sports, and popular entertainments—are ritual and play. These must be understood from multiple perspectives. In the course, we investigate roots of human ritual and play in animal behavior; human religious and social rituals; and children and adults at play. Examples include the Taziyeh of Shi'a Islam, the Ramlila of Hinduism, the Olympic Games, Noh Drama of Japan, American baseball, “deep” and “dark” play.

COREA-AD 19

Communication and Technology

Fall 2015

Prof. C. Protzel

From cave paintings to live video streams on smartwatches, this course will explore the development, reaction, and impact of some of humankind's most transformative inventions—its forms of communication. How have these inventions, such as writing, printing, photography, the telegraph, television, radio, and the internet, influenced human behavior throughout the course of history? What role do they play in shaping our lives today? Toward the end of the course, students will speculate on the future of communication technologies in a connected world by prototyping their own inventions and experiences. Readings and discussion will cover communication theory, technical processes, and creative applications. Writing assignments will be paired with practical assignments where students will be challenged to bring their analysis and ideas to life. We will also utilize the world wide web as a test bed for experiencing and experimenting with various forms of communication both old and new, ranging anywhere from the printing press to the 3D printer and everything in between.

COREA-AD 21

Gesture in Speech, Poetry, Music, and Dance

Gesture lies at the interface of the verbal and the non-verbal in human communication and expression. Through bodily movement, intonation, and stress gesture can transcend the distinctions between normal speech, poetry, song, and dance. Gaining a deeper understanding of the multiple meanings of gesture in a variety of media across different cultures enables the student to approach fundamental means of human expression, and to learn to recognize constants in human communication within the myriad of culturally specific conventions of language, prosody, music, and dance.

COREA-AD 23

Rhythm

Fall 2015

Prof. G. Toussaint

Rhythm has been described as patterns of events in time and space, and is a prominent feature of life and learning. This interdisciplinary course examines what rhythm is and how it manifests itself in a wide variety of domains that range from music and the visual decorative arts traditions spanning cultures across the globe and throughout history, to how it emerges in, and is informed by, areas such as mathematics, computer science, music theory, music technology, biology, psychology, linguistics, sociology, evolution and human migrations, ethnology, crystallography, nuclear physics, calendar design, radio astronomy, architecture, computer graphics, and the visual arts. Students read from books and journal articles, solve problems, listen to music, drum with their hands on their desks, learn how to use computer software systems to analyze as well as generate rhythms, solve puzzles of musical time patterns, and write on a variety of topics. They complete an individual research project that showcases the application of knowledge in their selected discipline and culture to an open question concerned with rhythm. They discuss progress on their projects during the term, and present their results to the class at the end of term. No computer programming experience or musical training is required.

COREA-AD 24

Conviction and Doubt

Of what can we be certain? The course explores the role of doubt throughout history and in various cultures. It explores the capacity of doubt to endow human experience and knowledge with complexity and dimension. While belief can provide the scaffolding of a life, a community, and worldview, doubt has, throughout history, and in every part of the world, wrestled firmly held beliefs toward new invention and discovery creating pivotal moments of scientific, cultural, social, and personal development. The course also focuses on the role of conviction and doubt in storytelling, examining precepts and dramatic principles that employ conviction and doubt toward a greater plurality. Through our readings and discussion students examine the role of doubt and conviction in their daily lives. Close readings of select essays, texts, fables, koans, poetry, novels, plays, short stories, and films serve to map this exploration. Texts include Plato, Timaeus and Critias; Aesop's Fables; Mahabarata; Ludwig Wittgenstein, On Certainty; Athol Fugard, The Road to Mecca; and John Patrick Shanley, Doubt.

COREA-AD 25

Idea of the Exotic

Desert Odysseys, Dark Continents, Virgin Lands, Harem Fantasies; this interdisciplinary course explores the role of visual culture in shaping

our outlook of “other” geographies and cultures as “exotic.” We analyze the role of the diverse technologies in mediating between distant geographies, and making the unknown known. Moving across various texts, arts, media, and institutions—museums, maps, photographs, films, TV programs, and digital spaces—the course reflects on how our imagination of ourselves is intertwined with the ways that we imagine other places. The reading includes: Daniel Defoe, Robinson Crusoe; Mark Twain, The Innocents Abroad; David F. Dorr, A Colored Man Round the World; Jules Verne, Around the World in Eighty Days; and The letters of Gertrude Bell.

COREA-AD 26W

Ways of Seeing: Colonialism, Race, and Multiculturalism

Writing Workshop

This seminar is devoted to the interrelated issues of colonialism, postcolonialism, comparative race, and multiculturalism as apprehended through diverse disciplines, media, and colonial histories. Throughout our focus will be comparative, transnational, and transdisciplinary, mingling the theories and methods of media studies, literary studies, philosophy, and social studies. The goal is to reflect in a polycentric way on a multicultural world still shaped by the legacies of (post) colonialism, as reflected, refracted, translated, and resisted by the media.

COREA-AD 27

Creativity and Innovation

Fall 2015

Prof. D. Cook

This course probes the heuristics of human innovation as understood by ancient and modern inventors and philosophers. The central questions of this course are the following: What are the sources, requirements, and factors that influence human ingenuity? Is creativity a gift or a skill? How does creativity differ from innovation? To address these questions, we consider the earliest human inventions such as spears and simple tools technological innovations that affected the course of human history and inventions that shape our modern world. Throughout the course, a strong emphasis is placed on developing a personal philosophy and methodology for creativity.

COREA-AD 28

Fame

Spring 2016

Prof. J. King

Historian Leo Braudy notes that: “the history of fame is also the history of the shifting definition of achievement in the social world.” We will track early discourses of heroism and immortality from Alexander the Great to today's reality celebrities like Kim Kardashian. Beginning with concepts of fame in antiquity, we investigate Virgil's The Aeneid,

The Bible, Homer's The Odyssey, and Shakespeare's King Richard III. The rise of contemporary stars across film, television, and theatre raises questions about the ways in which celebrities help manage historically conditioned categories of classification, such as gender, sexuality, race, class, and nationality. Case studies of non-Western celebrities, highlight the formatting of modern stardom in Asia (Jackie Chan and Jet Li), Africa (Fela Kuti), and the Middle East (Umm Kulthum).

COREA-AD 29

Performing Body in History

This class examines the representation and theorization of the human body as evident in acting theory and performance practices. We will be particularly attentive to the international circulation of ideas of the body. To what extent are the commentaries of Ibn Rushd (Averroes) on Galen and Plato important to Renaissance Europe's understanding of the performing body? How has Tadashi Suzuki's interest in Noh, Kabuki, and Ancient Greek theatre informed his collaborations with major figures of the European theatre? Authors will include: Ibn Rushd, Plato, Zeami, Shakespeare, Diderot, Coleridge, Leigh Hunt, Brecht, Suzuki.

COREA-AD 30W

Representations

Writing Workshop

This course considers representations of social and historical realities within which notions of cultural identity, citizenship, and power are imagined and presented. Using examples from the performing arts, film and photography, we explore formal technologies of creating representations and cultural modes of interpreting them, and compare how reality is abstracted and codified by representations from different parts of the world. Some of the examples are films, such as Lawrence of Arabia, Mother India, Xala and Al Za'eem; plays such as The Road, Al-Malik huwa I-Malik, and St Joan; photographs by Annie Liebovitz, Brian Duffy, and Yousef Karsh. Basic semiotic, materialist and reception theories will offer prisms for our study. Key essays such as Postcoloniality and the Artifice of History: Who Speaks for the Pastness of India by Dipesh Charkravorty, Fictions of the Pose by Harry Berger, Imperialist Nostalgia by Renato Rosaldo, and Theorizing the Male Gaze by Edward Snow are read side by side videos of performances, films, and slides of photographs.

COREA-AD 31W

Machine Dreams

Writing Workshop

Machines have provided the means for artists to dream different worlds into existence. Machines impact how we structure our thoughts, our language, and even our bodies. We will examine how writers, visual artists, filmmakers, and

performers have creatively engaged both obsolete and emerging technologies—mirrors, camera obscuras, phonographs, photocopiers, projectors, telephones, computers, and satellites—to communicate shifts in how we perceive time, movement, space, similarity and difference among human beings, and operations of political power. We study a variety of philosophers, scientists, anthropologists, cultural theorists, visual artists and playwrights including Horace, Euripides, Walter Benjamin, Donna Haraway, Michael Taussig, David Hockney, Ingres, Vermeer, Caravaggio, Chuck Close, films by the Lumiere Brothers and Jean Rouch, Apple Computer television commercials, and web-based performance/installation art by Stelarc, Electronic.

COREA-AD 32

Identity, Image and Place

The course explores how image-based representations, written texts, and aspects of the built environment reflect certain conceptions of identity. The course considers paintings, photographs, video, ego documents, and journals. We focus on artistic practices that examine and/or demonstrate personal or preconceived notions of identity through acts of self-representation. Our questions include: Why do artists from a particular region privilege certain issues over others? What extenuating circumstances may influence an artist's practice? How do artists consider identity through examination of place? What role does gender or gender stereotypes play in the production of art? How do artists represent themselves in order to challenge gender or cultural stereotypes? We explore several media and methods of self-representation in artistic practice. Basic visual criticism techniques and theory is introduced in order to understand and differentiate between a wide range of artistic practices and intentions. The course considers artists from the U.S.A., Europe, the Middle East and Asia, and includes visits to local galleries and artist studios.

COREA-AD 33

Perception in Music and Sound

What is perception and how is it mediated by culture and technology? How much of music is a function of the way our auditory system works and how much is learned as a part of culture? To what extent do objects of perception look the same and sound the same across individuals, cultures, and means of representation? This class examines these questions by looking at the scientific literature (to understand the basics of perception), by looking at cultural objects (for specific examples that bring the ideas into focus) and by looking at the various technologies for storing and reproducing sound.

COREA-AD 34

What is Music?

Fall 2015

Prof. C. Gueddes

Crosslisted with Music

This course analyzes what we understand as “music.” Drawing on music of different styles from all over the world, we explore what constitutes musical meaning, how it is produced, and how music expresses feelings. Taking advantage of the multicultural nature of NYUAD, we consider the cultural and universal mechanisms at play when we listen and understand music. A lab portion of the class guides students through basic musical elements such as notation systems, scales, and simple compositional techniques.

COREA-AD 35

Lies and Lying

Fall 2015

Prof. S. Copti

Lying is an integral part of human communication. It is only in contrast to lies that we are able to construct the concept of truth and “choose” our perception of reality. From white lies and exaggerations to advanced techniques of persuasion such as propaganda and brainwashing, this course will examine the psychological, philosophical, ethical and social aspects of several contexts in which lying commonly occurs: Art, Culture, Literature, Science, Politics, Advertising, Journalism, Relationships, Digital World and History. We will discuss and analyze the motives, techniques, technology and outcomes of some of the biggest lies and liars throughout history, from mythological gods in ancient Greece through fake alchemists in the Islamic Golden Age to contemporary schemers. We will study examples of lying in texts, films, biographies, cartography, visual arts, internet, social networking, mass media, advertisement as well as guest liars and lying experts.

COREA-AD 36W

Death: Myths, Histories, Metamorphoses

Writing Workshop

Death is a universal fact of human life, powerfully defining the exigencies of our experience. From ancient times until the present, artistic works have registered changing attitudes towards death in the stories they tell. In this seminar, we examine artistic responses to mortality across a wide range of historical and cultural contexts—including in the myths of Orpheus and Osiris, the Epic of Gilgamesh, and the text of the Ramayana; the poetry of Darwish, Neruda, and Rilke; stories by Tolstoy, Mishima, and Benjamin; and music of Dowland, Wagner, and Adams. Selected films and plays, including the Noh Drama of Japan, also are considered. Students develop a collaborative or individual artistic project and related critical paper demonstrating their engagement with the topic.

COREA-AD 37W

Staging the Self

Writing Workshop

This course examines the representation of personal experience in its biographical and autobiographical forms in the arts with a focus on performance. We pay particular attention to the ways in which personhood is aesthetically, psychologically, and politically theorized in different contexts. What does an individual's experience represent in specific art works? How is the relationship of individual experience to collective experience reconstructed in different arts works? Can individual experience portray collective historical reality? Should we understand an artist's oeuvre in relation to their personal life? In what ways do individual art works bestow human experience with specific epistemologies and with social and historical realities? Texts for the course include works by Irving Goffman, Errol Morris, Erik Erikson, Joseph Roach, Freddie Rokem, Deirdre Heddon, and selected plays, films, and museum displays.

COREA-AD 38J

Memory

Memory is a dynamic process influenced by internal and external factors. Internally, a person's individual memory content is overwritten each and every time something is remembered. Externally, memory is determined by social practices and, not least, our physical environment, shaping what may be called social or collective memory. The stability of the physical environment is a guarantor of an individual's memory and, by implication, identity, to a much greater extent than individual memory itself; it was as early as 2000 years ago that the nexus of the urban space and a stable memory was established (Cicero, Quintilian). The class focuses on theoretical concepts of memory in the fields of the arts, technology and invention in antiquity and the 20th century (Warburg, Halbwachs, Nora), discuss a novel that satirically memorizes the fall of the Wall (Brussig) and provide numerous field trips that exemplify the concepts of social/collective memory based upon the urban space of Berlin (the replacement of the GDR Palace of the Republic by a reconstructed City Palace, Holocaust Memorial, Sinti and Roma Memorial, Jewish Museum, book burning memorial, Berlin Wall, Berlin Museums, the Third Reich Germania project).

COREA-AD 39

Tools

We are habituated to think of tools as physical objects that facilitate utilitarian actions. Pencils, glassware, and hammers are tools of this type. However, the definition of a tool can be expanded beyond material objects, to include things like storytelling and the internet. Tools can facilitate interpersonal interactions and enable intimate communication, yet have no physical manifestation. This course studies the invention and use of tools

across cultures and time. We examine a large number of examples, starting with languages, moving through tools like the wheel and metalwork to modern tools like software and network topologies, asking how our choice of tools changes the way we think about our goals.

COREA-AD 40

Records

What drives us to create records of human events or experience? And how has that drive shaped not only the history of human communication but of record-keeping itself? What is the relationship between an event and the records or recordings we make of it? Is there tension between the promise of mimetic or documentary fidelity and new possibilities for art and imagination? When is the memorializing goal better served by invention than recording? This course will examine a series of technological innovations in record-keeping and record-making, from cuneiform to cassette culture, mp3s, and beyond. Readings will address histories and theories of orality and literacy, archives, print, photography, film, sound recording, and other media as we explore fundamental questions about memory, history, technology, and the relationship between art and life.

COREA-AD 41

Nomads

Fall 2015

Prof. D. Darts

What can the unique human ecology and worldview that emerges from mobile ways of life teach us about human ingenuity and culture? This course uses the lenses of philosophy, art, and design to examine the history, influence, and cultural underpinnings of nomadism and nomadic dwelling. Paying special attention to kinetic objects and the built environment, we will probe historical and contemporary conceptions of ownership and ecology, transience and permanence, home and homelessness, and citizenship and belonging. We will study writings by Deleuze and Guattari, Walter Benjamin, and Rosi Braidotti, artworks by Andrea Zittel, Lucy Orta, and Krzysztof Wodiczko and cinematic works including Lawrence of Arabia and Dances with Wolves. All aspects of mobile dwellings, from familiar vernacular models such as tents and huts to developments in humanitarian design and contemporary art, will be considered. Students will be presented with a series of design challenges and will be asked to solve problems by creating new designs and producing prototypes. No previous background or training in design is required.

COREA-AD 42

Art and Emotion

While Aristotle celebrated the capacity of art to elicit emotion, Plato treated it with suspicion. Suspected of irrationality, emotion has continued

to hold a contested position in the understanding of art. This course will explore the ways that art both expresses and arouses the emotions and to what value and ends. It asks how stories engage us in prototypical, emotional human situations such as suffering, separation, loss, recognition and reunion. We will think about what aspects of our emotional responses are universal, what are culturally specific, what are gendered, what are individual and personal, and the similarities and differences between art emotions and actual emotions. We will draw on a wide range of artworks from a variety of periods and cultures as case studies, including visual and narrative representations of the Passion of Christ; canonical love stories, like Laila Majnun and Romeo and Juliet; classical and modern tragedy; romantic, popular, and program music; and comic art like *The Comedy of Errors* and silent film comedy. These studies will be framed by the theories of, among others, Aristotle, Abhinavagupta, Tolstoy, Langer, Bergson, Freud, analytic philosophy (Carroll, Kivy), and cognitive theory (Hogan).

COREA-AD 43

War

Spring 2016

Prof. G. Bravo

Crosslisted with Peace Studies, Music

What is war? Why do wars exist? What are the differences between wars in the past and those being waged today and how have the conditions of conflict changed throughout history? Is there an art of war? These questions are central to the purview of this course, which examines artistic responses to war across a wide range of historical and cultural contexts from antiquity to the present. The course explores how the arts, particularly music and musical practices, play a critical role in accompanying the sociological rituals of war from the military marches part of deployment, to the laments and requiems that figure centrally in process of mourning in the aftermath of conflict. Drawing on histories and philosophies of war, we will engage with issues related to propaganda, censorship, detention, internment, torture, heroism, sacrifice, bravery, justice, history, memory, and death and with reference to work by Homer, Thucydides, Sun Tzu, Clausewitz, Tolstoy, Shostakovich, Britten, Picasso, Dix, Mishima, Wiesel, Tarkovsky, Kubrick, and John Lennon, among others.

COREA-AD 44

Time

Fall 2 2015 (7 weeks)

Prof. H. Ballon

This course explores the multifaceted nature of time, in different historical, social and religious contexts. We will pursue three main strands: 1) changing conceptions of time, time-keeping systems, and states of time consciousness from

antiquity to the present; 2) representations of time in works of art that heighten our apprehension of time or aim to escape the rule of time and induce a quality of timeless suspension; and 3) the technologies of time-keeping from sundials to atomic watches, calendars to timelines. Denaturalizing our own conventions of keeping time, we will consider the purposes of time measurement, the history of the hour, the development of the mechanical clock and its impact on society, the relationship between clock time and industrialization, the shift from local to international standard time, and the question whether the human experience of time is common across cultures or is culturally specific and variable.

COREA-AD 45J

Sound(ings)

Crosslisted with Music

This course will explore the meaning of sound in the urban and natural environments within Abu Dhabi and the UAE. An assumption which this course will make and explore is that all situations in the real world have a musical potential. This potential is defined and realized by discovering, recording and mapping the many ways in which the physical reality of places are dynamic systems of significant acoustic patterns. This seminar will start with an introduction to mobile sound recording that explores sound as it travels through the air in acoustic space using varieties of microphones and space mapping techniques. The course will also explore using acoustic measurement technologies such as accelerometers and hydrophones to investigate how sound exists within structures, the sea and other types of fluids. This course will start out with a large group sound mapping project about Saadiyat Island and expand to other environments in Abu Dhabi and the UAE. In addition to the group project, students will also be required to develop their own unique soundscape works. The course will cover all aspects of environmental field recording, editing and presentation of the final results.

COREA-AD 46J

Narrative, Media, and Technology

January 2016, New York

Prof. E. Borenstein

Telling stories is a fundamental human activity, but the ways these stories are told depends upon the means in which they are created and transmitted. This course examines the role of technologies ranging from print, cave painting, comics, animation, and film, to hypertext, social media, and viral video. In addition to reading and viewing, the assignments will also include creative technological projects and excursions to the Museum of Moving Image, the Museum of Comics Art, and The Moth storytelling theater.

COREA-AD 47

Listening

This course explores ways of listening, and of being a listener, in human experience, with attention to the role of the ear in the constitution of subjects, communities, and societies of different times and places. Topics include debates about the listening subject in Western philosophy and media studies; the role of the 'ethnographic ear' in cultural anthropology and ethnomusicology; theories and methods of 'soundscape research' and 'acoustemology'; and aurality as an aspect of culture, explored through case studies ranging from the development of sound reproduction technologies, to deaf culture, to the ethics of sounding and listening in religious practice. Course readings, drawn from a wide range of disciplines, include foundational texts in the emerging interdisciplinary field of 'sound studies'. In addition to engaging critically with a range of ideas and debates through discussion, presentations, and writing, students will try their ears at specialized modes of training and data collection developed by sound-oriented researchers and artists.

COREA-AD 48

Vision

Fall 2015

Prof. S. Peters

This seminar concerns the phenomenon of vision. The sense of vision is closely related to processes of understanding, thought, and linguistic interpretation. Seeing is an activity in which the eye and brain work together, but the imagination also affects vision, for we sometimes imagine what we say we see. We will study the connection of image and language using the example of Hollis Frampton's film *Nostalgia*, which suggests that vision entails an aspect of imagining. We will approach questions about the nature of vision on the basis of texts, cinematic materials, art works, and experiments we conduct. The texts on which we will work include "classical" ones by authors such as Charles Baudelaire and Maurice Merleau-Ponty, but also more recent theoretical approaches by Serge Daney, for example. We will also focus on the phenomenon of synaesthesia as it is emphasized as 'haptic seeing' in the work of Lygia Clark.

COREA-AD 49

Collecting

Fall 2015

Prof. D. Teece

What motivates human beings to form collections? How do we select, order, preserve and display information and objects? And, what intellectual processes are involved in these activities? What does the content of these collections say about those who created them? And, what kind of narratives can be traced within the display of these collections? This course surveys the phenomenon of collecting, focusing on key

moments in its history, from antiquity up to contemporary times. In the first section of the class, we explore collections of "thought," that is, how knowledge has been stored, organized and retrieved—and some of the tools we have developed to do so—including mnemonic devices, writing, codices, libraries, information architecture and digital technologies. The second section concerns physical objects, and their collection, classification, organization, and display. Finally, we discuss the work of modern and contemporary artists who incorporate concepts of assemblage and curation. In response to the readings and to the materials covered in class, students will conceive, create, describe and display a collection of their own making.

COREA-AD 50W

Identity and Object

Fall 2015

Prof. F. Kidd

Writing Workshop

This course asks how objects from the past obtain meaning long after they were made, and how they have come to express the identity of communities, nations, and religions. We will consider fundamental questions of identity by assessing how objects become imbued with meaning. Who ascribes these objects meaning and why? How do we relate to objects designated to represent us? We will explore object biographies from a range of periods, regions and traditions. We will discuss objects representing contested national and global identities, such as the Cyrus Cylinder from Iraq, and the Koh-i-noor diamond from India, as well as material that facilitates discussion of socially and culturally defined identities. In all of these examples politics plays a constant role. Through case studies of iconic objects from around the world, we will compare significance in the originating society with place and function today to better understand how, why, and by whom identity is constructed.

COREA-AD 51

Wood

Wood is inseparably linked to human history and culture. From mankind's earliest use of sticks for shelter, warmth and gathering food, the increasingly complex ways that we have used and understood this material reflect the history of civilization itself. What can wood can teach us about ecology, human history, ingenuity and culture? By examining wood's role across several diverse cultures, this class will consider our ever evolving relationship to wood through its use in architecture, art and design. We will study the work of artists and designers including Richard Deacon, Koki Tanaka, Louise Bourgeois, Giuseppe Penone, Bill Reid, Charles and Ray Eames, Ei Anatsui, Henry Moore, and Ai Weiwei. We will also examine the lore and mythology of wood through literary works like the Epic of Gilgamesh, Hermann Hesse's Siddhartha, Shel Silverstein's The Giving Tree,

Kenzaburō Ōe's *Flaming Green Tree Trilogy*, Betty Smith's *A Tree Grows in Brooklyn*, the *Enchanted Forests of the Brothers Grimm*, J.R.R. Tolkien's *Lord of the Rings*, and Michael Pollan's *Botany of Desire*. The class will include a practical studio component in which students learn historic and contemporary woodworking techniques, respond to carpentry design challenges, and develop a kinesthetic knowledge and materials understanding through the exploration and manipulation of wood and wood-based materials. No previous background or training is required.

COREA-AD 52

Play

Fall 2015

Prof. S. Fitzgerald

We are engaged in play throughout our lives. It socializes and engages us in a deeply meaningful way that serves as an essential component of our education in the world. Beginning with the imaginative and open-ended games of our childhood, and continuing through more structured aspects of play like sport, theatre, board and video games, it serves a vital tool in our development as individuals. It can be collaborative or competitive, open-ended or closed, but always is innately fun. Examining the topic from a variety of perspectives, including psychological, artistic and philosophical, we will engage with multiple levels of playfulness throughout history, from simple childhood escapism to urban scale games facilitated by new technologies. Students will be challenged to create new forms of play by prototyping and designing their own games and frameworks for play throughout the semester.

COREA-AD 53

Abjection

Fall 2015

Prof. S. Jeong

How do we build an identity? What is rejected or expelled from us? This fundamental aspect of the human condition underlies the notion of abjection: a detached and degraded state or the act of causing it. The abject, renounced in oneself or cast out of society, takes various forms: from the maternal body and the corpse to social minorities and refugees. It implies some trauma or taboo that disturbs the symbolic order of law and norms. This course asks how abjection occurs on many levels and how it can also catalyze new modes of life and community. We trace it in terms of horror, repulsion, beauty, sexuality, multiculturalism, terrorism, etc., and highlight today's abjection that is generated in global systems and revealed through violence or catastrophe, yet also with positive potential. We explore film (Fassbinder, Sissako, Folman, Eastwood, Von Trier, Sono Shion), literature (Kafka, Genet, Beckett, Yi Sang), art and performance (Bacon, Sherman, Stelarc, Zhu Yu), along with psychoanalysis, feminism, philosophy, aesthetics,

and trans-historical material from myths and religions to punk rock and cyber culture.

COREA-AD 54

Site Specificity

Spring 2016

Prof. S. de Beer

This course explores what it means to be situated in a particular site. Do places have a spirit and identity? Do artists respond to a place in a particular way? Light, landscape, sound, climate—all these things inform the forms created by their makers in different cultures and time periods. Powerpoint presentations, readings, and visits to site-specific works in Abu Dhabi will help the students explore fundamental questions about the impact of the site on artists, objects and architecture. Students will be presented with a series of challenges, or problems, that ask them to respond to a specific site. We will read texts written by visionary thinkers, such as Lebbeus Woods and Robert Smithson, and explore iconic sites such as Stonehenge and Shibam Hadhramaut in Yemen. We will also delve deeply in to site specific artworks produced by artists in various times and cultures, with a focus on artistic production in the last 100 years.

COREA-AD 55

Iconoclasm

Spring 2016

Prof. M. Mochizuki

It is often said that as long as there has been art, there has been iconoclasm, literally from the Greek breaking (klân) of images (eikon). What does it mean to annihilate an image? What motivates the violent destruction of artworks, and what does this applied criticism, perhaps counter-intuitively, tell us about the fundamental impulse to create? Throughout history and across many societies—from biblical sources to Bamiyan buddhas, Reformation to the Danish cartoon controversy—reformers, idealists and revolutionaries have sought to silence dissent by erasing artworks that give potent material presence to ideas. Taking a long view of iconoclasm and censorship via case studies ranging from the ancient world to today's contemporary crises, we will investigate the power of the negated image or what happened when different technologies of picture-making—sculpture, architecture, painting, print, photograph, cartoon and video—clashed in the heated public square and pushed the politics of representation to its breaking point.

COREA-AD 56

The Idea of the Garden

Fall 2015

Prof. G. Stemmrlich

Gardens are as diverse as cultures, but the idea of the garden is common to various cultures through the ages and across continents. What do gardens

tell us about the human condition? How do gardens relate to the individual and the idea of community? How do they reflect philosophical ideas? In which ways do the real and imagined interfere with each other? Is a garden a representation of nature or culture or both? How does a garden relate to spiritual needs and sensual experience (smell, sound, sight, tactile and kinesthetic bodily feeling)? How is the idea of the garden distinguished from but related to the notion of a natural landscape? We will look at Zen-gardens and rooftop gardens, monastic and palace gardens, sculpture and pleasure gardens, mythic gardens in various religious traditions. The course is conceived as neither a historical survey nor typological compilation but chooses diverse examples of gardens and representations of gardens from various cultures and historical periods in order to reflect on the ways in which gardens reflect the human condition.

COREA-AD 57

Touch

Fall 2015

Prof. M. Eid

It is easy to have an idea of the effects of significant loss of vision or hearing by closing our eyes or by wearing earplugs. What about a significant loss of the sense of touch? What would that be like? The answer might not come readily due in part to the subtle, effortless performance of the sense of touch. Far from being just an immediate skin sensation, touching is intimately blended into embodied experiences that are affectionate, expressive, personal and interpersonal. Indeed, the haptic modality is the fundamental mode of access to the physical properties of the world. This course provides a multidisciplinary, cross-cultural introduction to the dynamics and salience of the human sense of touch, and runs a continuous thread for a number of fundamental questions and critical approaches that twenty-first-century haptic scholars embrace. A wide variety of interpretations, disciplines and experiences exploring the symbolic, cultural, ethical, social and technical aspects of haptic communication will be discussed. Topics covered in this course include social and cultural development, memory, learning, digital design, experiences of visual impairment, tactile therapies, human computer interaction, multimodal interaction and sensory substitution, funneling illusion and apparent motion, and privacy and security.

COREA-AD 58J

Light

January 2016, Shanghai

Prof. S. Fitzgerald

From its physical properties that create life to its metaphorical association with beauty and goodness, light is integral to our experience of being human. Playing out over the millennia, from

the Chinese tradition of the Lantern Festival at the Lunar New Year to the current production and manufacture of LED components, our relationship with light has played a significant role culturally and materially in our understanding of the world around us. This course will examine the perceptual, psychological, and metaphorical ways in which we encounter light in stories, art and culture. We will examine texts from a variety of cultures that use light and darkness as a metaphor for good and evil and study the works of artists like James Turrell, Anthony McCall, Teddy Lo and Erwin Redl who work directly with light. Celebrations, rituals, and ceremonial use of light like the Diwali and the growth and use of pyrotechnics will be considered. The class will include a practical component in which students develop their own light-based works leveraging the unique and innovative resources of Shanghai as a means of exploring the materiality of light firsthand.

COREA-AD 59

Abstraction

Spring 2016

Prof. S. Mikdadi

The making of abstract visual forms is a near-universal human activity across time and cultures. Some of the earliest known cave art, dating back approximately 40,000 years, is abstract. The use of abstract forms in ornament and for symbolic communication is found at different periods of history and in different locations across the globe. And abstraction has become prominent in modern art all over the world. This course takes a comparative approach to abstraction and asks why human beings in different places and at different times have drawn and carved similar shapes, lines and patterns and what are the meanings of these forms? Why have some cultures with long traditions of representational painting turned to abstraction? How have religious, political and social contexts shaped this turn? What has been the role of abstraction in Islamic and other non-Western traditions and how have these traditions influenced Western art? Although the course will range widely historically and culturally, it will take the Middle East as one of its key areas of interest and will include visits to galleries, private collections and selected centers for traditional arts in the UAE.

COREA-AD 60

Song

Spring 2016

Prof. M. Daughtry

This course is a trans-historical, cross-cultural examination of one of the world's most durable and flexible sonic practices. Through studies of sacred chants, work songs, anthems, lullabies, laments, art songs, popular songs, and even the vocalizations of other species (e.g., whales, birds) that have been framed as songs, we will explore the structural affordances, cultural parameters, and expressive

power of words that are put to music. How are the force and flavor of words transformed when they are sung? How does singing songs shape our sense of time, of social relations, of self? What can human singing teach us about animal vocalization, and vice versa? Case studies will focus on singing traditions in the Peruvian Amazon, the American south, Russia, China, France, and the Democratic Republic of Congo. Over the course of the semester, students will engage with classic and contemporary scholarship on song, listen to and conduct close readings of a wide variety of songs, speak with a number of song writers and performers, experiment with translating songs into other languages, and compose and perform an original song themselves. No experience with music or singing is required.

IDEAS AND METHODS OF SCIENCE

Ideas and Methods of Science introduces students to a mode of knowledge that has risen to great prominence over the past several hundred years: scientific understandings of the physical world we inhabit and the living systems that occupy it. From the earliest attempts to explain the universe's origins or to ward off plagues and disease to current concerns about the welfare of our environment and future sources of energy, the natural sciences have used the scientific method to formulate experimentally testable hypotheses, to gather data and make observations, and to refine our understanding of our surroundings. Ideas and Methods of Science has two tracks: Experimental Discovery in the Natural World and Science, Society, and History. Non-science majors take one course in each track. Students who complete Foundations of Science 1 fulfill the requirement for Experimental Discovery in the Natural World, but are welcome to take these courses.

Experimental Discovery in the Natural World (EDNW) focuses on fundamental scientific concepts and phenomena, with a special emphasis on science as a process. All courses in this track have a project-based laboratory component. In the lab component, students practice the experimental or scientific method: they develop hypotheses, design experiments to test those hypotheses, gather evidence, and incorporate that evidence into an argument. Unlike labs in standard science courses, EDNW labs are focused more on the heuristic process of experimentation than on mastery of a particular topic. They pose a series of fundamental questions about experimentation, evidence, and proof: What are observations? What are data? How do you determine if data are robust or weak? Are there different ways to present data, and how do you use them in arguments? What is a valid experiment? What constitutes proof, and what is required in order to disprove a hypothesis?

Science, Society, and History (SSH) explores the relations between the knowledge, theories, and technical practices of scientists, engineers, medical researchers, physicians and lay people, and the local and global contexts in which they operate. Courses ask critical questions about the definition of the various sciences, their history, and how they work in practice; the basis of scientific authority and challenges to it; scientific revolutions; how ethical and political decisions are made about scientific regulation and applications; and how changes in science relate to larger intellectual, cultural, social, political, economic, and environmental trends as well as public policies.

EXPERIMENTAL DISCOVERY IN THE NATURAL WORLD COURSES

Note that courses in this subcategory have been renumbered (e.g. COREX-AD 1 was formerly COREI-AD 1)

COREX-AD 1

The Desert: Life in an Arid Environment

While seemingly inhospitable to life, the desert teems with animals and plants that have evolved to cope with an arid environment. This course addresses fundamental questions related to desert climates and the species that populate them. What geographic conditions generate a desert terrain? How rapidly does the terrain change over time? What are the special attributes of the plants and animals that thrive in desert climates, and how do these populations change as the desert changes? This course uses the local terrain as a laboratory to address these questions, and team projects requiring field work form the core of the learning experience.

COREX-AD 2J

Stem Cells: Immortality and Regeneration

January 2016, Abu Dhabi

Prof. E. Mazzoni

What part of you is immortal? Biologists will tell you that the answer is induced embryonic stem cells, which can self-replicate and differentiate into all the cells in our bodies. What are stem cells? How are they “made” in laboratories? Can they make whole organs and organisms? Can we clone people? What are the ethical concerns when using stem cells? These questions are key to understand how stem cell-based therapies are likely to revolutionize the treatment of human disease. This class aims to provide a theoretical and practical background on stem cells. We will read and discuss the literature describing milestones in stem cell research and gain practical training in growing and differentiating embryonic stem cells. We will also review the ethical and political issues regarding the use of stem cells.

COREX-AD 12

Language of Computers

Spring 2016

Prof. S. Odeh

This course introduces students to the basics of how computers “think” and some of the inherent limitations of computers. How do programs (software applications) make computers behave intelligently and allow them to solve problems effectively for a wide range of applications and fields, from art and other media to education, medicine, and the core sciences? How do we use computer programs to process, structure, and manage information, create and manipulate digital media, and search and gather information relevant to any particular topic? How do computer programs operate virtually, creating the World Wide Web of the modern digital age, and how does all of this effect issues related to security and privacy in the wired world we live in today? Students are asked to create innovative programming solutions to a set of problems and develop applications focused on the social good for their final project. The programming language of choice is Python, a relatively easy programming language with powerful visual, text processing, and graphics capabilities. This course is intended for students from different disciplines (outside the sciences); no prerequisite is needed.

COREX-AD 13

Mutations and Disease

The very word “mutations” tends to raise fear and apprehension since it is so often associated with physical deformities or exposure to harmful agents, including radiation. Perhaps such fear is warranted since many human diseases, including cystic fibrosis and cancer, are caused by “mutations”, which are mere changes in the genetic information in DNA. Starting with basic concepts, this course explores important cellular macromolecules, such as DNA, and proteins as well as their three-dimensional structures that endow them with their specific functions. In fact, understanding how mutations induce alterations to macromolecular structures often sheds light on the characteristic symptoms and prognoses of some human diseases and syndromes. Laboratory projects, which focus on introduction to computer modeling, emphasize visualizing in a three-dimensional environment the normal and altered macromolecules associated with some common but complex human maladies.

COREX-AD 15

Microbes

Microbes are tiny organisms that are found on every imaginable surface and habitat. This complex myriad can consist of microbes that are essential to a healthy life, as well as microbes that cause infectious diseases in plants and animals, which may also contribute to many chronic diseases and conditions, such as cancer and

environmentally-related diseases. To understand the delicate and complex relationship we have with these different forms of microbes, scientists have looked at their DNA for clues and answers to their causes, developing tools to help with diagnostic tests, and the development of treatments and prevention methods. This information also comes with various social, ethical, and political implications that determine how we use our knowledge of these microbes. This course will introduce students to these issues by first learning the fundamentals of the biological molecules that comprise the cell and through a hands-on research project, students will identify the local microbes through their DNA. Students will also discuss how microbes positively and negatively affect the various policy options that are relevant to the social dilemmas that science created.

COREX-AD 16

Where the City Meets the Sea: Studies in Coastal Urban Environments

Spring 2016

Prof. J. Burt

Crosslisted with Urbanization, The Environment

Over half of the human population lives within 100 km of a coast and coastlines contain more than two-thirds of the world's largest cities. As a result, the world's natural coastal environments have been substantially modified to suit human needs. This course uses the built and natural environments of coastal cities as laboratories to examine the environmental and ecological implications of urban development in coastal areas. Using data from multiple coastal cities, student teams use field-based studies and Geographic Information System (GIS) data to examine patterns and processes operating in coastal cities. This course uses the local terrestrial, marine, and built environments as a laboratory to address these issues, and team projects requiring field work form a core component of the learning experience. As part of the NYU Global Network University initiative this course is being offered simultaneously in several NYU sites globally and students are collaborating intensively with students from their sister campuses through the duration of this course.

COREX-AD 17

Domain of Crystals

Knowing the three-dimensional structure of a molecule is important for understanding its functional properties. Is it indeed possible to visually analyze a molecule and use the observed experimental data to build a three-dimensional model? This structural information can be obtained using a variety of analytical techniques such as X-ray crystallography, and can lead to significant breakthroughs in pharmaceuticals. Students grow crystals of different colors, shapes, and sizes and harvest them for physical and morphological characterization in order to understand the

basic principles of atomic structure and theory, chemical bonding and reactions, thermochemistry, periodicity, and solution chemistry.

COREX-AD 24J

Heuristics

January 2016, Abu Dhabi

Prof. D. Shasha

Many problems in science, business, and politics require heuristics—problem solving techniques that often work well even if not perfectly. Many problems in science, business, and politics require heuristics—problem solving techniques that often work well even if not perfectly. This course teaches heuristics as they have applied in the design of scientific experiments, the solution of problems global power politics, and in the resolution of economic negotiations. While being exposed to heuristic techniques, students work in small teams that compete with one another to design strategies to solve new puzzles better than other teams. You are given computational tools as needed, but the course has no programming prerequisite. To take this course, you should love to think both qualitatively and quantitatively. Among the specific problems we tackle include the design of currencies, leasing strategies for oil exploration, optimal matchmaking, and efficient experimental design. The intent is to make you better able to face complex problems in any field you choose.

COREX-AD 25J

Coastal Urbanization and Environmental Change

January 2016, Sydney

Prof. J. Burt

Crosslisted with Urbanization, The Environment

Over 80% of the Australian population lives within 100 km of a coast and virtually all major Australian cities occur on coastlines. As a result, Australia's coastal environments have been substantially modified to suit human needs. This course uses the built and natural environments of Sydney, Australia's largest city, as a case study to examine the environmental and ecological implications of urban development in coastal areas worldwide. Using Sydney's terrestrial, marine, and built environments as a natural laboratory for field research, students collect environmental data throughout the city and use geographic information systems (GIS) to examine the spatial patterns of human impacts to Sydney's environment and to compare their results with patterns observed in other coastal cities.

COREX-AD 26

Sustainable Energy

How do solar cells work? What is “green” chemistry? What are “smart materials” and why are they important? Focusing on the intersection of the natural sciences, materials science, ecology and sociology, this interdisciplinary course tackles these and other energy-related issues that are central to

the ideal of a sustainable society. The future social and technological advancements and prosperity of mankind are directly linked to renewable energy resources, which are rooted in the quest for new, advanced functional materials with superb physical properties. The course provides a holistic overview of the current issues with inexpensive energy resources and the challenges with alternative energies. It provokes the creative input of students and includes undergraduate research projects, field work and brainstorming discussions aimed at possible alternative solutions.

COREX-AD 30

The Mind

This course explores the perennial question, how does the mind work? We learn how philosophers, computer scientists, neuroscientists, psychologists, and linguists have answered this question. We consider several stimulating but demanding questions about the nature of the mind and try to understand how the mind enables such things as perception, thinking, and behavior. We review the historical and scientific developments that led to the contemporary consensus that the human mind is fundamentally a computational organ and explore some of the challenges that this view poses to our common sense understanding of certain attributes, like consciousness and free will, that we ascribe to ourselves as human beings.

COREX-AD 35

Seven Wonders of the Invisible World

Fall 2015

Prof. M. Magzoub

“In the year of 1657 I discovered very small living creatures in rain water.” This quote is attributed to Anton van Leeuwenhoek, a Dutch merchant whose skillful use of glass lenses allowed him to peer into a world of microorganisms that would otherwise be invisible to the naked eye. His careful observations gave way to advances in microscopy that have allowed scientists to observe detailed structures of plants, viruses invading cells, intricate crystal lattices, and the seemingly chaotic motion of small particles. In this course, microscopy is explored, first by examining the fundamental optical systems used to magnify objects, and eventually by using sophisticated microscopes to make observations. We explore seven wonders of the invisible world—natural animate and inanimate phenomena that include micro-animals, plant and animal cells, bacteria and viruses, fungi, proteins and naturally occurring crystals.

COREX-AD 43

Behavior

Why we behave in a certain way is one of the most fascinating and complex questions and one that we often cannot even explain to ourselves. So what drives behavior? How can behavior be measured? And can behavior be changed? This

course will examine behavior from the viewpoints of biology, neuroscience, economics, psychology and philosophy. We will place an emphasis on interpreting and designing experiments that measure behavior in both humans and animals. We will discuss topics as diverse as memory, morality and altruism and examine how being part of small and large groups can affect decision-making and behavior.

COREX-AD 48J

Big Data

Big Data is the science of large data sets. These sets have appeared in rising volume, variety and velocity during the last decade. The rise of big data is due chiefly to data collection via social networks, E-commerce and web navigation, but other types of data collection, related to phones, medicine or world trade are also involved. How do we get relevant information from these large data sets? For example, based on a very accurate analysis of their own collected data sets, companies as Google, Amazon, Facebook or Netflix manage to get significant hints about what should interest specific customers. Data analysis is also becoming more important in healthcare with personalized medicine. This course takes a cross-disciplinary approach to Big Data, beginning with the sources and applications of Big Data, such as business, genomics, economics, and sociology. Then, we will look at how statistics and computer science (via machine learning) aid the analysis of data sets.

COREX-AD 51J

Biomimetics

How does nature serve as a model for the design of synthetic materials? Biomimetics is defined as the structure and function of biological systems as models for the design and engineering of materials. This introductory course reviews the complexities in natural materials following millions of years of evolution and how efficient they are in comparison to standard engineering materials in performing specific tasks. The course will also present students with the basic concepts of engineering materials (metals, ceramics, polymers, semiconductors) and their structure/property relationship and how current manufacturing techniques inspire scientists to recreate nature-like structures to improve current engineering practice. The course is geared to the classroom and experimental laboratory setting where students manipulate materials and explore material properties for biomimetic design.

COREX-AD 52J

Computational Tools for Cultural Comparison

Different cultures have both unique and common properties. These can be linguistic properties, properties of politeness, of government, of art, of economics, of food, of gender relationships, and even of war. Tools for cross-cultural comparison should allow those who are familiar with only a few

cultures to enter properties and values about those cultures and then allow searchers to compare the cultures in various ways. For example, it should be possible to discover the commonalities and differences among pairs of cultures, to cluster many cultures based on their commonalities, and to find cultural rules of the form “if culture has property x, then it has property y”. This course will begin with the discussion of a key cultural notion—language. You will learn the basics of linguistics and then will interact with a cross-cultural database and analysis platform called Terraling. We will also study data sets that may be useful for cross-cultural analysis mostly from the social sciences, anthropology, and archaeology. After that, you will engage in projects to use Terraling to enter other properties and values about a topic of your choice (e.g. about food, legal structure etc.). Some of that data will come from the data sets others have gathered that are on the web and some will come from data that you yourselves gather. In the process you will learn elements of statistics, machine learning, programming in Python, and experimental design.

COREX-AD 54

Diversity

Fall 2015

Prof. S. Boissinot

This course will investigate two fundamental concepts: Identity, “Who am I?”, and Diversity, “How am I different from other human beings?” These questions will be addressed from cultural, environmental and biological perspectives. We will examine the origin of human diversity, how human diversity is measured and analyzed, and how our perception of diversity has changed through history. Emphasis will be placed on recent progress in genetics and evolution and how this progress affects our daily life and identity. Students will learn how genes can inform us about human history, ancestry and evolution. The laboratory component of the course will demonstrate how data are generated and analyzed, and will explore the difficulty encountered by scientists in inferring processes from observations and experiments. Students will have the option to collect and analyze genetic data from their own genome.

COREX-AD 60

Observing the Universe

Fall 2015

Prof. M. Roberts

Observation is always the first step in the scientific process, usually followed by hypotheses and experimental tests. In astronomy, observation is nearly the only way to get data and test theories. For most of human history, astronomical observations were done using the human eye aided by simple instruments. The early telescopes were also aids to the human eye. It wasn't until photography was invented in the late 19th century that astronomy began to become independent of

an individual observer's eyes. In this class, we will explore the development of our understanding of the Universe through the historical development of observational tools and techniques. We will start with the instruments of the ancients and progress to the modern era using data from today's most advanced observatories which are no longer limited to light our eyes can see. However, we are still limited almost exclusively to what the Universe chooses to show us through electromagnetic or other types of radiation, since even our deepest space probes have only barely left the solar system. This course will entail several observations at night.

SCIENCE, SOCIETY AND HISTORY COURSES

COREI-AD 2

Life in the Universe

Why is Earth the only object in the solar system with obvious signs of life? How did the building blocks of life form on Earth? What is the likelihood that there are other forms of life out there? This course will address these questions and more, by covering the chemical evolution of the Universe, the formation of our solar system, the search for and study of extra-solar planets, and the possible cosmological implications of life's existence.

COREI-AD 5W

Immortality

Writing Workshop

I want to live forever! Since antiquity, humans have confronted physical immortality in song, literature, theater, and science. Indeed, the alchemists sought an elixir of life with curative powers that would prolong indefinitely the lives of those who consumed it. And even as alchemy gave way to chemistry, and science evolved into a modern discipline that focuses on understanding the natural world through strict rules of experimentation, the notion of immortality did not disappear. In fact, biologists often asked—and continue to ask—the related question: Why must we die? The results are often surprising. This course examines immortality and, by necessity, death, principally from the view of science, but also using literature and film. In doing so, fundamental human concerns are confronted—birth, growth, aging, sickness, and death—as the course explores immortality.

COREI-AD 7W

Disease and Society in the Gulf: Local and Global Intersections

Writing Workshop

How have diseases, and efforts to control them, shaped the nature and course of Gulf societies? This course explores this core question by considering disease as a product of complex intersections between the natural and social worlds and local and global forces. Topics to be discussed include: malaria, agriculture, drainage, and war in

the Tigris-Euphrates marshlands; respiratory and sexually transmitted diseases, trade, pilgrimage, and quarantine in Hormuz, Mecca, and Dubai; hunger, offerings, and therapeutics in Persian shrines, mosques, and hospitals; pesticides, food production, diabetes, and the kidney market in India and the UAE; infertility, Islam, assisted reproduction, and medical tourism in Egypt and the Gulf states; and oil, migrant labor, Gulf sovereign funds, and the WHO polio eradication campaign. Readings come from history, anthropology, sociology, and literature.

COREI-AD 8

Knowledge, Inference, Uncertainty, Probability

We often don't know for sure whether something will happen (or has happened). Probability provides a way of thinking about the uncertain. We look at the fundamentals of the mathematics of probability, including such important results as the Law of Large Numbers and the Central Limit Theorem. We study the inferences that one should make, and the decisions that one should take, when the evidence leaves it uncertain what is true. We also examine some of the foundational philosophical issues about the concept of probability—is it something objective or subjective? And does genuine randomness exist in the world?

COREI-AD 10

Quantum Theory and Relativity: The Impact of a Scientific Revolution

Fall 2015

Prof. F. Camia

At the beginning of the 20th century, a scientific revolution started that was destined to change radically the way we think about the physical world. Einstein's theory of relativity completely altered notions of time and space, laying the theoretical foundation for the use of nuclear power. At the same time, a new quantum theory was developed to describe the behavior of atoms and nuclei. It led to great technological advances, with much modern technology crucially exploiting quantum effects. But the revolutionary advent of relativity and quantum mechanics came with significant consequences: Physics became detached from the public's everyday experiences and intuition. Challenging that notion of inaccessibility, this course analyzes some of the basic concepts of relativity and quantum theory.

COREI-AD 11J

State and Fate of Earth

January 2016, Sydney

Prof. T. Volk

Crosslisted with *The Environment*

What is the current state of Earth in terms of human well-being and human impact on the Earth's natural systems? Issues such as energy consumption, CO2 emissions, climate change, food production, water, and material fluxes are intricately tied together as

a global system. The economic trend of this system can be used to project a world in 2050 in which the world's lifestyle will be approximately equal to that of many developed nations today. Will this projected state of the world be possible, given the environmental issues above? Investigating this topic in Sydney gives us perspective from a developed nation with unique climate, resources, and world famous biodiversity. Substantial portions of this inquiry-based seminar require students to compare environmental issues in Australia to those in their home nations, other developed regions, and the world, in order to look at how conditions and solutions in Australia might be generally applicable to shared challenges.

COREI-AD 14

Innovation in the Ancient World

Crosslisted with *The Ancient World*

This course probes the heuristics of human innovation in the ancient world. We study the earliest human inventions such as spears and simple tools; ponder the methods that might have been used in the construction of monolithic structures such as Stone Henge, Egyptian obelisks, and pyramids; and explore examples of technological innovations that affected the course of human history. Throughout the course, the emphasis is on developing personal approaches to creativity and innovation by studying specific examples of these attributes from the ancient world.

COREI-AD 19

The Power of Genes

Will genetic manipulation ever improve our well-being? When the gene was discovered and our ability to manipulate it became apparent, a whole new era in science began. Scientists wanted to understand the power that hides in the gene and the effects of its manipulation. The Human Genome Project which was completed in 2003 led to the identification of the genes in the Human DNA. This discovery is now leading the way to trying to understand the roles of those genes in our bodies, the diseases that may result from their malfunctioning, and consequently treating those diseases at the gene level. This growing field is known as Gene Therapy. In another endeavor and due to the increase in the human population size and the depletion of our food resources, biologists invested in the ability to Genetically Modify Foods; a matter that has raised concerns in some parts of the world. Also, our desire to understand how life was created has led to Cloning investigations; an issue of huge controversy. This course travels through the world of genetics and examines the Human Genome Project, successful stories and challenges in the field of Gene Therapy, Genetically Modified Foods, and Cloning; all being topics that have fundamental implications on the society that will live in and contribute towards.

COREI-AD 20W

Atom and Energy

Writing Workshop

$E=mc^2$: One simple equation encapsulates the power to grant life and death in equal measure. Life associated with fusion in the sun, radiation therapy, and nuclear energy; death via nuclear bombs and nuclear disasters. This course uses nuclear physics as a prism for exploring science as a human endeavor, focusing on the physics of the atomic nucleus and its technological applications. Arguments for and against nuclear power plants are analyzed, while the power and threat of nuclear weapons are assessed. The international treaties designed to limit the spread of nuclear weapons are scrutinized, emphasizing the challenges that lawmakers and citizens face indetermining and guiding the uses of nuclear power as we will grapple with the moral responsibility that all of us—scientists, politicians, and citizens—must bear for ourselves, our nations, and ultimately, for humanity.

COREI-AD 22

Trust, Risk and Deception in Cyberspace

Spring 2 2016 (7 weeks)

Prof. M. Ahamad

Cyberspace is playing an increasing role in our lives, and our society is rapidly becoming structured around the 24/7 availability and trustworthiness of information systems. We already entrust cyberspace with our privacy, national security, physical safety, and digital identities. Maintaining an orderly, peaceful, safe, and productive society will increasingly depend on maintaining trust in information systems. However, trust cannot be realized by technology alone. This course adopts the viewpoint that cyberspace is essentially a social system that relies on important technical components. The course begins with a discussion of trust, risk, and deception as developed in the social sciences and examines how traditional notions apply or fail to apply to interactions in cyberspace. In the second part of the course we examine the technical underpinning of cyberspace and the mechanisms that have been developed to create trustworthy systems. In the third and final part of the course we examine the interplay between the technical and social aspects and see how better policy and systems can be developed to tackle cybercrime, cyberespionage, cyberwar and cyberterrorism. A computer science or engineering knowledge is not necessary for taking this course.

COREI-AD 28J

State and Fate of Biodiversity

Crosslisted with *The Environment*

Tropical Africa conjures up thoughts of high biodiversity and relatively low economic development. We use a course site in Africa to study the major principles of biodiversity, such as ecology, biochemical cycles, wildlife population dynamics, and conservation. We also

look at human impacts on biodiversity, as affected by economic well-being, through production of energy, food, water, and pollution.

COREI-AD 29J

Causality

When is it legitimate to conclude that A causes B? In human history, causality was sometimes the province of the gods as in there is lightning because a god is throwing bolts at the earth. The introduction of Aristotelian logic permitted the development of deductive logic and the notion of consistency. Because deduction manipulates knowledge but does not add to it, natural science uses induction in which universal causal laws are believed because of experiments at a few times and places. This course begins with a discussion of the history of the arguments for causality, then it embarks on a detailed discussion of certain great experiments and the conclusions that resulted. In the process, we discuss how the progress of science determines what is accepted as a cause, from the “taint” of an ancestral line to the psychological impacts of childhood. Next, we discuss the inference of causality by machine. Students work on projects involving the construction of experiments (either ones we have discussed or others), the discovery of the laws of a simulated world that the instructor has created, and then playing a game in that world.

COREI-AD 31

From Ancient Cosmology to Science: Chinese, Indian, and Western Traditions

This course considers the origins of science in ancient cosmologies. What principles are preserved? Considering the classical Chinese, Indian, and Western traditions, the question of how and to what extent culture determines the paradigms of science is investigated. We begin with formative texts from the Chinese, Indian, and Western traditions, including the Rig Veda, the Upanishads (India), the I Jing, Dao De Jing, and the neo-Confucian synthesis (China) and the pre-Socratic Ionian physicists (Western), then turn to the development of modern science. Representative works of Bacon, Descartes, Galileo, and Newton are read in parallel with seminal texts describing the rise of modern science in China and India. The course concludes with a survey of contemporary cosmological theories to see how some ancient ideas are retained in modern science.

COREI-AD 32W

Global Warming and Local Weather

Writing Workshop

This course examines the Earth’s climate and in particular how it evolved in the past and is likely to change in the future. We first consider weather patterns around the globe and ask whether the occurrence of “weird weather” corresponds to the emergence of worldwide disruption. Then we

study physical processes, such as radiation, clouds, and wind, that are at the core of both weather and climate, and discuss how human activities can affect them. Finally, we use this understanding to consider predictions of future climate change, the impact on different parts of the globe, possible remedies and how they might be implemented.

COREI-AD 33

Snap Judgments

Daily experience attests that the briefest of glances at other people often suffices to furnish a wealth of socially relevant information about them. From minimal visual cues, for instance, we can infer group memberships (e.g., sex and age), emotional states, personality traits, and even a person’s intentions. The dexterity with which humans deduce such knowledge has fascinated ancient philosophers and contemporary thinkers alike. As a result, much thought has been dedicated towards a process that typically unfolds within less than a second. Based on this work, films, literary texts, and scientific evidence are presented to explore the perceptual, cognitive, and emotional mechanisms that underlie common snap judgments in person evaluation. The accuracy of these judgments, their neural foundation, and the societal consequences of rapidly assessing others are discussed.

COREI-AD 34

From Vision to Visual

Spring 2016

Prof. A. Gambis

How does one “visualize” vision? This course examines the scientific tools developed to study the visual system and highlights the visualization methods that are now integral in communicating scientific research. Today, scientists are required to be well-versed in visualizing their data due to the increasing demand to encapsulate research data in imagery or short videos. Students learn about the visual techniques used to paint cellular life. They address questions about visual perception: How do retinal cells detect and respond to signals in the external environment? What cues activate the phototransduction cascade? And what is the neuronal circuitry that connects the retina to the brain? In a final project, students are asked to “record” data and present it as a visual narrative.

COREI-AD 36

Disease and Medicine in History: The Challenges We Face

Millions upon millions of people, especially children, die each year from preventable disease. This course studies the strategies and campaigns currently underway on the different continents to confront this tragic reality. Along the way, students learn the history of disease, the medical and scientific breakthroughs behind today’s life-saving drugs and vaccines, and the successful campaigns that eradicated massive killer diseases like Small Pox

and now are moving against the likes of AIDS, Malaria, and Polio. The course focuses, in particular, on the vision, the cooperation, the cultural understanding, and the resources needed to launch medical initiatives around the globe. Students read in a wide range of disciplines, while honing their skills through a series of critical essays and research projects.

COREI-AD 37J

Light

This course examines views of light throughout human history. Topics include: classical optics to understand how the rainbow works; pre-modern theories of light and the 300-year battle between its particle and wave nature; how photographers capture and measure light; the relationship of polarization phenomena to the ideals of the French revolution; the effect of new tools for seeing, such as x-ray and electron imaging, on light in photography and modern painting; and the uses of luminescence in molecular biology and genetically engineered works of art. Ultimately, we wrestle with the “entanglement” of photons and what this reveals about the nature of light and our universe.

COREI-AD 39

Complexity

Underlying the order of natural systems and the simple rules they would appear to follow, is complexity born from the large number of objects under consideration and the functional connections between these objects at hierarchies of scale. The science of complexity, and goal of this course, concerns how to model such systems as connected networks so that we may understand better how the objects of disparate systems become self-organized, robust to disruption, and connected by links that increase in number/ length according to common mathematical power laws. Topics for discussion are drawn from physical (e.g., geology, astronomy), biological (e.g., ecology, medicine), and social (e.g., economy, communications) systems. A consideration of the complexity of our own neural network, evincing conscious and unconscious benefits and hindrances to our behavior, highlights an appreciation for the mechanisms underlying the phenomenon we call creativity, which characterizes our search for new unknowns in science.

COREI-AD 40

Idea of the Cell

Proteins and organic compounds came together over three billion years ago to form the first cell. However, we have only been able to see cells for approximately 300 years through the microscope. In the early days of cellular imaging, the cell body was figuratively represented as buzzing cities or mythological realms. Today, the power of electron microscopy and animation reveal more details about the inner life of cells than ever before, and

yet subjective and singular interpretations of the cell have persisted. This course explores cellular identity in the context of visual imagery and advances in visualization. Students express their own ideas of the cell by creating original short films.

COREI-AD 41J

Protecting the World’s Health: Triumphs and Challenges

Crosslisted with Social Research and Public Policy, The Environment

This course offers students an introduction to the key principles and practices of public health using four epidemics as learning tools: the eradication of smallpox, the AIDS epidemic, polio eradication efforts, and the global epidemic of tobacco use. These four examples offer excellent learning templates for exploring public health because of their diversity: one has ended (smallpox), one is current near eradication (polio), one is an infectious disease for which no vaccine exists (AIDS), and one is a fully preventable human-manufactured epidemic (tobacco). The course includes a mix of lectures, class exercises, the role of games in health education, CSI-like investigation approaches, guestlectures, and site visits based in Washington, D.C. Students become familiar with how an epidemic emerges, steps taken to measure an epidemic’s scope and distribution, how epidemiologists—the detectives of public health—go about determining the source of an epidemic, the role research plays in answering questions with respect to source and cure, how public health leaders work to arrest an epidemic, and the interplay between society, culture, politics, and health.

COREI-AD 42

Uncertainty in Science

Spring 2016

Prof. M. Roberts

Science is fundamentally about exploring the unknown, and a major part of being a scientist is learning how to handle uncertainty. Statistical uncertainty, systematic uncertainty, the range of validity of models, approximations, data outliers, competing interpretations: scientists spend most of their time wrestling with these problems. Unfortunately, in classrooms and in popular culture, science is often presented as a series of proven facts. If uncertainty is acknowledged, it is often portrayed as an argument between two groups of experts with opposing views. While science has resulted in some well-established facts, and scientists occasionally have clear-cut divisions of opinion, more commonly they have varying degrees of confidence in models and disagree about the significance of a particular measurement or study. In this class, we familiarize ourselves with the language of probability and statistics, explore how it developed historically to become central to the

scientific process, and how it is used by different scientific disciplines. We discuss how scientists express their ignorance, and how individuals and policy makers can still make judgments based on incomplete scientific knowledge. We also explore how scientific uncertainty is often misrepresented to support particular political agendas or personal beliefs. Finally, we discuss the limits of scientific knowledge, and how even when exact solutions to problems are not theoretically possible, we can still put limits on our uncertainty.

COREI-AD 44

What is a Number?

Numbers pervade our lives, so it may seem self-evident what they are. But like languages, technologies or ideologies, numbers have a history, and understanding of them has changed over time and also been surprisingly controversial. Zero was discovered and accepted as a number 1500 years ago; it was considered a dangerous idea in some civilizations. The existence of infinity was fiercely debated by philosophers as well as mathematicians. Understanding numbers requires insights from the liberal arts of the ancient quadrivium (arithmetic, music, geometry, and astronomy) considered in their unity through their relationships with numbers. Pythagoras, Plato, Al-Kindi, Kepler, Turing, Mandelbrot and others have thought about concepts of measure, order, chaos, harmony, unity, diversity and universality. Reading these authors will help us understand why even today's science has no definitive answer to the apparently simple question about its faithful servants: what is a number?

COREI-AD 45W

Progress in Science

Writing Workshop

Science is a social enterprise, although one traditionally thought to be grounded in facts and reason. Scientists collaborate with each other, undermine one another, and compete for funding of research. Whether a scientific idea ever sees the light of day may depend on these distinctly social factors. So how much of what we call 'scientific progress' is the result of social negotiation, and how much is rational deliberation? That is the big question this course investigates—the question of the competing roles of rationality and rhetoric in the development of science. Do theoretical pictures change on account of reasoned argument, or rhetorical persuasion? We'll examine this question through the lens of several important scientific revolutions, particularly the quantum one. Our starting point will be Thomas Kuhn's influential account of scientific progress. Does his picture really fit the historical facts? Several competing models of scientific progress will also be discussed. Along the way, we'll consider why many scientific revolutions occurred in Europe and not elsewhere. Are some cultural and social features more hospitable than others to scientific inquiry?

COREI-AD 46

Languages

Crosslisted with Core: Structures of Thought and Society

Our guiding question emerges from the story of Babel: why are there many languages? Should we view linguistic diversity on par with superficial cultural differences, as reflecting essential differences in modes of thinking, or as products of incommensurate world views? This question will be explored across disciplines, from the philosophical discussion of the (im)possibility of translation, through the literary theoretic debate about the connection between speech and writing, to recent discussions in psychology and anthropology about linguistic determinism (language determining thought or culture determining language). These debates across intellectual traditions center around the key question of the source of linguistic universals: do commonalities among languages reflect an innate brain "organ" or do they reflect commonalities in human culture and in general human cognitive capabilities. The linguist's argument for an innate universal grammar invites us to view language history in biblical terms, as the cultural fall from a single original language, fixed by biology, but such biological determinism is also consistent with the idea that the multi-lingual cosmopolitan human has always been our natural state.

COREI-AD 47

Heat and the Universe

The study of temperature and of heat, as formulated in the laws of thermodynamics, will be used as a unifying guide to examine a variety of phenomena in our natural world. In the physical world, course topics will encompass the cooling of the Universe in its early minutes as well as the dramatic expansion in the first seconds after the Big Bang and the role that temperature fluctuations have played in the Earth's history. In the animal world, the course covers the surprising discovery of heat-loving bacteria and the techniques mammals, including humans, have adopted for temperature regulation. Readings will include materials from various scientific realms such as cosmology, biology and geology.

COREI-AD 49J

Science in Flux: The Galilean Revolution

January 2016, Florence

Prof. K. Coffey

How does science develop and change? What sorts of considerations are used to assess and evaluate scientific theories, particularly when those theories upend our entire picture of the physical world and our place in it? Are there factors that go beyond the empirical data itself, such as broader conceptual and religious considerations? And are these 'extra-empirical' considerations legitimate constraints on scientific inquiry? This course will examine these big questions about the nature of

science in the context of Galileo's groundbreaking theory on the nature of motion—a theory that laid the groundwork for Newton and the rise of modern science. We will look at the many conflicts in which Galileo became embroiled—scientific, religious, and personal—and study the historical developments that eventually led to widespread acceptance of the Galilean worldview. Our aim will be to understand the complicated way in which Galileo's physics emerged, was resisted, and eventually triumphed, and to situate that evolution within a broader narrative about the nature of scientific development and change.

COREI-AD 50J

Genetics and Society

Today, the cost of human genotyping is dropping faster than Moore's law is bringing down the price of computer chips. Individuals are genotyping themselves in record numbers using consumer services like 23andme. Emerging from these data, new research on the role of genes in our lives and in society often yields counterintuitive results. For example, it turns out that while genes matter for both IQ and social class, they are just as much an engine of social mobility as they are of class reproduction. Meanwhile, a deeper look at race shows that genetic analysis does not reify our racial categories but instead destroys them. This course will explore this emerging field of socio-genomics. New York City and Abu Dhabi are cosmopolitan centers that draw immigrants from all over the world. What can and can't the genetic make-up of their respective populations tell us about their pasts and their futures?

COREI-AD 53

About Mathematics

Spring 1 2016 (7 weeks)

Prof. M. Broué

Mathematics takes its problems from the real world and puts order into chaos. It sometimes strongly challenges common sense and produces extraordinary dreams of human history. The course concerns questions and concepts from various areas in mathematics, in particular number theory: the "alarm clock numbers" and some of their applications (for example to music); irrational numbers and their intimate links with art and geometry as well as the scandal raised by their discovery in ancient Greece; the Golden Ratio with its surprising mathematical properties, its connections with biology through Fibonacci sequences and art history; prime numbers and their chaos, order and mystery; the fantastic number π , some of its properties, and messy and beautiful formulae to approach it; continued fractions, the sum of two-squares theorem; the five (or three) Platonic solids from prehistory to modern times; some amazing paradoxes raised by probabilities; and Poincaré finite-infinite universe. Through these and other examples we will consider how and why

mathematics is a subversive intellectual activity, relying on passion, imagination, and beauty as much as on logic and rigorous argumentation.

COREI-AD 55W

Disease and Society

Spring 2016

Prof. L. Minsky

Crosslisted with Core: Structures of Thought and Society

Writing Workshop

How have diseases, and efforts to control them, shaped the nature and course of human societies? Are diseases actors in their own right? What determines who falls sick and who dies? This course explores the complex relationship between disease and society, between the natural and social worlds. Our focus is on understandings how people have explained, argued about, and responded to diseases in different social contexts over time. The course readings consist of books drawn from a range of disciplines.

COREI-AD 56

Future of Medicine

How will medicine evolve in the future? Will doctors ever be able to prevent disease rather than react to it? And can your DNA sequence be used to develop personalized treatments? Healthcare is arguably the most important place where science meets society, and technical advances in science are raising important ethical issues about healthcare, such as genetic discrimination and designer babies. This course will look at the science, economics and politics behind medicine and healthcare systems, and use medicine as a tool to study the relative roles of the individual and government.

COREI-AD 57

Thinking

Fall 2015

Prof. D. Fougnie

Thinking is what we do when we solve problems, compare alternatives, and plan for the future. But what is thinking, and how do thoughts form? People throughout history have come to very different answers to this question and have offered different metaphors for thought. The French Philosopher Descartes drew inspiration for his theories of the mind from mechanisms that were powered by pneumatics. Our modern understanding of thinking is shaped by the computer revolution. The class will discuss the underpinnings of the main fields of Psychology (e.g. Behaviorism, Freudian, Cognitive), as well as to how thinking has been viewed in a broader historical and multicultural context. We will explore how thoughts on thinking have shaped our understanding of who we are; and how our metaphors of thought have been inspired by technological developments and shaped by culture.

COREI-AD 58

Words

Fall 2015

Prof. N. Habash

Words, words, words. Words are the basic units of language, but how do they help us communicate our thoughts? How are they internally constructed? And how do they come together to form complex meanings? How are words from different languages similar, and how are they different? Do words reflect or shape our thought? Do they expand or constrain our imagination? This interdisciplinary course explores what words are and how we think of them. The course brings together insights and ideas from a number of fields: linguistics, philosophy, psychology, sociology, computer science, history, literature, religion and visual arts to help answer these questions. Students will read materials from a variety of books and articles and discuss them in class, and they will engage in solving and creating language puzzles. Students will learn how to analyze words in terms of their form, function and meaning in context. Term projects can range from collection and analysis of linguistic data to multidisciplinary artistic creations.

COREI-AD 59

Chance

Spring 2016

Prof. Y. Le Jan

Chance is a common word whose meaning can vary, but which generally applies to situations involving a certain amount of unpredictability. We all spend a lot of time and effort to evaluate and possibly increase our chances of success, or to minimize certain risks. If philosophical discussions about chance and randomness can be traced back to antiquity, probabilistic and statistical concepts appeared more recently in mathematics. The ambition of the theory of chance has been to deal rationally with this elusive notion. Starting with gambling strategies, the theory now applies to the core of almost all scientific and technical fields, including statistical and quantum mechanics, chaotic dynamics, phylogenetics, sociology, economics, risk management, and quality control. We will provide a broad introduction, organized as a journey in the history of ideas. We will investigate key concepts (including independence, expectation, confidence intervals, or tests), consider their applications to specific fields of science, and illustrate them by computer experiments. Readings include excerpts from Lucretius, Pascal, Hume, Laplace, Peirce, and Hacking.

COREI-AD 60

Concepts and Categories: How We Structure the World

Fall 2015

Prof. O. Cheung

Humans have a strong tendency to group and divide objects, people, emotions, and events into different concepts and categories. These seemingly effortless acts pose fundamental questions about our understanding of the self and the nature of the world. In this course, we will read texts from history, literature, philosophy, and scientific sources, and discuss why we conceptualize the world in particular ways, whether any categories are fundamental, and the degree to which concepts and categories are innate or learned. From the conceptual taxonomies proposed as fundamental from thinkers such as Aristotle and Kant, to the findings from psychology and neuroscience that inform us about our predilections for object concepts and social groups, we will reflect on what this knowledge can tell us about the forces that shape self and society.

COREI-AD 61

Modern Drug Discovery

Fall 2015

Prof. T. Dore

Pharmaceuticals are the most important component of modern medicine. Prescription and non-prescription drugs are the primary method used to treat a myriad of maladies: minor headaches, cold and flu symptoms, postoperative pain, bacterial infections, diabetes, cancer, AIDS, heart disease, high blood pressure, and others. Drugs approved for use in humans follow a long pathway from discovery to the market, and every drug has a fascinating human and scientific story of creativity (and in some cases serendipity), diligence, and perseverance. This course examines through case studies the history of drug discovery and the people who engage in it; the scientific breakthroughs made in the course of discovering and developing drugs; the process and ethical dimensions of how drug candidates are identified, evaluated for safety and efficacy, approved for sale, and marketed and distributed globally; the protection of intellectual property; and the consequences for human health and well-being.

COREI-AD 62J

Rationality

January 2016, Abu Dhabi

Prof. P. Wallisch

This class explores the question whether humans are rational from a wide variety of perspectives, including economics, psychology and neuroscience. We will begin by tracing the history of ideas regarding rational and irrational actors back to antiquity and end on a discussion of societal implications of human rationality. We will explore contemporary approaches to the

study of rationality, such as the heuristics and biases approach, which highlights the shortcuts in reasoning that make us prey to biases, and the “bounded rationality” view, which argues that rationality is bounded by the information available and optimized for the environment we live in and that classical economics has an unrealistic view of rationality. We will also touch on neuroscience, both in terms of neural explanations of human behavior as well as interventions to alter it. Finally, we will consider whether rationality as a criterion of human conduct is absolute and universal or relative and contingent on cultural, socio-economic and environmental factors.

COREI-AD 63

Ethics and Politics of Public Health

Fall 2015

Prof. R. Katz

The media presents a flood of findings and recommendations about public health based on epidemiological studies, some of it contradictory to the last published findings. Then, many of these findings and resultant policies meet with vigorous, and even volatile, opposition from citizen-groups. This course will explore the complex question of: How do historically powerful and enduring cultural influences (such as paternalism, racism, sexism, capitalism, ethnocentricity and ‘causation-ism’) contribute to volatile reactions to epidemiological findings and subsequent policy decisions designed to protect citizens in different countries today? Concepts from the fields of ethics, medical history, epidemiology, epistemology, and art will be central to readings, films and discussions focused addressing this core question.

COREI-AD 64

Birth of Science

Fall 2015

Prof. A. Gandolfi

When was Science invented or discovered? And is this issue still relevant to our interpretation and use of the scientific method? Because of the great wealth of scientific results obtained in the Hellenistic period of ancient Greece, the course will take up such questions starting from that period. We will analyze the works of Euclid and Archimedes and others in Mathematics, Physics, Astronomy, and Geography, with a particular focus on very modern, and maybe still undiscovered, contents. The achievements of Hellenistic science and the issues it raised will be compared with some of those appearing in other golden ages of science, such as ancient Babylonia, the Islamic Golden Age, the Renaissance, and our times. The course will not consist of a review of established facts, but rather the exploration of sometimes controversial interpretations.

COREP-AD 46W

Extinction

Spring 2016

Prof. N. Peutz

Crosslisted with Core: Pathways of World Literature Writing Workshop

PATHWAYS OF WORLD LITERATURE

Pathways of World Literature introduces students to significant works of literature in different cultural traditions and involves close reading and discussion of primary texts. Courses focus on abiding themes and questions, and examine a range of literary forms, including novels, poetry and drama. A defining feature of Pathways of World Literature is the emphasis on encounters and exchanges between cultural spheres and the exploration of tradition, transmission, and translation within and across these spheres. The approach is comparative: courses examine topics and genres across space and time, consider the historical depth and geographical spread of literature, and explore conversations between classical and modern literature.

COREP-AD 1W

Culture and Difference: 1001 Nights

Fall 2015

Prof. P. Horta

Writing Workshop

This course focuses on questions of religious and cultural difference through the 1001 Nights and related texts. Jewish, Christian, Zoroastrian, Muslim and ‘pagan’ realms co-exist uneasily in the original cycle of tales that often confront their protagonists with such differences as a problem. Even the possession of supernatural powers recurs in the tales in the form of an accusation made against perceived outsiders (the Maghrebi magician, the Jewish professional, the Sapphic witch). The reception of the Nights tales in Europe, Marina Warner contends in *Stranger Magic*, animated the new sciences of anthropology and psychology, suggesting alternative modes of modernity less strictly beholden to Enlightenment reason. Cultural difference peaked the interest of the translators who brought the Nights to Europe and pioneered travelogues and ethnographies of the Levant, Egypt and Arabia. Their writings would serve as points of departure for seminal works on the engagement with cultural difference and its representation, Appiah’s *Cosmopolitanism* and Said’s *Orientalism*. Texts studied include Galland’s history of the coffee trade, folktales, histories, travelogues, ethnographies, polemics, and literary and cinematic retellings.

COREP-AD 2

Discovery and Recognition in Narrative, Film, and Drama

Across all cultures, stories are fashioned to withhold information at first, holding our attention through suspense. They then produce disclosures at crucial moments of denouement. For Aristotle, this dynamic movement from ignorance to knowledge is essential, especially when it takes the form of the discovery—or recognition—of previously unknown identity. Tracing an arc from the ancient world to the present day, students study how the epistemology of modern storytelling across cultures disturbs the familiar patterns of clear and comforting revelation associated with classic genres. Readings include: Aristotle’s *Poetics*; *Oedipus Rex*; the *Odyssey*; the Old Testament; the Gospels of Mark and John; the Qur’an; the Arabian Nights; Shakespeare’s *King Lear*; Naguib Mafouz; and films from the 1940s to the present.

COREP-AD 3W

Journeys

Writing Workshop

The search for knowledge has been linked historically to the traveler’s experience of new places and peoples. Travel necessitates the creation of translations that reveal how knowledge of otherness necessarily involves comparison to home and self. Drawing on texts that represent travel in realistic, figurative, and fantastic terms, we explore the idea that a journey entails the discovery, not only of a destination, but also of the self. As Rilke wrote, “There is only one journey. Going inside yourself.”

COREP-AD 4W

Reimagining Nature

Spring 2016

Prof. U. Chaudhuri

Writing Workshop

For the first time in human history, the weather is about us. Growing scientific evidence of catastrophic—and anthropogenic—climate change brings new urgency to an old question: how do we humans conceive of our relationship to “nature”? This course explores how imaginative writers have situated the human in relation to Earth’s many landscapes, plants, climates, and species. How have they depicted meaningful encounters between humans and the other animals? What have they suggested about humans’ responsibilities to the countless other living beings with whom we share this planet? How have they “mapped” the slippery and shifting conceptual ground that lies between the “man-made” and the “natural”? And how might a renewed engagement with this vast theme help us deal with the heavy weather ahead? Readings include *Gilgamesh*, *Genesis*, *Bacchae*, *Narrow Road to the North*, *Walden*, *Island of Dr. Moreau*, *Do Androids Dream of Electric?* and *Life of Pi*.

COREP-AD 10

Imagined Cities

Fall 2015

Prof. N. Roth

This course examines the ways in which writers have responded to the social complexity of urban life and the difficult task of finding points of connection within the diversity of the city. How do writers narrate both the order and the disorder of urban space? What intellectual frameworks do they call upon to find meaning in unfamiliar settings? How do these assumptions shape what is seen and unseen within the city? And most importantly, what do these city texts reveal about the potential for building new forms of belonging and community within the urban environment? Readings will include philosophical works from ancient Greece, travel accounts of the medieval and early modern world, and fiction from writers such as Zola, Woolf, Mahfouz, Conrad and Pamuk.

COREP-AD 12W

Our Monsters, Ourselves

Writing Workshop

We examine work from the past two hundred years as a way to consider the profound transformations that have occurred during this tumultuous period. Some of the issues we consider have to do with very basic questions: What does it mean to be human—and who do we include in our definitions of “human?” What is the relationship of people to their landscape and environment? What is the relationship of technology to cultural production? How do gender and sexuality define or liberate us? And, ultimately, does the artist have an obligation to address any of these issues in her work? As a guide to our explorations, we look at the ways in which monsters and the monstrous illuminate particular cultural moments and reflect on whether the monsters of two centuries ago shed light on our own cultural preoccupations.

COREP-AD 13

Law and the Imagination

Spring 2 2016 (7 weeks)

Prof. K. Stimpson

Crosslisted with Law

There is no life without law. Nature has its laws. Religions have theirs, societies theirs, families theirs. Business has its rules and contracts. How do people understand the laws that are as much a part of life as the weather? Literature—the work of the imagination—guides our great journey towards understanding. Writers dramatize the relations among law, justice, and freedom. Writers also show the effect of law on the fates, fortunes, and feelings of people. The course explores the power of literature to show us what the law is, what it should not be, and what it might be.

COREP-AD 14

Cosmopolitan Imagination

Originating in the idea of the world citizen and conceived in contradistinction to nationalism, cosmopolitanism can be understood as a perspective that regards human difference as an opportunity to be embraced rather than a problem to be solved. Does this perspective lie behind all “great” literature, which asks its readers to experience otherness by opening themselves up to another person’s words and thoughts? This course uses novels, poems, plays, and films to explore the cosmopolitan impulses behind the literary imagination.

COREP-AD 15

Tragedy

Tragic drama originated in ancient Greece and it is has been central to both the aesthetic and the philosophical traditions of the West. At the same time, many classic works of Western tragic drama have been adapted by cultures all over the world for their own ends. This course examines key works of Greek and Shakespearean tragedy, critical, historical and philosophical reflections on these works, and versions of some of these works from non-Western cultures, especially in film.

COREP-AD 17

Technophilia and Its Discontents

Fall 2015

Prof. C. Patell

Why must Luke Skywalker turn off his in computer at the climactic moment of George Lucas’s iconic film *Star Wars* (1977)? *Star Wars* is celebrated in part because it started a revolution in cinematic special-effects, but underlying the film’s narrative logic is a deeply rooted anxiety about the right uses of technology. If man, as Hannah Arendt famously put it, is homo faber, the “creator,” the tool-making animal, then from at least Plato to the present, human beings have been telling stories about how to use tools correctly and about how dangerous they can be. This course investigates the ways philosophical writing, novels, plays, and films have dramatized the vexed relationship between human beings and the technologies they create. What is at stake in the creation of tools and technologies? Why are human beings, perhaps now at the start of the twenty-first century more than ever, so enamored with technological progress? Why is technophilia, the love of technology, so often accompanied by its opposite, technophobia, the fear of technology? What do the attitudes represented in the texts and films we are reading tell us about the dynamics of human agency and about the relationship between science and religion? Texts and films come from a variety of world cultures and include *Alif the Unseen*, *Arabian Nights*, *Blade Runner*, *Do Androids Dream of Electric Sheep?*, *The Caves of Steel*, *Metropolis*, *Paradise Lost*, *Phaedrus*, *R.U.R.* (Rossum’s Universal Robots), and *Star Wars: The Force Awakens*.

COREP-AD 19W

Myth, Magic, and Representations of Childhood

Fall 2015

Prof. D. Williams

Writing Workshop

This course is fueled by two related questions: how have cultural ideas of “childhood” changed over time, and how have ancient tales of myth and magic found expression in cultures around the world? Almost every culture in the world has some tradition that includes mythical or magical tales; very often these tales include the exploits of a youthful protagonist. What can these tales, and their evolution—and transmission—over time and place, reveal to us about our own cultural preoccupations, as well as the cultures where these tales were originally produced? Through an examination of materials including graphic novels, fairy tales, movies, and fiction, we will consider the ways in which representations of childhood reveal ideas about power, politics, and the relationship between the self and society. Readings may include excerpts from *The Arabian Nights*; Grimm’s fairy tales; various *Harry Potter* novels; films from Hayao Miyazaki, Disney, and Pixar, among others.

COREP-AD 21

Families

The family has often been described as the nucleus of society. The course studies the representation of families—both biological and symbolic—as a source of blessings and burdens, bonding and betrayal in literary texts from around the world, starting with the *Odyssey* and moving on through the Middle Ages to modern writing. The course also investigates modern theories of the family as found in the works of such thinkers as Engels, Freud, and Foucault.

COREP-AD 22

Changing Notions of Race in Literature

This course examines a wide variety of literary texts on black-white couples, interracial families, and biracial identity, from classical antiquity to the present. Works studied include romances, novellas, plays, novels, short stories, poems, and non-fiction, as well as some films and examples from the visual arts. Topics for discussion range from interracial genealogies to racial “passing,” from representations of racial difference to alternative plot resolutions, and from religious and political to legal and scientific contexts for the changing understanding of “race.”

COREP-AD 23

Doubles and Masks

Among the more significant activities of human beings is that of giving shape to fears and desires through art. All cultures participate in this form of emotional exteriorization, including creating “doubles” and “masks” through myths, literature, and other media. Concentrating on doubles and masks in several different cultures, we will chart

the meaning and impact of the archetypal masked figures of the commedia dell'arte in French and British theatre; the obsessive concern with the grotesque (the monstrous mask) in French romanticism and in Haitian magical realism; zombification, carnival figures, and ghostly doubles in Latin American, North American, and African cultural forms. We build a repertory of approaches to interpreting and uncovering the many layers of masking and doubling by reading in anthropology, psychoanalysis, aesthetics, and literary theory.

COREP-AD 24W

Contagion

Fall 2015

*Prof. B. Waterman
Writing Workshop*

How do we respond to news that some among us are ill, and that the illness is, perhaps, contagious? Are the healthy ethically obliged to tend to the sick? What are the relationships between contagious disease and verbal communication: rumors, medical information, stories about the dying and the dead? How has illness literally and metaphorically participated in the reimagination of community, kinship, and sexuality in different times and places? This course examines the intersections of contagious disorder and storytelling in a range of cultures, settings, and forms, from ancient Greece to contemporary South Africa, from the Black Death, influenza, and AIDS to the proliferation of zombies and vampires in global popular culture today.

COREP-AD 25W

World as Text

Writing Workshop

How do you write a history of the world? What is the relationship between history and storytelling? How do we fashion meaning in history and interpret other civilizations? This course looks for answers to these questions in the first great histories of the known world, Herodotus's *Histories* and Sima Qian's *Records of the Historian*. Addressing world history from the vantage point of ancient Greece and Ancient China, these works gave narrative an unprecedented geographical scope and acquired a textual authority previously enjoyed only by epics and chronicles. They also yielded model accounts of cultural difference that have influenced other narrative forms in fiction and non-fiction, textual and visual culture - to this day. In addition to Herodotus and Sima Qian, readings include selections from Homer and early Chinese chronicles, as well as contemporary historical fiction (such as Gore Vidal's *Creation*), the films *Hero* and *The Emperor and the Assassin*, and journalist Ryszard Kapuściński's memoir and travelogue *Travels with Herodotus*.

COREP-AD 26

Oceans

Oceans spell motion. They have transformed human destiny since the beginning of time. They are rolling spaces of experimentation and exchange, hope and heartbreak, where peoples' engagement with each other has unfolded, where humans have tussled with nature and interpreted the divine. Human interactions with oceans have spurred trade, set the boundaries of nations, built empires, redistributed populations, redefined tastes in food, produced new forms of art and music, transmitted diseases, and triggered new ideas and innovations in politics, law, science and technology. Above all, oceans continue to carry—and all too often thwart—the dreams of becoming and belonging of humans on the move. This course will explore the ways in which literary works across many genres—novels, plays, and poetry—have portrayed human relationships with oceans. It will prompt you to ask: how has the ocean functioned as a metaphor for the individual's connection with nature and society? In what ways do depictions of oceans commemorate or comment upon a panoply of human experiences through time? What affect and emotions do they encode? What identities do they create?

COREP-AD 28

Enchantment

The advent of the novel marked a break with a magical way of thinking. "A magic curtain, woven of legends, hung before the world," writes Milan Kundera, "Cervantes sent Don Quixote journeying and tore the curtain." Is enchantment possible after modernity? And if so, what form might it take? A reenchantment as foreseen by religious cosmography, in which the human realm intersects with that of jinn or other supernatural beings? Or might the discoveries and technologies of the modern world, including the laws of physics and breakthroughs in science, themselves be conceived as enchanting? This course looks at attempts from various cultural vantage points to reconcile magic and realism in the aftermath of secularism and modernity. Must enchantment survive only as an escape from reason? Or might it be compatible with the Enlightenment and scientific inquiry? We will look at responses to the riddle of magic in modern society in the art, theatre, film and fiction of Europe, the Americas, and the Middle East.

COREP-AD 30

Mortal and Immortal Questions

Fall 2015

Prof. P. Mitsis

We will read a wide-ranging selection of works from different cultures and chronological periods that have framed in memorable, though often contradictory, ways some basic questions about what it means to be a human being faced with death. We will examine the attitudes and actions

of characters struggling to understand the meaning of death and who must decide whether they believe that death is an evil that harms them or is something they should just ignore. We will also consider the ways in which their views about immortality affect their actions and whether a desire for immortality has beneficial or detrimental effects on their lives and the lives of people around them. More generally, we will be looking at some of the ways that different authors and cultures treat the question of how significant one's death is to the continuing existence of others and what it means in different times and places to say that someone has died. Readings will include Euripides, Plato, Lucretius, Kyokai, Boccaccio, Flaubert, Tolstoy, Marquez, Morrison, Barnes, Salih, Hariharan, and Kanafani.

COREP-AD 32

Stigma

Societies develop cultural behaviors that indicate the relative value of its members. Social acceptance has been historically dependent on its mutually constitutive term—ostracism—as members act on how they perceive and maintain their status in relationship to others. In this class, we will read novels, memoirs and plays that examine and deconstruct how systems of social worth operate, and how the nuances of those systems create and enforce devalued categories of people. Readings focus on works that consider the specific attributes that adhere to the historically stigmatized categories of illness and disability. We will discover how stigma affects feelings of self-worth and mediates engagement with others. Sociologist Erving Goffman observed that stigma creates "spoiled identities." Using ideas offered in Goffman's seminal text on stigma, anthropologist Mary Douglas's work on pollution and taboo, our readings will focus on authors who deconstruct experiences of stigma, and who write in order to destabilize, revise, and repair the personal and social damage stigmatizing categories and behaviors inflict.

COREP-AD 33

Quest for Knowledge

Humanity's need to make sense of itself and its place in the universe has generated the world's oldest creation stories and its most enduring myths. The quest for knowledge has itself also been a perennial theme of world literature. This course will examine the impulse to construct knowledge in a variety of time periods and cultural traditions, raising questions about how human communities around the world have conceived of the nature, conditions, limits, and means of acquiring knowledge. Readings include ancient Egyptian and Mesopotamian myths, The Epic of Gilgamesh (Mesopotamia), The Bhagavad Gita (India), Plato's "Allegory of the Cave" (Greece), Farid ud-Din Attar's *The Conference of the Birds* (Persia), Murasaki Shikibu's *The Tale of Genji*

(Japan), Cao Xueqin's *Dream of the Red Chamber* (China), Sigmund Freud's "Dora" (Austria), Alberto Mussa's *The Riddle of Qaf* (Brazil), and short stories by Arthur Conan Doyle (Britain), Jorge Luis Borges (Argentina), and Naguib Mahfouz (Egypt).

COREP-AD 34

Autobiography: Ideas of the Self in a Global World

Storytelling is a way for humans to understand the world and their position in it. This is particularly true for those who write to tell their own life stories. In this course, we explore how these self-narratives allow their authors to comprehend their position in a globally connected world. We read autobiographies by public figures and private citizens from different traditions and time periods who travel away from home and then write about their experience. Readings include Augustine's *Confessions* (4th century), Al-Ghazali's *Deliverance from Error* (11th century), Margery Kempe's memoirs (15th century), Catalina de Erauso's *Memoirs of a Basque Lieutenant Nun* (17th century), Jean-Jacques Rousseau's *Confessions* (18th century), Olaudah Equiano's *Interesting Narrative* (18th century), N.O. Body's *Memoirs of a Man's Maiden Years* (1907), Buchi Emecheta's *Head Above Water* (1986), Edward Said's *Out of Place* (2000), and Sophia Al-Maria's *The Girl Who Fell to Earth* (2012).

COREP-AD 35

Exile, Diaspora and Migration

Diaspora has been a recurring feature of human history since the dispersal of Jews from the Middle East, Africans during the slave trade, or the Irish during the Great Hunger. In the past two centuries, millions have migrated from their homelands to work or find refuge in far-away countries with cultures very different from their own. How do human beings come to terms with such transformations in their lives? What are the cultural, emotional, and intellectual effects of being exiled from your place of birth? How far can loss be compensated for by the idea that something can also be gained? In this course we consider connections and differences between experiences of exile, diaspora, and migration by examining stories and writing about them in the Bible, the *Odyssey*, and texts by Plutarch, Ovid, Dante, Byron, Dostoevsky, Conrad, Césaire, Naipaul, Rhys, Lamming, Carpenter, Darwish, Edward Said, Julia Alvarez, and Kiran Desai.

COREP-AD 36W

Rogue Fictions: Tales of Tricksters, Outlaws, and Outsiders

Writing Workshop

From mythological figures such as Coyote in North America, Hermes of Greek myth, and Eshu in West Africa, to modern icons of global pop culture like Charlie Chaplin, Bugs Bunny, and Bart Simpson, humans have long been fascinated with trickster characters who transgress boundaries,

break rules, and unsettle fixed truths. Seemingly heedless of cultural norms, these characters in their many different guises point to the important role of play and disruption in the making of culture. In this course, students consider rogues, outlaws, and outsiders of various types from around the world and their portrayal in stories, novels, dramas, songs, and films. Building a repertoire of trickster characters, types, and tropes, students examine how these characters' dynamic roles relate to central problems of art, creativity, and life.

COREP-AD 38

Money and the Good Life

Spring 1 2016 (7 weeks)

Prof. A. Cagidemetrico

This course examines a variety of cultural conceptions of money and wealth, and the ethical questions that money or wealth allows a writer to probe. Is the value of men measured by the value of their money, or are there other criteria for wealth? Is someone's wealth possible without someone else's poverty? How is human ambition rewarded or punished in the "pecuniary culture"? The course looks for answers to these and other questions in key works of literature, sociology, economics, and other fields, reading classical texts ranging from Aristophanes' *Plutus*, Ihara Saikaku's "A dose of what the doctor never orders," and William Shakespeare's *The Merchant of Venice*, to Honoré de Balzac's *Père Goriot*, Daniel Defoe's *Robinson Crusoe*, and F. Scott Fitzgerald's *Great Gatsby*. Readings are supplemented by excerpts from works by Ibn Khaldun, Adam Smith, Thorstein Veblen, Max Weber, and Alfred Hirshman.

COREP-AD 39

Bodies in Pain: Literary Representations of Disease and Health

As the Arabic saying goes, "Health is a crown worn by the healthy and seen only by the ill." Throughout history, literature has staged the human struggle with disease and the related search for a cure. This course depicts the literary representation of pathologies and their medical treatments, ranging from eighteenth-century European treatises on the "English Malady" to the depiction of tuberculosis and leprosy in twentieth-century Japan. In the attempt to restore health, the relationship between patient and doctor is of central importance and will therefore constitute a thematic focus for this course. Readings will include: George Cheyne's *The English Malady*, Franz Kafka's "Country Doctor," Thomas Mann's "Death in Venice," Yahya Hakki's *Lamp of Umm Hashim*, Bernard Pomerance's *The Elephant Man*, Albert Camus' *The Plague*, Sigmund Freud's *Dora*, Charlotte Perkins Gilman's "Yellow Wallpaper," Ernest Hemingway's "Indian Camp," Gail Tsukiyama's *The Samurai's Garden*, and Sanjay Gupta's *Monday Mornings*.

COREP-AD 41

The Soul

The theme of this class will be the discovery and exploration of the concept of the soul in the religious and philosophic traditions of the Mediterranean. We will focus on the great questions about the soul—the conscious self and its identity—persisting up to and perhaps beyond death: What is it to be a person in a body? Is there something that is our essential self, independent of the body? Is this something conscious? Does it include the mind? Does it survive death? How exactly? Will it be judged, as Plato and Socrates thought and many religions suggest? We will explore these ideas from the Greeks through the Christians and Muslims, reading Homer, Plato, Augustine and Ibn Sina. The class will conclude with a glimpse at the late Renaissance, when the permanence and even presence of human souls became more uncertain, more threatened by death and obliteration, than in the ancient and medieval worlds. In this way, the Renaissance marks the beginning of the world in which all of us must now find our way, whether to faith—or away from it.

COREP-AD 42

Animals

Mankind's relationship to animals has always been ambivalent. Animals have been deified and demonised, petted and abused, cherished and exploited. While modern science is increasingly blurring the supposed demarcation line between animals (equalling nature) and humans (equalling reason), literature has allowed for transgressions that have worked both ways: transformations go from human to animal and vice versa. Not only this; throughout history animals have been thought to possess human qualities (and also: vice versa) such as speech and reason and have been represented to act in a way that often seems more human than the way humans behave. The class starts with the earliest literary document of mankind, *The Epic of Gilgamesh*, looks at texts from Antiquity and the Middle Ages from various civilisations (Aesopus, *The Jataka Tales*, *The Panchatantra*, Apuleius, *Lucian*, *The Physiologus*, *The Journey to the West*) and up to modern times (Darwin, Carroll, Kipling, Kafka, Dick) and also one film which especially reflects upon the strained relationship to an animal and man's self-perception in the face of nature (*Moby Dick*).

COREP-AD 43W

Knowledge and Doubt

Writing Workshop

We will explore the relation of knowledge and doubt in a wide variety of texts in different genres, historical periods, and cultural contexts. Some of our questions will be about sources of knowledge and evidence, while others will be about the nature of our capacities for knowing things. Questions include: what sources of knowledge can we trust,

if any? Are there ways to achieve knowledge by transcending our normal sensory and rational capacities? Might we be systematically deceived about the world and, if so, could we still find happiness in such a condition? Is our knowledge inevitably dependent on others or are our best sources of knowledge found within? How can our knowledge be distorted by strong emotions such as hatred or love? Readings will be from Mo-Tzu, Sophocles, Nagarjuna, Ibn Tufayl, Dante, Montaigne, Cervantes, Descartes, Hume, Rousseau, and Proust.

COREP-AD 44W

Laughter

Fall 2015

Prof. A. Celik

Writing Workshop

Laughter is an essential part of the human experience. Why do we laugh, and what does it mean? How does laughter function within us as individuals, in our local circles, and as a global community? What evokes laughter that transcends culture, and what is culturally specific? In this course students will confront laughter and its capacity to disarm, connect, heal, teach, debunk, humiliate, reform, confront, expose, progress, politicize, humanize, and empower. The course readings will include literature, visual art, theater, film, television, animation, new media, psychology, and biology. Students will encounter such artists, writers and thinkers as Nasreddin Hoca, Aristophanes, Jean-Pierre Jeunet, Margaret Cho, Jim Henson, Frida Kahlo, Oscar Wilde, Jane Austen, Shakespeare, Anton Chekhov, Joss Whedon, Tina Fey, and Takashi Murakami.

COREP-AD 45

Narrative and (Un)knowing

The fundamental question we will probe in this course is how narratives represent our coming to know. Ever since the Enlightenment, the West typically assumes knowing to be the achievement of a rational subject moving progressively through lawful space and time—and figuring things out. Only a lawful world allows the questing subject to arrive at knowledge and self-knowledge. This progressive story serves as a central target of modernist and postcolonial critique. Writers such as Kierkegaard, Dostoevsky, Nietzsche, Kafka, Freud, Faulkner, and Beckett call into question the narrative of the knowing Western subject. Garcia-Marquez's postcolonial *One Hundred Years of Solitude* simply dispenses with Western priorities of knowing and self-knowledge.

COREP-AD 46W

Extinction

Spring 2016

Prof. N. Peutz

Crosslisted with Core Science, Society and History

Writing Workshop

Scientists believe that our planet is experiencing its

sixth mass extinction (the fifth, caused by a meteor collision, occurred 65 million years ago). Many even have called for the recognition of a new epoch, the Anthropocene, to mark the massive impact of human activities and human-induced extinctions on its biosphere. But how do we make sense of this era's accelerating rate of species death? What is the relationship between the extinction of a species and the extinction of cultures, languages, and lifeways? How have biodiversity loss, language death, the vanishing of "savage races" and aboriginal populations, genocide, and the specter of self-extinction shaped our understanding of what it means to be human? This course examines the human encounter with biotic, cultural, and metaphorical extinctions in a variety of genres, from Darwin's reflections aboard the *Beagle* to the preservation of Ishi ("the last wild Indian)," and from flood narratives to apocalyptic fantasies.

COREP-AD 47

Dreams

Dreaming is a trait that human beings share with a lot of other mammals. It was, however, not until Freud's insights into the subjective nature of dreams and especially neuroscience's explorations of the material basis of dreams and their cognitive function, that dreams were considered to belong in the realm of metaphysics. Thus, they served supernatural powers as a vehicle for prophecy and premonition. Literature has made use of these specific qualities in order to reflect on the dreaming persons' ethical motivations, impulses to act, finding their identity, being deluded or informed and changing their ways. The class spans texts and one film (Kubrick) that represent dreams, either literally or metaphorically, from Antiquity (Cicero) to the present day (Borges) and across a variety of civilisations.

COREP-AD 48

Humans Deformed and Transformed

All cultures attempt to define what it is to be human. In the process, all cultures ponder individuals who do not fit definitions of the human—individuals who fall short or soar above their peers by commingling human with nonhuman ways and forms of being. Werewolves, wild men, fox women, and bird people test human nature against other natures. Sometimes these creatures find human nature lacking, and supplement the lack by reaching out into other natures; other times their transformations stage confrontations between civilization and chaos. We will survey how poets and narrative artists have imagined the commingling of humanity and non-humanity across several centuries and cultures. What are the attractions of getting beyond, or sinking below, the limits of the human? How do cultures set those limits? What resources does literature offer for thinking about self-definition in relation to social responsibility?

COREP-AD 49

Migration

Spring 1 2016 (7 weeks)

Prof. W. Sollors

There are more migrants worldwide today than Brazil has inhabitants. China, India, and the Philippines are sending most migrants; the most important host areas are Europe and the United States; and expats make up more than 60% of the total population in Qatar and the UAE. How has migration been represented in and shaped by literature and art? This course reviews exemplary texts, striking images, and important films. Focus is on the United States from around 1880 to World War II and on Europe in the second half of the twentieth century, then opening up toward students' examination of cultural work by and about contemporary migrants from around the world. Readings include autobiography, reportage, documentary photography and film as well as fiction and creative visual work. Among the topics for discussion are metaphors and theories of migration (from uprooting and bird-of-passage to expatriate and melting-pot); labor arrangements; scenes of departure, voyage, and arrival; vibrant migrant communities and migrant alienation and pain; negotiation between places of origin and of arrival.

COREP-AD 50

Slavery and Freedom

This course draws upon literature, folk tales, films, and paintings to connect and compare the ways in which slavery has been imagined, experienced, narrated, and contested in different parts of the world from antiquity to the present. We will start by charting cross-cultural debates over “slave” and “citizen” through the ages, before proceeding to explore texts and images that positioned the “slave” as subject, and used literacy as a mode of resistance. How did these narratives define “freedom” and shape international abolitionist publics? How might we read them for evidence of slave culture and community, and imaginaries of race, gender, and nation? How do novels and films serve as sites of public memory—or amnesia—about slavery? What do they tell us about the threshold between history and literature? How does historical context serve to explain fiction? How do novelists and artists both use and challenge the archives to imagine “agency” in ways that official history writing does not accommodate? Course materials may be drawn from the works of Aristotle, Manu, Kautilya, Bartolomé de las Casas, George Fitzhugh, Olaudah Equiano, Frederick Douglass, Harriet Jacobs, Harriet Beecher Stowe, Toni Morrison, Caryl Phillips, Amitav Ghosh, Rayda Jacob, and Abdurazak Gurnah, as well as the Uncle Remus Tales, and paintings and excerpts from the films *Gone with the Wind*, *Amistad*, *Beloved*, *Twelve Years a Slave*, *Ceddo*, *Razia Sultan*, *Rue Cases Nègres*, and *Quilombo*.

COREP-AD 51

Utopias and Dystopias

We all think about wanting to live in the perfect world, but what happens when definitions of “perfect” conflict with one another? In this Pathways of World Literature course, we will explore the ways that writers and artists have wrestled with the question of “utopia” and, more particularly, the ways in which utopias always seem to fall short of their ideal. As we examine these failed utopias, we will consider the ways in which these texts explore the increasingly fraught relationship between humanity and technology, and between the community and the individual. Drawing on written and cinematic texts from around the world, this course will consider whether any attempt at utopia is doomed, given the human proclivity for violence and xenophobia. We will also consider why, in recent years, dystopian worlds have become the mainstay of pop culture, from novels to video games and movies. The course may include contemporary work by Hiroyuki Miyazaki, Chan Koonchung, and Vladimir Sorokin, as well as such classics as Thomas More’s *Utopia*, Charlotte Perkins Gilman’s *Herland*, and Fritz Lang’s “Metropolis.”

COREP-AD 52

Reading the Earth

Fall 2015

Prof. S. Kalantzakos

This course introduces students to a wide variety of perspectives on the way that nature and its relation to human agency has been conceived from the industrial revolution onwards. As we face dramatic climate changes and the specter of wholesale annihilation, understanding our conceptions of and relation to nature becomes more pressing. Can we repair the rifts between humans and nature caused by industrialization? How have technological innovations affected attitudes toward the environment? The course will be constructed around a series of discrete problems, including today’s most pressing eco-critical dilemmas, that will be contextualized historically through a variety of primary and secondary readings. Readings will include works by Gaskell, Williams, Zola, Stifter, De Tocqueville, Marx, Tekin, Munif, Tolstoy, Sepulveda, Carson and others.

COREP-AD 53

Disability

Fall 2015

Prof. K. Williams

This course considers disability as a cultural concept that describes how human variation matters in the world. How has disability have been understood over time and across cultures? How have disabled bodies been represented and classified? How does disability intersect with other identity formations such as race, class, and gender? Ultimately, we will ask: what new forms

of representation might bodily difference produce? Alongside texts that may describe disability as defective or tragic, we will trace other literary possibilities for bodies and minds that resist normative structures, from narratives that theorize ideas of access, cure, and care to fictions that reclaim disability as enlivening identity. Readings for the course range across drama, poetry, novels, essays, and films, including Sophocles, *Philoctetes*; J.M. Coetzee, *Waiting for the Barbarians*; Kazuo Ishiguro, *Never Let Me Go*; William Shakespeare’s *King Lear*; David B., *Epileptic*; Kaite O’Reilly’s *Peeling*; Doris Baizley and Victoria Ann Lewis, *P.H.*reaks*; Octavia Butler, “*Speech Sounds*” and more.

COREP-AD 54

Pilgrimage and Enlightenment

Fall 2015

Prof. M. Swislocki

For much of human history, the West meant India, the source of Buddhism, and a destination for pilgrims in search of enlightenment. This course examines the relationship between pilgrimage and enlightenment. Is pilgrimage a metaphor of a life well lived, or must it be a literal journey in search of a higher state of being? Is the purpose of pilgrimage to reach a destination, or is the journey itself, wherever it leads, more important? When is pilgrimage an individual affair, and when are more communal aspects essential to the journey. We begin our journey in India with Ashvagosha’s *Life of the Buddha*, and then follow a trail of religious cultural production—including sutras, mandalas, and records of individual pilgrims—that culminates in the Chinese literary masterpiece, *Journey to the West*. The course then turns to “Non Eastern” adaptations of *Journey*, including Maxine Hong Kingston’s *Tripmaster Monkey* and such films as *The Lost Empire*, before closing with comparisons of Buddhist pilgrimage with the Hajj, as well as more recent journeys from the West in search of spiritual alternatives to material civilisation.

COREP-AD 55

Gender and Representation

Spring 2016

Prof. G. Gopinath

This course understands gender as a social construct rather than as self-evident and immutable, and examines the ways in which constructions of gender shift across time and place. Some of the questions we will consider include the following: what does it mean to be “male” or “female,” “masculine” or “feminine,” and how do the meanings of such categories vary across historical periods and geographic locations? How do we understand gender in relation to other social differences such as race, class, sexuality, religion, nationality, and disability? How have ideologies of gender been central to colonial and nationalist projects from the nineteenth century to the present? How does gender shift in the context

of diaspora, migration, and globalization? We approach these questions through a consideration of aesthetic practices and representational forms – literature, film, visual art – that suggest alternatives to a binary logic of gender and instead articulate different visions of gender justice. We will examine literary texts by Shakespeare, Charlotte Bronte, Jean Rhys, Assia Djebar, Shyam Selvadurai, Shani Mootoo, and Mahasweta Devi; films such as Gilo Pontecorvo’s *The Battle of Algiers* and Deepa Mehta’s *Earth*; and contemporary visual art from the Middle East, Africa, and South Asia.

COREP-AD 56W

Crime

Spring 2016

Prof. C. Vatulescu

Writing Workshop

Is a fascination with crime universal or does it vary over time and across cultures? Why do humans feel compelled to tell, retell, edit, and contest stories about their darkest doings? What is more revealing of a society’s values, the stories of its exemplary leaders, saints, and heroes, or the stories of its criminals, outcasts, and pariahs? What does the way a society judges and treats its criminals tell us about that society? For example, what does the death sentence passed on Socrates (for corrupting the youth with his philosophical ideas) tell us about classical Athens? How does Plato create a foundational myth of Western philosophy out of this criminal sentence? The intersections of literature, film and policing have fundamentally shaped the emergence and development of key concepts such as identity, identification, subject, writing, evidence, authorship, and authority. We will investigate these terms together with the ways crime and the criminal have been defined through time and in different cultures, using the lenses of literature, film, and visual culture. Works by Plato, Fyodor Dostoyevsky, Edgar Allan Poe, Arthur Conan Doyle, Franz Kafka, Lu Xun, Jorge Lois Borges, Vladimir Nabokov, Herta Müller, Fritz Lang, Akira Kurosawa, Jean-Luc Godard, and Abbas Kiarostami, among others.

COREP-AD 57

Optimism and Knowledge

Spring 1 2016 (7 weeks)

Prof. C. Siskin

Is this the best of all possible worlds? Is this world knowable? The concept of “optimism” arose in the West at the intersection of these two questions. The European Enlightenment engaged the world as something that could and should be known because knowing could make it better. This optimism was a new attitude towards knowledge that does not dissolve into pessimism at the first sign of difficulty. We will take this history of optimism on the road with two primary stops. In China, we will engage what’s been called the “epistemological optimism” of Xunzi and Confucius. We’ll then circle back to the Middle East to take advantage of Th. Emil Homerin’s new translations

of A'ishah al-Ba'uniiyah, one of the most “prolific and prominent woman who wrote in Arabic prior to the modern period”, and track optimism’s role in Islamic legal theory. Haunting all of our travels will be the issue of whether NYUAD is itself an act of “epistemological optimism,” and thus an institutional answer to the questions posed at the start of our journey.

COREP-AD 58
(Dis)placements
Fall 2015

Prof. M. Dash

One of the most significant developments in cultural and literary studies in recent times has been the focus on migration and displacement. The study of globalization further emphasizes detachment from the material world and privileges movement over locale. Consequently this emphasis on migration tends to position mobility and rootedness as opposite poles, often celebrating the former and neglecting or even devaluing the latter. The question is how a sense of place can persist in the face of all this movement and interaction. This course will consist of theoretical and fictional texts which make a case for revisiting the question of a global sense of place. How does the experience of displacement or contact with the outside change our relation to place? Is there a reaction to place that transcends nostalgia for lost origins? If displacement is valued over placement do the experiences of men predominate? The theoretical and fictional readings will center on the shaping force of place in human experience and the primacy of setting and landscape in narratives.

COREP-AD 59
The Unknown World
Spring 2016

Prof. M. Peachin

For most of human history, anything beyond one’s place of residence was unknown and mysterious, perhaps frightening and perilous, or perhaps hugely exciting. How did people imagine, discover, experience, and express what they found to exist beyond the limits of their first-hand experiences? We will read various pieces of literature, and some scholarship about that literature, which reflect on the unknown world—books of travel, conquest, adventure, exploration, mystery, and wonder. How do the authors represent the unknown and describe places they have never seen? What do they attempt to ‘do’ with the unknown, or to make the unknown do? We will engage with texts such as: Arrian, Indika; Tacitus, Germania; The Journey of Theophanes; Al-Biruni, Indica; Marco Polo, Description of the World; Ibn Battuta, The Journey; The Legend of Prester John; Alvise Cadamosto, Navigazioni; The Four Voyages of Christopher Columbus; Hakluyt, Divers Voyages; The Journals of Lewis and Clark.

COREP-AD 60

On Violence

Fall 2015

Prof. T. Gajarawala

The ethics of violence, its articulation and resistance, violence as a social problem and violence as social necessity: from the epic, to the novel, to contemporary poetry, literature has been attempting to reckon with the question of violence. This includes violence in the form of divine retribution, to violence as part of the rhetoric of patriarchy, to violence as necessary for anticolonial nationalism. We will consider this both as a theoretical problem as well as an aesthetic one. In other words, we will consider the work of philosophers and theorists wrestling with ethical and political implications of violence, while also considering how literary texts drawn from a diverse geographic and historical corpus have attempted to ‘write’ violence as a problem of artistic representation. Some of the texts we may consider include: Euripides’ Medea, the epic Mahabharata, Dante’s Inferno, Dostoevsky’s Crime and Punishment, Sorel’s Reflections on Violence, Gandhi’s Hind Swaraj, Simone Weil’s Essay on Force, Franz Fanon’s The Wretched of the Earth, and the poetry of Faiz Ahmed Faiz and Dennis Brutus.

COREP-AD 61

Cultural Memory and Resistance

Fall 2015

Prof. M. Dinwiddie

As the Atlantic slave trade forcibly dispersed Africans throughout Europe and the Americas over four centuries, cultural memory became a key component of survival for those who journeyed through the Middle Passage. How did languages incorporate modes of expression – creole, patois, pidgin—that connected with scarce-remembered cosmologies and ways of being to allow for resistance to systems of oppression? And how was the traditional music of African peoples reconstructed with new instruments and inflections during this process? We will examine texts ranging from Plato, the Book of Exodus, Ibn Battuta, The Tale of Sundiata, early African slave narratives, the music of the Fisk Jubilee Singers, Bessie Smith, Billie Holiday, Nina Simone, works by Amiri Baraka, Aimé Césaire, Edouard Glissant, Wole Soyinka, Mos Def, Common, Nubian Sisters, Saul Williams, Talib Kweli, Tupac Shakur, and in films such as Sugar Cane Alley, La Haine, Illmatic and Belle to better understand key components of cultural memory and resistance.

COREP-AD 62

Replays

Fall 2015

Prof. K. Williams

Why do we want to experience things—from theatrical performances to athletic feats—again? Why dowe re-write, re-imagine, and re-think texts and stories across historical, geographical, and cultural differences? How does the technology of the theater, or the book, or the film make such returns possible(or impossible)? What transfers in the remaking of a text? Taking up dramatic works in particular and cultural practices of repetition in general, this course considers the drive to recreate experiences and ideas, the delights of return, and the inevitable failure to recapture actions and origins. Readings for the course include: Euripides, The Trojan Women; Guan Hanqing, Snow in Midsummer; Christopher Marlowe, Tamburlaine; William Shakespeare, Hamlet; Miguel de Cervantes, Don Quixote; Wadji Mouwad, Incendies (trans. as Scorched); Kaite O’Reilly, Peeling; Gertrude Stein, Doctor Faustus Lights the Lights; Tom Stoppard, Rosencrantz and Guildenstern Are Dead; Caryl Churchill, Cloud Nine.

COREP-AD 63W

Confession

Fall 2015

Prof. Nielsen

Confession is a cultural practice that grew out of a religious context to become something more: a practice that—though now removed from religion directly—arguably carries many of the same functions: divulgence of transgression and absolution of sin. In Confession we think about confession as a religious and cultural practice and ask what, why, and how do people confess through writing and performance? If confession is no longer religiously determined, what possesses us as humans to confess our secrets, and why do readers and spectators care? Furthermore, how does secular confession operate in a globalized world? Do confessional practices traverse the globe? By broadening the Christian definition of confession and drawing on student generated material, we will examine confession from an intercultural point of view and think about what we can learn about a culture by the kind of secrets it keeps and the nature of its confessional practices. Students should expect to read Hannah Arendt, Chikamatsu Monzaemon, Rustom Barucha, Joan Didion, Sigmund Freud, Allen Ginsberg, Koffi Kwahulé, Jean Racine, and Jean-Jacques Rousseau.

COREP-AD 64

The Hero

Spring 2016

Prof. M. Kesrouany

What does it mean to be a hero? How does heroism travel across diverse places and beyond the frontline to intersect with mundane questions of

survival as well as issues of racial, class, and gender differences? And why do tales of heroism remain so persistently appealing to us today? In this course, we will examine the concept of the hero in world literature from ancient epic to postmodern fiction and film. We will investigate how the ideals of heroism, types of heroes/heroines and antiheroes, as well as modes of heroic action change through time, across literary genres and cultural traditions. Texts may include the Epic of Gilgamesh, Sophocles’ Antigone, Sirat Antar, Sir Gawain and the Green Knight, Shakespeare’s Hamlet, Chinua Achebe’s Things Fall Apart, Pynchon’s Crying of Lot 49, graphic novels, selections from the Bible, the Quran, and the One Thousand and One Nights, and films such as Birdman, Lord of the Rings and 300.

COREA-AD 9W

Reinventions of Love

Spring 2016

Prof. R. Polendo

Crosslisted with Core: Art, Technology and Invention

Writing Workshop

STRUCTURES OF THOUGHT AND SOCIETY

Structures of Thought and Society introduces students to historical and contemporary thought about values, social organizations, political systems, economic arrangements, and belief systems across different societies and cultural traditions. Courses are based on major texts and explore key themes, such as justice, individuality, divinity, truth, and the state. Readings range from Plato and Confucius to Ibn Khaldun, Karl Marx, and Sigmund Freud. Courses may stress moral reasoning and ethical arguments or incorporate a more empirical approach, grounded in the statistical methodology of the social sciences.

CORES-AD 1W

Tolerance and Relativism

Spring 2016

Prof. M. Silverstein

Writing Workshop

Most of us agree that we should be tolerant. Often the call for tolerance is grounded in relativism—the thought that there isn’t a fact of the matter. After all, on what basis could we insist that others share our beliefs if those beliefs are subjective, a function of upbringing or our peculiar tastes and concerns? But should we accept relativism? Can relativism justify tolerance? If not, then how can we justify tolerance?

CORES-AD 2

Wealth of Nations

Fall 2015

Prof. M. Chacon

This course examines the determinants of economic development in the modern world. The course is divided into two parts. The first reviews theories that place factors of production such as labor and technology as the main cause of cross-country differences in economic wealth. The second part of the course investigates the role of institutions, culture, religion, geography, and luck as deeper causes of comparative development. The main questions addressed throughout the course are: Why are there such large differences in income per capita across countries? Why have some countries developed steadily over the past 200 years while many others have not? Why do some governments adopt policies that promote economic development while others set up barriers to economic activity? These questions are analyzed from a theoretical and empirical perspective.

CORES-AD 3

Truth

The course focuses on the concept of truth, addressing such central questions as whether there is such a thing as “absolute” truth; what truth is; why it is worth searching for; and how we can find it. Answers from a variety of intellectual and cultural traditions are considered. They are assessed for their adequacy in dealing with a range of domains in which truth is at issue—including science, morality, politics, religion, and aesthetics.

CORES-AD 4W

Prejudice

Writing Workshop

This course covers historical and contemporary scientific approaches to understanding prejudice, specifically prejudice that exists between social groups (for example, ethnic prejudice, religious prejudice, etc.) across different cultures. Readings draw from multiple social scientific perspectives, and cover topics including the origins of prejudice, the justification of prejudice, the different forms of prejudicial expression, the identification of prejudice in individuals and institutions, the consequences of being a victim of prejudice, and the value (or not) of different prejudice reduction strategies.

CORES-AD 5W

Relationship of Government and Religion

Fall 2015

Prof. J. Sexton

Crosslisted with Law

Writing Workshop

This course examines the relationship between government and religion. To this end, the course will concentrate on the interpretation, meaning, application, and wisdom of 16 words from the

American Constitution: “Government shall make no law respecting an establishment of religion or prohibiting the free exercise thereof.” These 16 words will serve as a starting point for the course because they broadly prohibit government entanglement with religion while simultaneously bestowing government with the responsibility to protect religious freedom. The primary texts of the course are the opinions of the United States Supreme Court, the highest Court in the United States and final authority on interpretations of the Constitution. Prior knowledge of the subject matter or the United States is not a prerequisite for this class.

CORES-AD 7W

Animals, Culture, and Society

Writing Workshop

This course considers the intellectual, ethical, and political stakes of incorporating animal-centered perspectives into frameworks of social scientific inquiry. We examine how animals are socially or culturally constructed in “traditional” and “modern” societies, and consider proposals for studying animals as minded social actors. Readings include religious, scientific, philosophical, and political texts from Arabic/Islamic, Chinese, and Judeo-Christian literatures.

CORES-AD 10

What is Man?

The human sciences, born of the Enlightenment’s quest to recreate Man in its image, gave rise to a paradox. In brokering reconfigurations of the essence and boundaries of the human, new models for socio-political organization, and claims to inalienable human rights, they also demarcated and fortified the supposedly ‘natural’ fault lines between sexes, races, cultures, and peoples. The course provides an interdisciplinary exploration of the nature of cultural distinction and the historical development of the Image of Man in a variety of global case studies, from the eighteenth century to the present.

CORES-AD 11WX

Faith in Science, Reason in Revelation

Fall 2015

Prof. J. Stearns

Islamic Studies

Writing Workshop

We live simultaneously in an age of science and an era of great religious faith, when reason and revelation are often depicted as being in inherent and eternal tension. In this course we trace the history of the relationship of religion and science in Christendom and Islamdom from the Middle Ages to the present day, drawing on primary sources and secondary readings from religious studies, the history of science, and anthropology.

CORES-AD 13

Family, Gender, and Modernity

This class examines a few universal, global patterns in the history of families and the many ways that families are culturally diverse. We begin with a historical survey, from the “traditional” families that once dominated throughout the world, to the “modern” (industrial) and “post-modern” (post-industrial) family values that appear today. Then we focus on particular aspects of family life: childhood; dating and courtship; sex and reproduction; husband-wife relations; old age; female-headed and other nontraditional families.

CORES-AD 15W

Politics and the City: Plato to Cairo

Crosslisted with Urbanization

Writing Workshop

Cities are efficient social networks. They allow for increased communication and creation. They are spaces for deliberation and collective action. This class explores the reasons why most humans now live in cities, why cities rise and decline, and how they become sites and stakes of political protest. We start by examining the politics of urban development in Abu Dhabi and Dubai, and by analyzing three urban protests, in early 1990s Riyadh, in Cairo during the Egyptian revolution, and in New York City during the Occupy Wall Street movement. We then explore the concomitant processes of city making and politicization as analyzed by Plato, Ibn Khaldun, Hegel, Engels, Marx, Weber, Freud, and Simmel. The last part of the course is dedicated to interdisciplinary urban studies, from urban anthropology to the history of urban planning and to subaltern urbanism. In-class sessions are complemented by field visits to Abu Dhabi and Dubai.

CORES-AD 16

Family and Kinship

Crosslisted with Social Research and Public Policy

Being part of a family and of being related, or kin, to other human beings is a universal human experience; it is fundamental to our sense of ourselves. Yet what we mean by family or by kinship changes dramatically across societies and through time. This course introduces social scientific approaches to and methods for understanding and analyzing this diversity; it therefore asks students to explore the relationship between the universal and what is specific to particular societies and cultures.

CORES-AD 21

Gender and Globalization

Spring 2016

Prof. R. Abdulkadir

What does gender as category of analysis indicate? How does gender intersect with other axes of identity such as class, nation, and ethnicity in a globalized world? The course introduces students to select women’s issues (e.g. employment, political

participation, reproductive rights and healthcare, feminism vs. multiculturalism, gender based violence, and peace building) that have emerged in the global context and the international debates that surround them. In addition, the course looks at the relevance of women’s representation to address barriers to gender equality in the ‘democratic process’ as well as the shortcomings of democratic mechanisms to achieve women’s rights and some proposed solutions to these limitations.

CORES-AD 22W

Cultures and Modernities

Writing Workshop

“Culture,” wrote Raymond Williams, “is one of the two or three most complicated words in the English language.” Modernity, arguably, is another. Moreover, “culture” and “modernity” are often held to be at odds with one another; if modernity can be defined by its claim to universal applicability, then culture(s) mark the disjunctures and discrepancies that repeatedly disrupt this narrative. This course examines the (cross-) cultural politics and imaginaries of “modernity” to ask: What does it mean to be modern in the global present?

CORES-AD 24W

Landscapes of Memory

Writing Workshop

This course explores the ways in which urban landscapes have traditionally served as fragile repositories for collective memory from the first monuments of Near Eastern civilization to the modern architecture of contemporary global cities. Some cities seek to preserve their pasts, while others aggressively brush aside older forms and structures to make way for the new. Students will examine the “politics” of urban memory, exploring historical and contemporary debates about the conflicting demands of preservation and modernization in a variety of cities from around the world.

CORES-AD 25

Gift and Exchange

Gift giving occurs in all cultures. A gift can be a material object or money, but it can also be an act of kindness or love. A gift is free but it can also come with the expectation that it will be matched by a return gift. Gift giving is therefore part of a complex structure of economic and social exchange. This course considers gift giving from the perspectives of anthropology, history, and the arts; it explores gift exchange through ethnographies as well as texts on market economies and art, gender, death, altruism, risk, and the impacts of colonialism on traditional exchange societies. Readings will include seminal works on gift exchange by Marcel Mauss, Bronislaw Malinowski, Franz Boas, and others.

CORES-AD 26

Legitimacy

What are the foundations of political legitimacy and to what extent do governments abide by them? In this course, we will explore these questions using both classical and contemporary accounts. The first half of the course will focus on political systems in Ancient Greece, Rome, Medieval Europe, and Early Modern Europe through the lens of great thinkers, including Aristotle, Augustine, Aquinas, Machiavelli, Hobbes, Locke, Rousseau, Montesquieu, Burke, Weber, and Marx, as well as a series of primary source documents. We then proceed to the “post-1789” world and discuss legitimacy in the context of democratic government. Topics covered include the role of legislators, issue representation, descriptive vs. substantive governance, and the ongoing debate between advocates of majoritarianism and those of proportionalism.

CORES-AD 27W

Peace

Crosslisted with Peace Studies Writing Workshop

This course traces the development of philosophical, religious and secular theories of peace from antiquity to the present. It explores questions of peace and justice, nonviolence, the idea of a “just war,” as well as notions of peace in international relations, economics, and psychology, examining how those spurred peace activism and the ideology of pacifism. To that end, students analyze literary, visual, and organizational representations of peace across national and cultural boundaries and the emergence of peace and conflict studies as an academic discipline. Readings include works by Laotse, Thucydides, St. Francis of Assisi, Immanuel Kant, Henry David Thoreau, Edna St. Vincent Millay, Mohandas Gandhi, Martin Luther King Jr., A.J. Muste, Johan Galtung, Alma Myrdal, and Petra Kelly, among others.

CORES-AD 29W

Property

*Spring 2016
Prof. M. Mihm
Writing Workshop*

The institution of property describes one of the fundamental relationships between people: The relationship between people as it pertains to things. In this seminar, we explore how understandings of property have been influenced by cultural and ethical norms in different civilizations; how property rights have evolved with technological progress and changes in the demands of the environment; how property is affected by and influences the sphere of individual freedom, the relation between the individual and the state, and the organization of productive activity. As examples, we will look at property in the ancient civilizations of Egypt, Greece and Rome; consider the views on property expressed in Christianity and Islam; as well as the role that changing views on property

played in the Declaration of Independence, the French Revolution, and the Russian Revolution. We use our insights to debate contemporary issues in property rights of interest to seminar participants. These might include intellectual property rights, rights to genetic material, inheritance, airwaves, financial regulation, the rights of indigenous tribes of the Amazon rainforest, claims on the Arctic, or the trade-off between rights to privacy and freedom of the press.

CORES-AD 30

Consciousness

Topics covered may include: the concept of a neural basis of consciousness and how we could discover what it is; whether there are different kinds of consciousness; the relation between consciousness and attention, cognitive accessibility, intentionality and agency; the function of consciousness; the unity of consciousness; whether the representational contents of perception are just colors, shapes and textures or include “rich” properties such as facial expressions and causation. The course also covers some theories of consciousness such as mind/body dualism, behaviorism, functionalism, physicalism, and theories of consciousness as representation. Readings from philosophers such as Thomas Nagel and David Chalmers and neuroscientists such as Hakwan Lau and Stanislas Dehaene.

CORES-AD 34J

Polarization

Polarization has been a feature of societies around the world since the inception of human civilization. To this day, individuals routinely sort themselves in to groups based on shared political, social, religious, or cultural beliefs. In turn, these sorted groups often find themselves at polar extremes from one another, something that has often led to intense, and sometimes violent, conflict. In this course, we will explore the history, emergence, and pervasiveness of various kinds of polarization: ethnic, linguistic, religious, political, and geographic. We will begin the course by defining polarization and looking at examples of it from antiquity to the present. Thereafter, we will look at the consequences of polarization for politics, social interactions, and economics. The course will be taught using classical works by kings and statesmen (e.g., Constantine of Rome, Louis XIV of France, Woodrow Wilson), as well as contemporary scholarship from a diverse group of scholars: historians, demographers, political scientists, biologists, and economists. Special attention will be given to social media and social networking, a pervasive aspect of contemporary social polarization; it will serve as the basis for a course-long project. There are no prerequisites for this course; some familiarity with social networking (e.g., Facebook, Twitter, Tumblr, LinkedIn) and Microsoft Excel would be useful, but not required.

CORES-AD 35

Hard Choices

Life is rife with hard choices. Should you become a doctor or a lawyer? How much should you sacrifice in order to help others? Should you marry and have children? This course examines the phenomenon of hard choices by focusing on two questions: (1) what makes a choice hard? and (2) what should/does one do when faced with a hard choice? We explore answers to these questions from a variety of perspectives—philosophical, religious, literary, psychological, and neuroscientific.

CORES-AD 36W

Ideas of the Sacred

Fall 2015

*Prof. J. Coughlin
Writing Workshop*

The question of God(s) pertains to the existence, manifestations, meaning, and attributes of the sacred. Although conceptions about the sacred are inevitably shaped by history and culture, the fundamental question of God(s) has had an enduring presence throughout human experience. This course takes up this perennial human question from the context of some of the world’s major religious traditions including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and Taoism. What similarities do these great traditions share, and how does their understanding of the sacred differ? Additionally, the course explores the relation between reason and faith. How does the empirical verification characteristic of an increasingly pervasive scientific and technological worldview impact on belief in God(s)? Readings for the course are drawn from a variety of disciplines with a focus on primary sources and seminal works.

CORES-AD 37W

Slavery and Freedom in Comparative Perspective

Writing Workshop
This course examines slavery in historical and comparative perspective by focusing on Greek and Roman slavery, African and Islamic slavery, and slavery in the American South, Brazil, and the Caribbean. We examine the nature and centrality of the institution of slavery, the difference between societies in which slavery existed and those which can be thought of as “slave societies,” asking such questions as how did enslavement occur and who were the people enslaved and in what ways did they differ from non-slaves? What “rights” or standing in the law if any did slaves possess? What was the nature and extent of the master’s power over their slaves? What were the social, economic, and political functions of slavery? These are important questions for understanding slavery. But the study of slavery inevitably involves broader, more fundamental issues concerning freedom, personhood, social inclusion, and belonging. As Orlando Patterson put it in the most far-reaching study of slavery, *Slavery and Social Death*, “the idea

of freedom and the concept of property were both intimately bound up with the rise of slavery, their very antithesis. Once we understand the dynamics of slavery, we immediately realize why there is nothing in the least anomalous about the fact that an Aristotle or a Jefferson owned slaves.”

CORES-AD 38

What is Law?

Spring 1 2016 (7 weeks)

*Prof. J. Coughlin
Crosslisted with Law*

This course poses the fundamental questions: “What is law?”; “What is a legal system?; and “What is the rule of law?” Appreciating that law reflects different cultural and historical facts, the course employs a comparative methodology in order to explore the fundamental questions from the perspective of various legal traditions. This comparative methodology considers jurisprudence from African, Chinese, Hindu, Marxist, Islamic, Southeast Asian, and Western legal traditions. In relation to these diverse legal traditions, the course examines the topics of natural law, legal positivism, interpretivism, legal realism, justice, human rights, critical legal studies, feminist jurisprudence, critical race theory, and post-modernist jurisprudence.

CORES-AD 39W

Revolutions and Social Change

Spring 2016

*Prof. G. Derlugyan
Writing Workshop*

Revolutions, i.e. the rapid, massive and often violent change in the political and economic arrangements of society, mark the modern epoch starting with England in the 1640s, America in 1776, and France in 1789. Revolutions obviously continue today. But what are revolution’s causes, typical course and consequences? Why such passion and energy? A systematic comparison of different revolutions informed by both the classical and contemporary theories of revolution might offer a few startling insights.

CORES-AD 40

Corruption

Spring 1 2016 (7 weeks)

Prof. J. Alt
Political corruption exists everywhere, but which countries are most corrupt? Do highly corrupt countries have common characteristics? How much corruption is there? The social costs of political corruption, from stealing public funds to paying bribes to avoid basic safety and healthy regulations, are often extremely high. Why are most attempts to fight corruption unsuccessful? The course is comparative and historical, and as far as possible requires no background knowledge.

CORES-AD 42

Economics of Everyday Life

There is the economics of economists, highfalutin and opaque theoretical models, and then there is economic activity as we experience it in our everyday lives and settings. Between the two stands a wall of incomprehension. From work to love, from social networks to family life, consumption, money, witchcraft, slavery, digital economies, slums, and ghettos, these spheres of everyday life ask us hard questions about the nature of the economic realities we inhabit. This course will seek to explore the everyday life of economic experience in a way that can capture its richness, diversity, and complexity. To that end, we will be drawing on a range of sources, from classical philosophy, to journalism, sociology, anthropology, manga, film, history, literature and even economics in search of a few answers.

CORES-AD 43

Ideology

What is an ideology? How do a series of sometimes disparate beliefs about issues come together to form an ideology? How do ideologies change and reform over time? In this course, we explore these fundamental questions about beliefs in societies across the globe. We begin by defining ideologies and looking at examples from key intellectual movements of the last millennium (e.g., crusaderism/jihadism, liberalism, communism, fascism, religious nationalism, ethnic nationalism). In this intellectual journey, we read some of the great thinkers who have shaped the concept of ideology over time, including Robespierre, Burke, Jefferson, Marx, Lenin, Mosca, and (Benedict) Anderson. Thereafter, we look at how to measure ideologies. Students are introduced to quantitative tools for assessing ideologies from both individual-level surveys, voting behavior, and text (e.g., speeches and Twitter). In the last part of the course, we examine how shifting ideologies beliefs have (or might have) consequences for a wide range of human phenomena, ranging from interpersonal interactions to elections and international conflict.

CORES-AD 44

Consumption and Material Culture

Fall 2 2015 (7 weeks)

What are the social, political, and economic forces that bring consumer goods into being, keep them there, and then cause them to disappear from household use and enter the world's waste stream? Searching for what anthropologist Mary Douglas called "an anthropology of consumption," we will look across history and places, to pre-modern Japan, Renaissance England, the contemporary UAE and North America. We ask about the politics of things and their shifting roles in everyday life. What is the nature of taste? of shopping? How do shifts occur depending on object, place, and time? We will explore the logistics of fashion, the

link between goods and geography, production systems, and distribution through retail markets. We stretch theoretically across the political economy of Marx, neo-classical economics, and the more recent cultural-social schemas of Bruno Latour and Howard Becker. For a final project students will focus on a specific object that they research and present to class, based on readings, discussions and original research.

CORES-AD 45

Language and Thought

The course is about the nature of language, of thought, and of the relation between them. Among the questions to be asked are: Are there such things as meanings, and if so, what sorts of things are they? How do the meanings of linguistic expressions depend on the speech acts the expressions are used to perform? Is linguistic representation to be explained in terms of mental representation? Vice versa? Or is neither to be explained in terms of the other? How from a finite stock of words is it possible for a language to construct an infinite number of sentences, each with its own meaning? How is it possible for a child to acquire—in just a few years and without any instruction—the ability to understand indefinitely many sentences never previously encountered by herself or anyone else? In grappling with these and other questions we will study work in philosophy, theoretical linguistics and cognitive psychology.

CORES-AD 46

Global Population

Fall 2015

Prof. A. Li

Population is a basic parameter of the society. The size, composition, and distribution of a population may change over time. This course sets out to understand the causes and consequences of population change across the globe, and engage the students in ongoing debates over population policies. Population change takes shape by births, deaths, and migration. These fundamental population processes are influenced by institutions of marriage, education, health care, and the economy. Population change may lead to different cultural phenomena and individual behaviors and varying levels of economic development. It may also have implications for the distribution of human welfare, which may in turn elicit perception of injustice and even political action. We will engage the interdisciplinary scholarship on global population, and contemplate issues faced by different countries. We will emphasize general principles that help us understand global population change, and try to come up with policy solutions to related issues.

CORES-AD 48

Subjectivity

Human beings differ from machines, and perhaps also from other animals, in the way we encounter the world—always from a first-person perspective, an awareness of oneself in the world and not merely of the world. But what exactly is this peculiarly distinctive way of experiencing the world? What is the essence of our subjectivity? Can it be explained by neuroscience, by finding some particular function of the brain? Has it been better represented in the humanities, in explorations of what is called “the human condition”? Or perhaps the philosophers, who in every age and culture have reflected on the nature of the self more than any single other topic, have had something important to say. We will study important ancient thinkers from Buddhist, Hindu, Islamic, Greek and Jaina intellectual cultures, and look critically at their appeal to metaphors of light, of mirrors, and of interior spaces; at expressions of contemporary subjectivity in modern novelists and film-makers including Fernando Pessoa and Andrei Tarkovskiy; and at dissenters from Vasubandhu to Simone Weil, who have said that subjectivity is merely an illusion—or, worse, a deceit.

CORES-AD 49

The Great Divergence

Spring 2016

Prof. R. Allen

In 1500 the economic, social, and political differences between Europe and Asia were small. By the twentieth century, the gaps were enormous. How can we explain this Great Divergence between Europe and Asia? The course will discuss the classical answers to this question given by Weber, Smith, Marx, and Malthus. Has modern research confirmed or contradicted their views? The roles of demography, politics, law, globalization, social structure, science, and technology will be discussed as well as the interconnections between them. The course aims to expose the methods that social scientists and historians use to answer grand questions of social evolution, so that the approaches can be compared, contrasted, and assessed.

CORES-AD 50

Emotions

Fall 2015

Prof. A. Minsky

Emotions have been understood since Antiquity to stand at the heart of human motivation and agency, as well as to influence diverse facets of the human condition, from family formation, empathy, and socialization, to choice-making, aggression, and war. Despite this acknowledged ubiquity, emotions were often treated with suspicion as untamable impulses and animalistic drives, threatening reason, morality, gender identity, or social and political equilibrium. This course explores the evolving

forms of emotional experience and expression in a variety of global case studies. By investigating diverse interplays of definition and practice of emotions in philosophical and religious systems, medical, pedagogical, and social-engineering projects, and the collusion of emotional and political regimes, it further interrogates the status of emotions as universal constants, beyond determinants of time, space, and cultural context. Course readings include works by Homer, Aristotle, Dharmakīrti, Ibn Sina, Abelard and Heloise, Shigesuke, Descartes, Spinoza, Campe, Darwin, and Freud, as well as relevant secondary scholarship.

CORES-AD 51

Shame and Guilt

We will read and discuss works of major writers to explore the role that the moral emotions, shame and guilt, have played and still play, in our individual and collective lives. We will ask whether these two emotive forces are parallel or antagonistic in their effects on our behavior. We will apply the concepts of shame and guilt to the understanding of psychology and moral value systems, and of different patterns of culture and politics. We will attempt to understand how shame and guilt can both serve adaptive (life-supporting) as well as maladaptive (life-destroying) functions. Finally, we will ask whether developing the capacity to love can enable us to transcend the destructive outcomes that both shame and guilt, and the ethical systems they motivate, can generate. Authors studied will include Homer, Sophocles, the Bible, Shakespeare, Dostoevsky, Nietzsche, Freud, Ruth Benedict, Pierre Bourdieu, Salman Rushdie and Kanan Makiya.

CORES-AD 52

Life's Ends

The course will examine issues that arise concerning the concept(s) of life. It will particularly consider various attempts to say what the 'aim' or 'meaning' of life might be. Readings will be from a range of sources, philosophical, scientific, and literary. We begin with biological life (how to distinguish living from non-living entities; the “units” and “levels” of life). We then turn to a more “biographical” notion of life, applying especially to human lives. (Is there a natural or typical structure to “a life”? Is the unity of a life a matter of degree, and what does it depend on? Is narration the best way to describe or understand a life?) Finally we turn to the value of life and lives. (Does all life have value, and by virtue of what? Does each human life have absolute value, or is it legitimate to compare and rank the values of different lives?) Readings will include works or extracts by Aristotle, Euripides, Whitman, Darwin, Schopenhauer, Nietzsche, Sartre, as well as religious texts such as The Bhagavad-Gita, the Diamond Sutra, and the Tao Te Ching.

CORES-AD 53J

What is a Religion?

Course description: Most English-speaking people can answer the question, “What is your religion?”... even if the answer is “I am an atheist, so I don’t have one.” Yet the things we call religions are remarkably diverse. They differ, for example, in whether they address one God, no gods or many; how important they think explicit creeds are; how much attention they give to prayer, fasting and other rituals; and whether adherents are expected to dress or eat or engage in other everyday practices in a distinctive way. In this course we’ll discuss the views of a variety of anthropologists, philosophers and sociologists as to what religions are; theories that seek to explain not just what, if anything, these many diverse religions have in common but the moral, social or cognitive purposes they serve. Among our theorists will be some of the founders of modern Western social science—E. B. Tylor, Max Weber, and Emile Durkheim. Among our questions will be, “Is religion a European concept?”

CORES-AD 54J

Surveillance and Privacy

This multidisciplinary course examines the historical, sociological, cultural, and political significance of surveillance, with a particular focus on the relationship between surveillance and privacy. Drawing on a wide range of sources (including academic research, historical documents, literature, film, and social media), the course explores how developments in the practice and technologies of surveillance have shaped the ways in which we think about privacy, identity, and personal information over the last 3000 years. Among the central questions that animate the course are: What is the relationship between surveillance and governance? How has the emergence of various forms of electronic surveillance changed the ways in which we think about identity and individual privacy? How do we balance a concern for individual freedom with the pursuit of security in a world characterized by increasingly sophisticated and intrusive forms of state and private surveillance? The course will also focus on key historical debates about the appropriate limits of surveillance, paying particular attention to the ways in which certain major events (such as the 11 September 2001 attacks on the United States) have shaped how we think about surveillance and its relationship to privacy, security, and democracy.

CORES-AD 55W

Labor

Fall 2015

Prof. C. Haefke

Writing Workshop

How has labor—and our attitude towards it—evolved from subsistence farming and slavery? What happened in the industrial revolution and which changes are brought about in the new digital

age? What role have institutions and religions played in attitudes toward labor? How does education affect work/life satisfaction, wages, and mobility? Why do so many people choose not to work “in the market”, and at the same time, why in happiness surveys is job loss often ranked similar in severity to the death of a close relative or divorce? These are some of the questions we will discuss in this class when we study how the role of and attitude towards labor has changed.

CORES-AD 56

Boundaries

Fall 2015

Prof. C. Paik

How are boundaries created and what are their roles in society? This class will explore human, natural and political boundaries as processes accompanying genetic, linguistic, religious and cultural divergence. It will also investigate changing boundaries over time in various regions to see how these changes explain both socioeconomic and political outcomes today. Students will be exposed to various interdisciplinary literature, and will learn to create their own digital maps using both archival and contemporary resources. They will also work with these novel data to present their own research ideas.

CORES-AD 57

Cooperation

Spring 2016

Prof. N. Nikiforakis

Hardly a week goes by without a major news story concerning the need for cooperation between countries, political parties, organizations, individuals. This course will explore the issue of cooperation using insights from economics, evolutionary biology, mathematics, social psychology and anthropology. The main questions to be addressed are: When is cooperation desirable? When should an individual, an organization or a country expect others to cooperate? Why do some people fail to cooperate even when it would be to their benefit? What factors undermine cooperation? How can we engineer cooperation? Students will read classic books and articles on cooperation, participate in experiments, solve problems, discuss case studies spanning different cultures and time, and face a real-world cooperation problem which they will have to solve.

CORES-AD 58

Randomness

Fall 2015

Prof. A. Harris

Does randomness actually exist, or is it a human theoretical construction? How does our understanding of randomness condition our ability to make sense of the world? This course will explore the role of randomness in human experience and

agency, probing how our understanding of chance affects how we produce meaning and knowledge. We start by looking at how early cultures thought about and reacted to randomness and also consider later efforts to reify uncertainty with mathematics. Then, we will examine how scientists and artists manipulate chance in their work, and build on those efforts using interactive simulations and course projects.

CORES-AD 59

Inequality

Spring 2016

Prof. D. Stasavage

Inequality is a fundamental issue with which every human society, past and present, has had to deal. The goal of this course is to consider inequality in comparative and historical perspective so that students will gain a deeper perspective on today’s debates. Our core focus will be on the relationship between inequality and government. We want to know how governmental action influences inequality, and why. We also want to know whether the presence of inequality influences what type of government is possible. To answer these questions we will draw on sources from a range of academic disciplines including political science, history, economics, philosophy, and literature. However, no prior expertise in any of these areas will be required. By the end of the course students will be in a better position to formulate their own normative opinions about inequality while also understanding how it functions in practice.

CORES-AD 60

Colonialism and Post-Colonialism

Fall 2015

Prof. L. Peisakhin

Until very recently much of the world has lived under colonial rule. Major colonial powers shaped social, religious, and institutional life in countries that they controlled. This course explores the legacies of colonial rule. Do some colonial-era institutions and practices tend to persist into the present, while others are likely to disappear? What are the conditions under which persistence of institutions and practices is more likely? What does such persistence mean for the social, political, and economic well-being of former colonies today? We engage with these and related questions through the prism of related literatures in political science, economics, and history. First, we explore the motivations of colonizing powers and their methods. We then consider the colonial experience from the perspective of populations being colonized. Most of the course is dedicated to exploring the impact of colonial institutions and practices on contemporary levels of development, inequality, and conflict in the former colonies.

CORES-AD 61

The Body

Spring 2016

Prof. M. Bowen

The body seems to be an essential part of our sense of individuality. Nevertheless, our bodies and the ways we perceive them are also the result of social and collective forces. This course will study how the body has been perceived and experienced across different cultures and societies. It will explore multiple artistic, scientific and literary representations of the body, as well as the body’s social, institutional, and political dimensions. It will seek to understand the role played by the body in the definition of the boundaries between human and non-human, in power relations and political regimes, and in the human quest for knowledge.

CORES-AD 62

Money

Fall 2015

Prof. C. Dave

The need to trade goods and services within and across time is a requirement for the basic functioning of any society. When barter systems do not satisfy needs, the ability to engage in such trades requires a peculiar sort of good, namely, money. In this course we begin with the theory of money, why one uses either barter, commodity or fiat monies, and the functions money serves. We trace the history of the development of money and credit across societies to the present day. We explore the centrality of money to various cultures and its representation in the arts. We discuss governmental manipulation of aggregate monetary stocks to spur or dampen trade; or historically to finance conflict by debasing the value represented by this peculiar good. We explore a central truth, that while modern money is intrinsically meaningless, its role in facilitating economic growth in the supply of real goods and services is surprisingly robust, provided policy does not deliver problems when too much money and credit is in circulation.

CORES-AD 63

Internationalism

Spring 2016

Prof. P. Monaville

Internationalism is as a way of looking at the world that seeks both to describe and prescribe the degree and nature of interconnectedness among states and peoples. Since the 18th century, a variety of thinkers have used the language of internationalism to promote different visions about the development of trade, governance, and culture across borders. This course will analyze how these diverse intellectual traditions have contributed to internationalist thinking. Five major questions will structure our discussion: 1. What is the relationship of internationalism to national and imperial imaginations? 2. Should internationalism be utopian,

revolutionary, or reformist? 3. How should equality and justice inform the construction of a multilateral world? 4. What is the place of gender, race, and religion in the development of communities beyond nation-states? 5. Can internationalist projects accommodate differences in cultures, affects, and aesthetics? Among other authors, our readings will include texts by Immanuel Kant, José Martí, W.E.B. DuBois, Okakura Kakuzo, Woodrow Wilson, Rabindranath Tagore, George Orwell, Kwame Nkrumah, Maya Angelou, Edward Said, Nancy Fraser, and Chimanda Adachi Ngozie.

CORES-AD 64

Justice in Theory and Practice

Fall 2015

Prof. R. Brule

This course invites students to engage with historical and contemporary treatises about a universal concern: justice. To what extent are our social, political, and economic institutions just? How would we know? In this course, we explore the ideal of a just society as understood across cultures, communities, and time – from the earliest recorded histories of the Arabian Peninsula, the Iranian Plateau, the Indian subcontinent, and the European continent to present day works. Through careful reading of primary texts, we consider what place the values of group integrity, liberty and equality occupy in conceptions of what constitutes a just society. We then apply these insights to inquiries into our own local communities and practices.

CORES-AD 65J

Democracy and its Critics

January 2016, Abu Dhabi

Prof. P. Mitsis

This course examines the institutional structures and intellectual justifications of democratic societies. Although democracy and equality have been deeply linked in the history of political thought, critics of democratic practice argue that formal equality among citizens has rarely prevented substantive economic and political inequalities from arising—inequalities that belie the very democratic character of self-described democratic states. One of the perennial questions of democratic theory, therefore, has been whether such substantial inequalities play a necessary structural role in democracy or whether democratic societies should strive to eliminate them. We will begin getting our bearings on this debate by examining one of history’s most radical and influential democracies, ancient Athens. After reading Thucydides’ complex historical account of democratic Athens at war, we will turn to ancient defenses of and attacks on democracy by Aristophanes, Isocrates, Plato, and Aristotle. We then will compare these ancient arguments to subsequent ones by Madison, Mill, Marx, Rawls, Przeworski, and Sen in an attempt to appreciate the

complex interplay between discourses of equality and inequality in democratic societies, both ancient and modern. We will also discuss recent arguments for and against “global democracy”. The course concludes by recreating the intellectual dynamics of direct democracy in Athens. Students will assume roles in key decision making institutions and debate questions about democratic procedures, the extension of voting rights, religion and free speech, democratic foreign policy, etc.

CORES-AD 66

What Do Leaders Do?

Spring 2016

Prof. P. Hernandez-Lagos

Are social outcomes primarily shaped by prominent individuals or deterministic structural forces? Some claim leadership is a mere label used to justify social change stemming from structural forces of nature and culture. Others assert history can be found in the biographies of a few prominent men and women. In this course we examine this old and unsettled debate. Considering political, social, artistic and business perspectives, we dissect the concept of leadership. Students will learn to elaborate on the interplay between culture and leadership and to which extent societies create their own leaders. The course draws on the classic work of Machiavelli, Hobbes, Tolstoy, Marx and Carlyle, as well as modern thinkers such as Weber, Schumpeter, Russell and Lakoff, among others. We will also explore the life of prominent individuals, such as Gandhi, Mandela, Mother Teresa, Jobs, Soros, Churchill, Thatcher, and many others.

CORES-AD 67J

Sovereignty

January 2016, Berlin

Prof. S. Geroulanos

From Ancient Mesopotamia to modern times, the idea of sovereignty—beginning with kingly power and leading to modern popular democracy and law-based forms of rule—has dominated political theory as well as theater, literature, and philosophy. The central questions of this course concern political power: hegemony, dominion, rulership, but also democracy, law, and economics. How do we think about power and its history? What does it mean for kings, the people, or particular parties to be called “sovereign”? How is this sovereignty to be depicted? Through a series of literary, philosophical, and political readings in the Western, Islamic, and Chinese traditions, we will examine these questions, against the extraordinary backdrop of Berlin and its history as capital of the German Empire and of the Third Reich, then as divided city, and finally now as perhaps the most important political center in Europe.

CORES-AD 69

Taxation

Spring 2016

Prof. S. Malik

Benjamin Franklin said that “in this world nothing can be said to be certain, except death and taxes”. Since taxation is an important aspect of every individual’s life, it is important to understand the direct and indirect consequences of taxation. Should there be tax breaks for minorities? Do political institutions abuse tax values to maximize the tax revenues? What are the effects of paternalistic tax policies, such as soda, cigarette and spirit taxes? The first part of the course concerns the fundamentals of tax structures and the emergence of taxation in different forms. The second part considers how taxation affects equity, economic growth, individual attitudes, government interference and the process of globalization. The final part explores the indirect consequences of tax systems, such as war, rebellious and religious movements.

CORES-AD 70J

The Ghetto

January 2016, Shanghai

Prof. M. Duneier

On March 29, 1516, the city council of Venice forced Jews to live in a closed quarter, “il geto”, named for the copper foundry that once occupied the area. In this course, we trace the ghetto from these beginnings to its revival by the Nazis to the contemporary U.S. For if we are to understand today’s black ghettos, including the recent events in Ferguson, it is useful to understand the Jewish ghettos of the past. We’ll study a little known moment in the ghetto’s history: when thousands of Jews escaped to the only place that was open to them—Shanghai—and were ultimately herded into the Hongkew ghetto. We’ll ask how it is that the ills and cruelties of forced segregation do not crush the spirit of a people? How can we explain the fact that from Venice to Krakow to Harlem, ghettoized people have often flourished before getting blotted out by larger forces? How can we take account of the evil effects of ghettoization without losing sight of its benefits?

CORES-AD 71

Markets

Spring 2016

Prof. O. Bochet

Markets are everywhere—“virtuals” like the stock exchange, and “physical” whenever exchange of goods take place. Markets are essential as they are the recipients as well as the generators of economic activities. The course takes an historical, philosophical and economical point of view on markets and aims at providing a better understanding of how markets work, why they (may) work well, as well as what they can and cannot do. Critical readings include, among

others, Aristotle, Adam Smith, Marx, Jevons, Lange and Hayek. In light of recent events, one of the sub-question addressed in the course relates to the relation between morals and markets. During the semester, students will also participate in a few market experiments. Part of the writing requirement for the course will be based on these experiments along with a light quantitative analysis.

CORES-AD 72J

Children and Childhood

January 2016, Shanghai

Prof. P. Klass and L. Wolff

How are children and childhood viewed in different cultures and centuries? To whom do children really belong—the parents, the state, the world? Whose responsibility is it to educate, feed, and care for children? Is a child a “blank slate” or a prepackaged set of emotions, intellectual abilities, and behaviors? This course emphasizes historical, medical, and cultural perspectives on childhood, exploring common themes and cultural variations, as reflected in literary texts and artistic representations in America, Europe, and China: Confucian analects, Song dynasty poetry, Ming ceramics, Italian European Renaissance painting, Persian and Mughal miniatures, Montaigne’s essays, John Locke’s philosophy, Rousseau’s educational ideals, English Romantic poetry, German Romantic Lied, Freud on the dynamics of childhood, parenting advice from Dr. Spock and children’s literature from Dr. Seuss. Explore the history, medicine, and sociology of childhood, including infant and child mortality, child labor, and the changing historical nature of the family in China, America, and Europe. Consider children’s education and health in global perspective, with Shanghai field trips: schools; Children’s Palace; Art Museum; Propaganda Poster Art Center.

CORES-AD 73J

Meaning of Life

January 2016, Abu Dhabi

Prof. M. Risse

Is there a point, is there significance to life as a whole? That is the question about the “meaning of life.” Though notoriously hard to make precise, the question has animated much literature, art and philosophy. Some philosophers have provided disheartening answers: life is suffering, is absurd, is all about creating hell for each other. But others have provided more uplifting answers to support our quest for significance. Scrutinizing these answers should be of interest to anybody who wishes to reflect on her/his life as a whole as part of her/his education. After reviewing several pessimistic and more optimistic approaches to personal significance we turn to the subject of death. The class finishes with a discussion of a set of lectures on the topics of this course by a contemporary philosopher. This class is wide-ranging, but its main focus is on contributions in

the current Anglo-American analytical tradition of philosophy. Do not expect answers of the sort “The meaning of life is X.” Short of that, there is much exciting material to be encountered that combines intellectual depth with valuable advice.

CORES-AD 74W

Nature and Human Nature

Fall 2015

Prof. T. Kukkonen

Writing Workshop

The notion of “following nature” as a guide to human conduct is ages-old; so is the opposing contention that humanity should rise (but how?) above what nature has given us in order to grasp some higher destiny (but what?). What lies behind these opposing conceptions of the relationship between humanity and our natural environment? If we are shown to be nothing but animals of a particular sort, then what does that spell for our self-image, our societal ideals, and our ultimate end? And does our place in the natural order confer upon us some special duties with regard to the rest of nature? Finally, what is the notion of “natural” operative behind all these discussions, anyway? Is the notion of “human nature” even coherent, or helpful? Over the semester we will examine psychology, society, morality, and religion using the tools of philosophy, literature, and science. We will read classical texts and cutting-edge research in order to further our understanding of the problem faced by all of us—that of what it means to be human.

CORES-AD 75J

Idea of the University

January 2016, London

Prof. T. Kukkonen

What makes a university? What is it for? Who is it for? Above all, who gets to decide? What are a university’s necessary components and what its desirable accoutrements? How does the university’s avowedly pure pursuit of knowledge relate to the professions it simultaneously serves and helps to define, the societies which it builds and by which it is sustained? What distinguishes the university from other institutions of higher learning and research? Is the university’s idea universally translatable, or may the university be transformed as it goes global? In this course, we take a longitudinal survey of the debates and controversies surrounding the university and its place in society. We will canvas ancient Athens and Alexandria; medieval Islamic colleges and European cathedral schools; Paris, Oxford, Bologna, and student and faculty life at early universities; early modern scientific societies and confessional universities; nationalist and cosmopolitan agendas in the modern era. We will furthermore examine how the university compares with classical Indian and Chinese educational schemes. The course concludes with a close and critical look at competing visions for the 21st-century university.

COREI-AD 46S

Languages

Crosslisted with Core: Science, Society and History

COREI-AD 55SW

Disease and Society

Spring 2016

Prof. L. Minsky

Crosslisted with Core: Science, Society and History

Writing Workshop

ARTS AND HUMANITIES

ART AND ART HISTORY
FILM AND NEW MEDIA
HISTORY
LITERATURE AND CREATIVE WRITING
MUSIC
PHILOSOPHY
THEATER
Arts And Humanities Colloquia
Anthropology
Languages
Writing

The Arts and Humanities at NYUAD encompass fields of central importance to human culture and creativity. Students explore fundamental questions of human thought, cultural values, and modes of expression, and they develop their own creative capacities as scholars, writers, and artists in a variety of media. The academic programs of the Arts and Humanities division are firmly rooted in the best traditions of a liberal arts curriculum but they approach this curriculum from new intellectual perspectives: our courses are shaped around a deep commitment to global frameworks of understanding; and, where appropriate, they teach the history, theory, and practice of the arts together rather than separately. These approaches are a distinguishing characteristic of the Arts and Humanities at NYUAD and they signal a belief in both an ethics and a disciplinary inventiveness suited to the contemporary world. NYUAD's Arts and Humanities courses instill an awareness of the global interconnectedness of human values and of the need for communication and respect between cultures; and in each area of inquiry, they also respond to the location of Abu Dhabi and enable students to deepen their understanding of Middle Eastern history and culture.

Students majoring in Art & Art History, Film & New Media, Literature & Creative Writing, Music and Theater undertake both artistic practice and academic study, and establish a balance between practice and reflection, craft and critical study, that suits them best. Those interested in practice have the opportunity to create original works in a variety of media; those with a primary interest in scholarly study may focus on the history, theory, and criticism of art, architecture, film literature, music, theater, and new media.

The History program engages local and regional histories through the innovative framework of oceanic regions, which facilitates the development of genuinely global historical perspectives that draw into relief both unique geographical identities and rich traditions of cultural interaction and exchange... The Philosophy program combines practical philosophy, and theoretical philosophy with the global history of philosophy from ancient to modern times. The concentration in Anthropology introduces students to the forms and histories of a variety of human cultures, and provides them with the tools for understanding and negotiating cultural difference.

The Arts and Humanities division also coordinates a number of multidisciplinary programs and pre-professional courses. These include the major in Arab Crossroads Studies, which explores the Middle East through its rich history of interconnectedness with other regions of the world, as well as courses about the Ancient World, Interactive Media, and Museum & Cultural Heritage Studies.

Arts and Humanities is also home to the teaching of languages with a focus on Arabic and Chinese.

ART AND ART HISTORY

The descriptions of each major that follow include a sample four-year schedule to indicate a possible pathway through the major in combination with other required and elective courses. Students have many scheduling options, including study away semesters that are not shown on the diagrams, and should plan each semester with their faculty mentor.

The Division is also home to our Arts & Humanities Colloquia courses; these are multidisciplinary courses that support the various Arts and Humanities majors. The colloquia create unexpected connections and cross-pollination between disciplines.

From pre-historic cave art to the digital media of today, human beings across the globe and through the ages have used visual forms to understand and shape their world. Painting, sculpture, architecture as well as ornament, design, and photography have provided rich traditions of visual expression and communication, and the development of new media has greatly expanded this visual repertoire. Different cultures, in different places and at different times, have valued and conceptualized vision and made use of the visual arts in a variety of ways. The visual arts investigate and re-imagine the physical, social, cultural, and spiritual spheres of human existence and offer arguments about and interpretations of these realms. The Art & Art History major at NYU Abu Dhabi invites students to explore the objects, practices, meanings, and institutions that constitute the visual arts in diverse cultures from comparative, historical, and cross-disciplinary perspectives.

The Art and Art History curriculum is global in its focus and pays special attention to cross-cultural encounters, to an understanding of art in comparative frameworks, and to the dialogues between the Art and Art History and the humanities, sciences and other arts. The wide range of courses on offer in Abu Dhabi can be supplemented with courses on other traditions, periods and topics at New York University's other sites.

The major in Art & Art History integrates the traditions of historical, critical, and philosophical thinking that characterize the disciplines of Art History and Aesthetics with practice-based studio art. The courses are divided into two tracks: Art Practice and Art History. Students have the option of specializing in one track or combining the two in equal measure.

The studio art courses allow students to explore a range of different media and techniques including drawing and painting, sculpture, photography, graphic design, video, and digital media, while at the same time letting them hone their skills in a chosen medium. They also require students to reflect critically on the nature of art practices and to understand the traditions, theories, and contexts that inform and mold these practices.

The courses in the history, theory, and criticism of the visual arts address the major issues and debates that have shaped our understanding of the visual arts. Among the questions we confront are: What is art and the nature of aesthetic experience, and why are they differently understood and valued at different times and in different cultures? What is gained or lost by studying art by focusing on a particular place, time, tradition or genre as opposed to approaching it from a comparative perspective that puts two or more cultures in dialogue? What might it mean to think of art as the product of cross-cultural exchange? How do institutions such as museums, galleries, funding bodies, and universities influence the creation, dissemination and reception of art? How do we explain the experience of the viewer psychologically, culturally, and historically? How can other disciplines help us better understand the visual arts?

The NYUAD Art & Art History program is closely related to and crosslists pre-professional courses in Museum and Cultural Heritage Studies, and takes advantage of museums in the region such as the Museum of Islamic Art in Doha and the museums developing on Abu Dhabi's Saadiyat Island. The major also draws upon the community of practicing artists and scholars resident in or passing through the Gulf whenever possible.

The Art & Art History major prepares students for careers not only as artists or professionals in museums, the arts industries or education, but also for any career where creativity, imagination, analytical ability, conceptual clarity, cross cultural understanding and a respect for human achievement and difference are valued.

The major in Art & Art History consists of twelve courses. Students following the Art History track take Foundations of Art History I and II, Thinking Art and one of the four Art Practice foundation courses. Students are encouraged to complete Foundations I and II as early in their degree program as possible and must have completed them before taking Thinking Art; they are also required to take two electives focused on periods before 1800 and these should be from two different cultural traditions. Students on the Arts Practice track must complete two of the four practice-based

ART AND ART HISTORY

foundation courses as well as Foundations of Art History I and II and Advanced Critique and Exhibition Studies. All students are required to undertake a Capstone project. Students who choose to double major in Art & Art History and another discipline and who choose to complete their Capstone project in that other discipline must still complete twelve Art & Art History courses. Instead of the two-semester Capstone Research Project in Art & Art History, these students may elect any two additional Art & Art History courses (other than foundation courses).

Art & Art History majors who are interested in studying abroad should plan to do so during the spring semester of their sophomore year or the fall semester of their junior year. They should also plan to take as many of their required courses as possible before going abroad. The Art & Art History program is developing Berlin as the primary away site for the program but students can also elect to take courses at other NYU away sites. The choice of semester, courses and site should be discussed with the student's mentor and approved by the program. All majors should expect to be in Abu Dhabi for the spring semester of their junior year and throughout their senior year.

Concentrations in Art & Art History: The concentrations in Art & Art History allow students to focus on the making of art or the history and theory of art by selecting four courses from one of the tracks in the Art & Art History program. Concentrating in Art & Art History permits students to explore their own creative abilities in a range of media or to ask questions about the evolution of arts practice through time and within a variety of cultures.

REQUIREMENTS FOR THE CONCENTRATION IN ART PRACTICE

4 courses, distributed as follows:

- 2 of the following: Foundations of 2D, 3D or 4D
- 2 Art Practice electives

REQUIREMENTS FOR THE CONCENTRATION IN ART HISTORY

4 courses, distributed as follows:

- 2 Foundations of Art History I & II
- 2 Art History electives

ART AND ART HISTORY

ARTS PRACTICE TRACK

SAMPLE SCHEDULE

Remember that this is only one possible path to complete this major.

REQUIREMENTS FOR THE MAJOR

12 courses, distributed as follows:

- 5 Required Courses: 2 of the following: Foundations of 2D, 3D, 4D or Photography and Lens-Based Media; Foundations of Art History I & II; Advanced Critique and Exhibition Studies
- 5 Electives: 1 may be taken from the Art History electives
- 2 Capstone: Seminar and Project

YEAR 1

Fall Semester				
CORE	GENERAL ELECTIVE	GENERAL ELECTIVE	FOUNDATION OF ART HISTORY I	January Term
				GENERAL ELECTIVE
Spring Semester				
CORE	CORE	GENERAL ELECTIVE	FOUNDATIONS OF 2D, 3D, 4D OR PHOTO.	

YEAR 2

Fall Semester				
CORE	CORE	FOUNDATIONS OF 2D, 3D, 4D OR PHOTO.	ART HISTORY ELECTIVE	January Term
				GENERAL ELECTIVE
Spring Semester				
CORE	GENERAL ELECTIVE	GENERAL ELECTIVE	FOUNDATION OF ART HISTORY II	

YEAR 3

Fall Semester				
CORE	GENERAL ELECTIVE	ART HISTORY ELECTIVE	ART HISTORY ELECTIVE	January Term
				GENERAL ELECTIVE
Spring Semester				
GENERAL ELECTIVE	GENERAL ELECTIVE	ADVANCED CRITIQUE AND EXHIBITION	ART HISTORY ELECTIVE	

YEAR 4

Fall Semester				
GENERAL ELECTIVE	GENERAL ELECTIVE	ART HISTORY ELECTIVE	CAPSTONE SEMINAR	
Spring Semester				
CORE	GENERAL ELECTIVE	GENERAL ELECTIVE	CAPSTONE PROJECT	

ART AND ART HISTORY

ART HISTORY TRACK

SAMPLE SCHEDULE

Remember that this is only one possible path to complete this major.

REQUIREMENTS FOR THE MAJOR

12 courses, distributed as follows:

- | | |
|---|---|
| <p>4 Required courses: Foundations of Art History I & II; Thinking Art; and 1 of the following Art Practice courses: Foundations of 2D, 3D, 4D, or Photography and Lens-Based Media</p> | <p>6 Electives: including at least one pre-1800 on Islamic Art and one on European and North American art</p> |
|---|---|
- 2 Capstone: Seminar and Project

YEAR 1

Fall Semester				January Term GENERAL ELECTIVE
CORE	GENERAL ELECTIVE	GENERAL ELECTIVE	FOUNDATION OF ART HISTORY I	
Spring Semester				
CORE	CORE	GENERAL ELECTIVE	ART HISTORY ELECTIVE	

YEAR 2

Fall Semester				January Term GENERAL ELECTIVE
CORE	CORE	FOUNDATIONS OF 2D, 3D, 4D OR PHOTO.	ART HISTORY ELECTIVE	
Spring Semester				
CORE	GENERAL ELECTIVE	GENERAL ELECTIVE	FOUNDATION OF ART HISTORY II	

YEAR 3

Fall Semester				January Term GENERAL ELECTIVE
CORE	GENERAL ELECTIVE	ART HISTORY ELECTIVE	ART HISTORY ELECTIVE	
Spring Semester				
GENERAL ELECTIVE	GENERAL ELECTIVE	THINKING ART	ART HISTORY ELECTIVE	

YEAR 4

Fall Semester				
GENERAL ELECTIVE	GENERAL ELECTIVE	ART HISTORY ELECTIVE	CAPSTONE SEMINAR	
Spring Semester				
CORE	GENERAL ELECTIVE	GENERAL ELECTIVE	CAPSTONE SEMINAR	

ART AND ART HISTORY COURSES

REQUIRED COURSES

Please note: the Art History and Art Practice tracks have different requirements. See above.

VISAR-AD 102

Foundations of Art History I

Offered every year

Fall 2015

Prof. D. Teece and R. Falkenburg

These courses offer detailed engagements with key works of art—masterpieces to material culture across a range of media from different times and places—to develop the critical apparatus of visual analysis. They introduce the methods and fundamental concepts of art history by taking one work of art and constructing around it a web of diverse objects and practices that allow us to grapple with the meanings of art and its histories within global and trans-historical perspectives. Among the questions we ask throughout the course are: What is art? What is art history? What are the institutions that shape the practice and dissemination of art? How is art affected by histories of cultural exchange? What is the nature of tradition? Visits to local museums. Lecture/discussion. Evaluation will be through written assignments, Powerpoint presentations, and active class participation. No previous knowledge of art history required. This course fulfills Art and Art History requirements.

VISAR-AD 104

Foundations of Art History II

Offered every year

Spring 2016

Prof. M. Mochizuki

These courses offer detailed engagements with key works of art—masterpieces to material culture across a range of media from different times and places—to develop the critical apparatus of visual analysis. They introduce the methods and fundamental concepts of art history by taking one work of art and constructing around it a web of diverse objects and practices that allow us to grapple with the meanings of art and its histories within global and trans-historical perspectives. Among the questions we ask throughout the course are: What is art? What is art history? What are the institutions that shape the practice and dissemination of art? How is art affected by histories of cultural exchange? What is the nature of tradition? Visits to local museums. Lecture/discussion. Evaluation will be through written assignments, Powerpoint presentations, and active class participation. No previous knowledge of art history required. This course fulfills Art and Art History requirements.

VISAR-AD 112

Foundations of Photography & Lens-Based Images

Spring 2016

Prof. T. Al-Ghoussein

Introduction to camera and lens-based approaches to image making. A range of techniques are covered including film and wet chemistry, digital and data based -imaging and spatial and installation based uses of camera and lenses. These techniques are grounded within a thematic survey of issues that have emerged out of photographic media's transformation of society.

VISAR-AD 122

Foundations of 2D

Fall 2015

Prof. J. Torreano

This course introduces students to 2D media (e.g., painting, drawing, printmaking, calligraphy), materials and design. Areas of study include plane, figure/ground relationships, scale and proportional transformation, patterning, composition, value, color, methods for conveying time, and spatial illusion. Using a wide variety of traditional and nontraditional materials and methods, the course emphasizes content issues and the historical and cultural context in which works of art are produced.

VISAR-AD 123

Foundations of 3D

Spring 2016

Prof. S. Peters

This course explores the medium of sculpture and other 3D forms through the principles of three-dimensional design and the concepts that drive developments in contemporary art. Projects may include mold making, ceramics, and the use of wood working tools, as well as the use of sculpture as costume, performance, environment, or kinetic form. Students use a variety of materials from wood and cardboard to metal, plaster, paper, cloth and found objects to expand their understanding of form and space.

VISAR-AD 124

Foundations of 4D

Not on offer during 2015-16

This course offers an intensive exploration of analog and digital media. Students are introduced to aesthetic, conceptual, and historical aspects of contemporary art by interfacing with a variety of imaging, audio, and communication applications. Students work in photography, video, digital art, performance, gaming, sound, and emerging practices.

VISAR-AD 300

Thinking Art

Offered every year

Spring 2016

Profs. R. Falkenburg and G. Stemmrlich

This course offers engagements with the problems and methods of Art History at an advanced level. It examines in detail works of art that reflect upon tradition, aesthetic experience and art practice in complex ways and does so by situating these examinations in rich historical and theoretical frameworks. The course is open to anyone who has completed either Foundations of Art History I or II and at least one Art History elective but it is designed with Art History juniors especially in mind because the course is, in part, a useful preparation for Capstone work in the senior year. The course is a requirement for all students pursuing the Art History track.

VISAR-AD 301

Advanced Critique and Exhibition Studies

This course is for juniors and aims to prepare them for their Capstone project in visual arts practice through a deepening exploration of their individual work as young artists, and the contextualization of that work through the work of their peers. It is also open to visual arts majors interested in exhibition preparation. The course includes readings in critical discourses such as art history, critical theory, and exhibition criticism, both contemporary and historical, with a focus on advanced level group critique of student work. This course aims to develop a student's sense of the context of contemporary and historical art practices, and culminates in a student group exhibition in a professional gallery setting.

ART PRACTICE ELECTIVES

VISAR-AD 103X

Introduction to Visual Culture

Fall 2015

Prof. D. Hudson

Visual Culture Studies branches away from the traditional preoccupations of Art History towards new subjects and methodologies. It takes as its primary area of interest not works of art but other forms of visibility, such as advertising, fashion, comics and graphic novels, television, the internet, graffiti and tattooing, as well as the visual formulations of cultural, racial, and gender difference. Today, the study of visual culture is the focus of a vast body of scholarly investigation and continues to raise new questions in the wake of technological advances and a demand for visual satisfaction. This class offers an introduction to visual analysis in a world increasingly dominated by the graphic transmission of information, knowledge, and aesthetic experience.

VISAR-AD 110

Drawing by Seeing

Offered every other year

This workshop class is open to all levels of artistic experience. The premise is that customary perception (drawing what you “know”) is in conflict with aesthetic perception (drawing what you actually “see”). Each exercise reinforces an essential principle such as: “the whole is greater than the sum of its parts” and “dynamic perception results in an integrated, dynamic drawing.” Students learn how to maintain a unified drawing while at the same time articulate detail. Later sessions address how to apply this experience to individual artistic goals. There are PowerPoint discussions of relevant examples of drawing from the history of drawing.

VISAR-AD 111

Approaches to Painting

Offered every other year

An introduction to painting tools and techniques. This course presents historical and contemporary examples of the use of paint as a means of artistic expression with an emphasis on the relationships between color and aesthetic concept.

VISAR-AD 113

Photography as Art and Practice

Offered every other year

Fall 2015

Students learn the history, criticism, and variety of theoretical approaches to photography while developing their own skills in the photographic media. The course begins with the origins of the medium in France, England, and the U.S. in the 1830s, and proceeds to a broader look at photography throughout the world. Photography is considered as art, medium of communication, formulator of political and propaganda concepts, advertising tool, and aspect of popular culture, and students produce a portfolio of their photographs.

VISAR-AD 114

Digital Art Strategies

Offered every third year

This course explores an integrated theory for digital media production through a historical examination of contemporary efforts to blend diverse media forms. This practical project-based class explores how personal digital media production suggests one way of supporting that integration. Students survey a range of software-based digital media tools, the goal of which is the development of each student's artistic voice.

VISAR-AD 117

Projects in Painting: Painting by Seeing

Fall 2015

Prof. J. Torreano

This course will address many of the processes and techniques that inform how one “paints.” The intelligence of painting is rooted in our relationship to the visual and the paradox of “seeing” versus “knowing.” For our purposes all painting, from the earliest caves to present day Art Galleries, will be seen as “contemporary.” It is legitimate to be influenced by any and all painting be it Ancient Egyptian, DaVinci, Picasso, Warhol, etc. Therefore all styles and techniques that emerge from student projects will be addressed. Our goal is to help students develop the skills of painting and experience it as an art form rich in possibilities for the direct expression of feelings, perceptions and ideas.

VISAR-AD 127

Projects in Sculpture: Wood Fabrication Studio

Fall 2015

Prof. D. Darts

Students in this class will engage in a critical discourse about the material world with an emphasis on wood-based forms, materials and fabrication tools. Students will experiment with contemporary ideas, techniques, and technologies and will be introduced to artists and designers who work with wood and wood-based materials. Students will learn historic and contemporary woodworking techniques and will experiment with digital fabrication tools including the laser cutter and CNC router. Emphasis will be placed on independent investigations and creative problem solving.

VISAR-AD 118

Types of Art: From Calligraphy and Stone Carving to Digital Type

Offered every other year

Type Design is the art and craft of designing typefaces. From calligraphy and stone carving to digital type, the history of type recounts the discoveries and technological progress made through human inventions. While some typefaces are insignificant and forgotten, others will survive mankind, such as Futura engraved on the Apollo 11 plaque, left on the Moon. Some of typefaces were revolutionary, others reactionary. But behind each of them there was an inventor. Students will follow the 'traces' and the stories of the type masters who shaped our visual typographical landscapes. Western and Arabic versions of typefaces will be examined and students will learn to identify and combine fonts on real visual design layouts. We will see how typefaces can become visual metaphors of towns and nations—Johnston Underground is London—or marketing tools for the advertising industry. Typography and type design in the digital age will be investigated via practical

exercises and printing workshops. The course will include calligraphy classes with the U.A.E. State calligrapher Mohammed Mandi at the National Theater Art Workshop, Abu Dhabi.

VISAR-AD 121

Graphic Design Studio

Fall 2015

Prof. G. Puccetti

This immersive studio course in graphic design combines practice and reflection through a project-based approach to graphic design. Students develop creative and collaborative design skills for problem solving. Lectures and readings address western design history, contemporary Arabic graphic design, and cross-cultural design issues. Assignments focus on the design process from conception to distribution. Students will acquire proficiency with the Adobe Creative Suite.

VISAR-AD 125

Finding The Way: Wayfinding and Graphic Design in the Built Environment

Wayfinding encompasses all of the ways in which people orient themselves via the organization and usage of sensory cues from the external environment. In visual communication studies nowadays—informed by the constant advance of technologies, the demand for sustainable models and the inputs from cognitive scientists—the concept of wayfinding has grown to the point that it has become a broad field of research in its own, encompassing interdisciplinary relationship with architecture and design. The course will explore the visual design component of wayfinding, and include lab classes and workshops around the Saadyat Campus signage system, with specific attention to multilingual display and accessible design for people with cognitive or physical disabilities. Students will study and compare sign systems implemented in western capitals and elaborate on the application of these system in the U.A.E.

VISAR-AD 126

Interventions: Three-Dimensional Thinking

We will study the new NYU Campus in Abu Dhabi and use this public or semipublic space as a site to develop temporary sculptural interventions. We will begin by coming to terms with conceptualisations of sculpture since the 1960s that have led to the need to distinguish between site-dominating, site-adapted, site-specific, and site-determined approaches. We will ask how the interventions developed in class relate to the architectural, institutional, social, and cultural circumstances of the campus. What sort of public should a sculptural intervention take into account and how does this public differ from the audience at an art gallery? What qualities does public space have that are distinct from those of private space and what characterizes a semipublic space? The students

will develop their proposals for interventions with the aid of photographic documentation, models, and a project description before realizing the interventions in coordination with the university administration and presenting them to the public for a limited time.

VISAR-AD 163J

Designing Abu Dhabi

Offered Occasionally

This course guides students through the many facets of graphic design and visual communication, with a focus on the cross-cultural visual environment of Abu Dhabi and the Emirates. Students explore multiple aspects of visual design from aesthetics to user interfaces and usability, with special consideration of signage in Abu Dhabi. They also develop graphic designs that respond to the Abu Dhabi environment. Practical exercises that emphasize visual communication skills are central to the class. Students become familiar with the design procedures at the core of successful visual identity systems, thus developing their skills in research methodologies, data gathering, analysis, decision making, brainstorming and creative solutions, team work and monitoring. Above all, the practical aspects of the course allow NYUAD students to contribute to the emerging Abu Dhabi design style.

VISAR-AD 164J

Photographic Practice

Offered Every Third Year

The class will challenge students to look at and photograph the local environment/society, and to reflect on their images as a way of understanding how the broader world of photography operates in constructing our image of the world. Any theme/subject and photographic style may be chosen as long as some access to that subject can be gained. Students will explore how to approach their subject, develop a theme, and how to choose images that reflect their experiences. They will keep a journal, and a final presentation will include a group of photographs and a short personal essay.

VISAR-AD 201

Interdisciplinary Projects in the Visual Arts

Prerequisites: VISAR-AD 112, VISAR-AD 122, VISAR-AD 123, or VISAR-AD 124

This class for experienced students is constructed around a series of projects realized in any available media or medium. How the mind constructs pictures from visual data is an extremely complicated set of behaviors that are biological, psychological, social, and cultural. Students are given in-depth exposure to the conditions that are necessary for artworks to “read” and how these conditions have a profound effect on the way people engage with art. This exposure allows students to explore ideas of limits and how the limit or horizon of what is possible can be elaborated

and expanded on in art. Students engage in group and one-on-one discussions of projects made in response to readings and assignments whose goal is to foster ideas of exploration and consistency in a creative practice.

VISAR-AD 202

Form and Space or Concepts in Three-Dimensional Thinking

Offered occasionally

This studio course explores materials, concepts and tools used in contemporary sculptural practices. An intensive, hands-on course, it provides a foundation in three-dimensional thinking that enables students to see and conceive of space in a new and critical way. Students move towards self-directed solutions for the creative problems posed by their own art works.

VISAR-AD 298

Directed Study

Closely supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in a substantial paper.

FILMM-AD 101

Sound, Image, and Story

Crosslisted with Film and New Media

MDMED-AD 202

Experiential Video Art

Crosslisted with Interactive Media, Film and New Media

ART HISTORY ELECTIVES

VISAR-AD 119

Contemporary Global Art

Fall 2015

Prof. S. Mikdadi

Since the 1960s rise of conceptual art, artists around the world continue to create idea-based art using popular imagery, mixed media, photography and new technologies. Considered as the true global art form of the twentieth century, conceptual art manifests itself in ideas that challenge the current sociopolitical forces of our times and the commonly held notions of what art is about. The course will examine contemporary art from the lens of conceptual art focusing on key works by international artists. Student will examine the definition/s of ‘contemporary’ and the current debates around the modern and contemporary in relation to Western and non-Western art. Course complemented with field trips to museums and collections.

VISAR-AD 150X

Islamic Art and Architecture

Spring 2016

Prof. D. Teece

Crosslisted with Arab Crossroads Studies Islamic Studies

Fulfills pre-1800 requirement

This course surveys the architecture, painting, and decorative arts of the Islamic world, from North Africa to central Asia, between the 7th and 18th centuries. The highlights of Islamic art are presented chronologically and thematically in order to provide a basic understanding of the historical evolution and regional variation of Islamic art and a deeper appreciation of its major themes and concepts, including sacred space, palace culture, mysticism, calligraphy, and ornament. (This course fulfills the requirement of an elective in pre-1800 Islamic art).

VISAR-AD 151

Design and Ornament in Islamic Art

Offered occasionally

Crosslisted with Arab Crossroads Studies

Fulfills pre-1800 requirement

This course outlines the main principles of design in Islamic art and examines its various ornamental modes, including the vegetal, geometric, chromatic, and calligraphic. Drawing on recent studies of Islamic ornament and on a variety of sacred, philosophical, and scientific texts, the course examines the visual and semiotic role of Islamic ornament under specific historical conditions. (This course fulfills the requirement of an elective in pre-1800 Islamic art).

VISAR-AD 152

Orientalist Art

Offered occasionally

Crosslisted with Arab Crossroads Studies

This seminar investigates the rich tradition of Orientalism in Western art as it culminates in French and British painting of the 19th century. The misrepresentation of Arab culture in Orientalist art and the role of this art in critiques of the social and political norms of European society are the primary themes of the seminar.

VISAR-AD 155

The Exhibition Industry

Offered occasionally

Crosslisted with Museum and Cultural

Heritage Studies

The success of Frank Gehry’s Bilbao Guggenheim may be seen as the culmination of a paradigm shift away from the old idea of the museum as an art vault to a new conception of the museum as a programming center, a venue for high-profile temporary exhibitions, and a tourist attraction. This course explores the consequences for art and scholarship of the recent museum boom and asks what might it take to produce a change of direction.

VISAR-AD 156

Topics in East Asian Art

Offered occasionally

These courses focus on topics that are central to the study of the art and culture of China, Korea, and/or Japan. These courses investigate the social and historical contexts of artistic practice, as well as the construction of national or geographical conceptions of artistic traditions. These courses may also offer comparative perspectives that forge links to other areas of the curriculum.

VISAR-AD 157

Topics in Southeast Asian Art

Offered occasionally

This course focuses on topics that are central to the study of the art and culture of such countries as Cambodia, Indonesia, Laos, Myanmar, the Philippines, Singapore, Thailand, or Vietnam. The course investigates the social and historical contexts of artistic practice, as well as the construction of national or geographical conceptions of artistic traditions. The course may also offer comparative perspectives that forge links to other areas of the curriculum.

VISAR-AD 158

Topics in South Asian Art

Offered occasionally

This course focuses on topics that are central to the study of the art and culture primarily of India, Pakistan, Bangladesh, and/or Sri Lanka. Traditions from other parts of the region (Afghanistan, Bhutan, Maldives, and Nepal) may also be considered. The course investigates the social and historical contexts of artistic practice, as well as the construction of national or geographical conceptions of artistic traditions. The course may also offer comparative perspectives that forge links to other areas of the curriculum.

VISAR-AD 160

Epic Architecture

Offered occasionally

This course investigates the social, political, and imaginative roles played by grand architecture from ancient times to the present day. Through such case studies as the Temple of Luxor, Stonehenge, the Taj Mahal, the Hagia Sophia, the Eiffel Tower, the Empire State Building, and the Sheikh Zayed Mosque, students investigate the historical contexts of monumental buildings and other structures that have been erected to serve as emblems of a national culture, as well as the ways that these monuments take on new life in literature and other.

VISAR-AD 161

Topics in Architecture and the Urban Environment from Antiquity to the Present

Offered every other year

Crosslisted with Urbanization

This course focuses on topics that are central to the study of architecture and its relation to the urban environment. Students investigate architecture in its urban setting from the different perspectives of architectural history, engineering, and urban planning, taking into account technological and environmental factors, as well as construction and transportation systems.

VISAR-AD 165J

Gardens of Eden in the History of Art

Offered occasionally

The garden is one of the oldest modes of human intervention in the environment. This course explores the garden as a major art form by focusing on pictorial and spatial representations of the Garden of Eden. The Edenic Paradise of Genesis and the Qu'ran where Adam and Eve transgressed against God gives access to thought about gardens in the ancient Middle East. As a foundational figure in Judaic, Christian, and Islamic theology, the Garden of Eden spawned a history of interpretation that helped differentiate these religions. The history of Eden in the art of the peoples of the book is closely entwined with that of garden design, and the seminar examines both. We will study gardens in ancient Mesopotamia, early Christian monasteries, Syrian and Andalusian courtyards, Renaissance altarpieces, Enlightenment cities, Persian court miniatures, Mughal tomb complexes, and early American towns. To analyze these works, the course introduces fundamental methods of art history as an academic discipline. The seminar includes fieldtrips to gardens and collections in the UAE and India, and concludes with a collaborative garden design project in Abu Dhabi.

VISAR-AD 167

Global Renaissance

Fall 2015

Prof. M Mochizuki

Fulfills pre-1800 requirement

What does it mean to make Renaissance art history global? This interdisciplinary seminar will study the masterpieces and material culture produced during Europe's first sustained overseas contact with the rest of the world in the early modern period (16th-18th centuries). Looking closely at the new categories and new geographies of objects fostered by the Portuguese, Spanish, Dutch and British maritime trade routes, we will reconsider traditional approaches to art history and weigh the new methods and revisions these curious images suggest. Objects will be studied from the perspectives of how they conceptualized "world," how histories of exploration and collecting intersected, how personal and communal identities

were manufactured, and how political diplomacy and subversion impacted them and in turn were affected. Serious attention will be devoted to honing the craft of researching and writing a major research paper, step by step, in preparation for a capstone thesis in the humanities. Seminar/discussion. Active class participation, brief PowerPoint presentations and a major research project.

VISAR-AD 170

Contemporary Photography from the Middle East, South Asia, and the Far East

Crosslisted with Arab Crossroads Studies

This course will introduce students to a wide range of contemporary photographic practices in the Middle East, South Asia, and the Far East. Through slide lectures, readings, museum visits and presentations by local artists, students will explore the issues that artists, photography collectives and competitions of the region have concerned themselves with. The course will cover a range of genres, including Landscape, Performance, Portraiture, Documentary.

VISAR-AD 171X

Modern Art of the Arab World

Offered occasionally

Fall 2015

Crosslisted with Arab Crossroads Studies

In the short span of thirty years art of the Arab World moved from the periphery of international art to the center of global visual art production. This course examines the conditions that prompted this change and the theoretical framework that currently situates Arab art within the global discourse on visual art. Focusing on selected artists from key periods of art production, the course will explore the impact of political, social and market forces on the region's art. Examining art production in relation to state formation, identity, gender politics, representation and reception, globalization, and activism. The course will also explore the recent discourse on Islamic art and its links to modern and contemporary art of the region. Field trips to museums of modern art of the Arab world and galleries will complement class lectures and discussions.

VISAR-AD 173

The Sensory Baroque

Offered occasionally

Fulfills pre-1800 requirement

What is "baroque"? This course attempts to understand the trials and tribulations of an intellectual ideal via recent work in sensory studies, the art of excess understood in terms of the body's corporeal and spiritual senses. The masterpieces of seventeenth-century Baroque art—the work of Bernini, Rembrandt, Rubens, Velázquez and Vermeer—will be considered from the perspective of style, iconology, allegory, philosophy, and social theory. Topics will include unity and overflow,

the sensual economy and its limits, continuity and disruption, anecdote and anachronism, subjectivity and objectivity, reason and the problem of saturated phenomena. Active class participation, brief Powerpoint presentations and a research project.

VISAR-AD 174

Modernism: An Art Historical Introduction

Fall 2015

Prof G. Stemmrlich

The term modernism encompasses the activities and creations of those who have felt since the late nineteenth century that traditional forms of art, architecture, literature, religious habit, social organization and ways of living are inadequate to the realities of an industrialized world. Such activities and creations have sought to initiate an understanding of the world that would ultimately lead to new cultural, economic, social, and political environments. This has involved experimentation and, the creation of an awareness of possibilities never thought of before, as well as a sense of constant change and competition, especially in the arts. The course will provide an art historical survey from the late 19th century to the late 1960s. It will focus primarily on Europe and the United States and will explore art movements, ideas and exemplary individual artworks, but also the dynamics of art historical development as a whole.

VISAR-AD 298

Directed Study

Closely supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in a substantial paper.

ACS-AD 263J

Modern Architecture in Abu Dhabi

Crosslisted with Arab Crossroads Studies

MUSST-AD 110

Introduction to Museum Studies

Crosslisted with Museum and Cultural Heritage Studies

MUSST-AD 111J

The Meaning of Museums

Crosslisted with Museum and Cultural Heritage Studies

MUSST-AD 112J

The Multiple Lives of the Work of Art

Crosslisted with Museum and Cultural Heritage Studies

MUSST-AD 113J

Shared Cultural Heritage: Policies and Perspectives

Crosslisted with Museum and Cultural Heritage Studies

MUSST-AD 114J

Museums, Communities, and Public Art

Crosslisted with Museum and Cultural Heritage Studies

MUSST-AD 115

Global Heritage Sites & Universal Collections

Crosslisted with Museum and Cultural Heritage Studies

MUSST-AD 212

Cabinets of Wonder

Crosslisted with Museum and Cultural Heritage Studies

MUSST-AD 214JX

Sharing Heritage of the Arabian Trade Routes

Crosslisted with Museum and Cultural Heritage Studies

FILM AND NEW MEDIA

Film and New Media at NYUAD integrates the making of film and new media with the study of their histories, conventions, and practices. Students take both practice and studies courses, and finish their degree with a capstone project that reflects the historical and cultural contexts of their interests and studies.

The intermingling of studies and practice between majors and concentrations at NYUAD enables Film and New Media majors to connect their study to a broad range of other fields and disciplines, such as Interactive Media, Arab Crossroads, Art and Art History, Literature and Creative Writing, Computer Science, Social Research and Public Policy, and Theater.

Abu Dhabi is uniquely situated to provide a global, comparative perspective on film production and film cultures, embracing the study of both established and emerging film industries and practices.

The program encourages students to explore other areas of arts by requiring them to take one or more classes in other arts programs in order to deepen and broaden their understanding of their fields. Students also benefit from the Global Network University's unique resources and are encouraged to study at our worldwide sites, such as Accra, Prague, Havana and NYU's other portal campuses in New York and Shanghai. Students are required to be in NYUAD for the spring of their junior year and take FILMM-AD 390 Capstone Seminar to develop the concept for their senior Capstone project.

The program prepares students for a lifetime of creative and critical thinking and rigorous analysis of media, as well as a solid foundation for graduate and professional programs in a wide variety of disciplines and fields, including careers as filmmakers, scholars, curators, critics, educators, innovators and leaders in film and new media organizations and industries.

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Major in Film and New Media

The major in Film and New Media emphasizes interdisciplinary and global approaches to film and new media. Students develop critical and interpretive skills for making and understanding documentary, experimental, narrative, and interactive styles of film and new media and learn the methods and theoretical models for analyzing film, new media and their histories. The six electives classes can be taken from any area in the curriculum, but students should work with an advisor in the Film and New Media program to plan a sequence to support a particular interest.

REQUIREMENTS FOR THE MAJOR IN FILM AND NEW MEDIA

12 courses:

- 4 Required Courses: Sound, Image and Story, Concepts in Film and New Media, Forms of Writing for Film and New Media, Understanding MENASA Film and New Media
- 5 Electives: from Film and New Media
- 1 Elective: from another Arts program *
- 2 Capstone Seminar and Project **

* For students doing a Capstone in FNM Studies, one introductory-level Studies course in another Arts major, such as Interpreting Music, Introduction to Visual Culture, or Thinking Theater; for students doing a Capstone in FNM Practice, one introductory-level Studies course in another Arts major, such as Making Music, Foundations of 2D, 3D, or 4D Art, or Making Theater.

** Students that are doing a Capstone in FNM Practice are required to take Capstone Seminar in the spring of their junior year. All major have to take Capstone Project in the spring of their junior year. Prerequisite courses for Capstone Project: Theories and Methodologies of Film and New Media for FNM Studies, Intermediate Filmmaking, and Advanced Filmmaking for FNM Practice.

REQUIREMENTS FOR THE CONCENTRATION IN FILM AND NEW MEDIA

4 courses:

- 2 Required Courses: Sound, Image and Story, Concepts in Film and New Media
- 2 Electives: from Film and New Media

FILM AND NEW MEDIA

SAMPLE SCHEDULE

Remember that this is only one possible path to complete this major.

REQUIREMENTS FOR THE MAJOR

12 courses, distributed as follows:

- | | |
|--|--|
| 4 Required Courses:
Concepts of Film and New Media; Sound, Image, & Story; Understanding MENASA Film and New Media; Forms of Writing for Film and New Media | 5 Electives from Film and New Media
1 Elective from another arts program
2 Capstone: Seminar and Project |
|--|--|

YEAR 1

Fall Semester				January Term
CORE	GENERAL ELECTIVE	CONCEPTS OF FILM AND NEW MEDIA	SOUND, IMAGE, AND STORY	
Spring Semester				GENERAL ELECTIVE
CORE	CORE	GENERAL ELECTIVE	UNDERSTANDING MENASA FILM	

YEAR 2

Fall Semester				January Term
CORE	GENERAL ELECTIVE	FORMS OF WRITING FOR FILM	FILM AND NEW MEDIA ELECTIVE	
Spring Semester				GENERAL ELECTIVE
CORE	CORE	GENERAL ELECTIVE	FILM AND NEW MEDIA ELECTIVE	

YEAR 3

Fall Semester				January Term
CORE	CORE	GENERAL ELECTIVE	FILM AND NEW MEDIA ELECTIVE	
Spring Semester				GENERAL ELECTIVE
GENERAL ELECTIVE	GENERAL ELECTIVE	OTHER ARTS ELECTIVE	CAPSTONE SEMINAR	

YEAR 4

Fall Semester			
GENERAL ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE	FILM AND NEW MEDIA ELECTIVE
Spring Semester			
GENERAL ELECTIVE	GENERAL ELECTIVE	FILM AND NEW MEDIA ELECTIVE	CAPSTONE PROJECT

FILM AND NEW MEDIA COURSES

REQUIRED FOR MAJORS

FILMM-AD 101

Sound, Image, and Story

Fall 2015

Prof. J. Savio

An intensive and practical production workshop introducing the fundamental principles of storytelling through sound, image, and visual sequencing. Using stills and video, integrating theory and practice, students learn the essentials of cinematic language from composition to editing. Themes of Sense of Place, Portrait, and Memoir are explored in the context of projects assigned. Diegetic and non-diegetic sound, and/or voiceover supplement the visual storytelling. Students work individually and in collaboration. Goals of the course include an understanding of professional protocol and the dialogue of critique. Four lab sessions outside of class are mandatory.

FILMM-AD 103

Concepts of Film and New Media

Fall 2015, Spring 2016

Profs. S. Jeong and R. Stam

An introduction to basic concepts in film and new media studies. The course provides an overview of the historical development of film as an art, technology, and industry and the role of new media as an extension to and reinvention of models for production, distribution, exhibition, and reception. Students are introduced to documentary, experimental, and narratives modes within different historical and cultural contexts, comparative aesthetics, and the lines of critical enquiry that have been developed for film and new media in dialogue with other fields in the arts and humanities.

FILMM-AD 104X

Understanding MENASA Film and New Media

Fall 2015

Prof. D. Hudson

Crosslisted with Arab Crossroads Studies Islamic Studies

This course introduces students to the rich and diverse history of film within the Middle East, North Africa, and South Asia (MENASA) regions as a background for understanding some of the complexities of contemporary film and new media in the UAE. By examining pre-cinematic artistic practices, aesthetic traditions, cinematic styles, political economies of media, and social change, the course provides a context for understanding productions from major industries in Cairo, Chennai, and Mumbai alongside work by independent filmmakers and new media collectives

from throughout the regions. Students are encouraged to attend film festivals and engage in original research with the NYUAD Library special collection of MENASA film.

FILMM-AD 105

Forms of Writing for Film and New Media

Fall 2015

Prof. Gross

Whether narrative or non-narrative, the visceral, emotional, and intellectual power of film and new media depends on understanding the sounds and images within the context of conventions and expectations. This course analyzes and puts into practice principles of different forms of dramatic and dynamic writing: classical, episodic, and parametric in narrative and documentary; rhythmic and contrapuntal in experimental film; episodes and attractions for web platforms; interactive and auto-generative in new media. Writing assignments include both critical analyses and creative exercises.

MDMED-AD 101

Introduction to Interactive Media

Crosslisted with Interactive Media

MUSIC-AD 213

Interdisciplinary Collaborative Projects

Crosslisted with Music

THEAT-AD 113

Collaborative Art: Fundamentals of Stage Design and Production

Crosslisted with Theater

FILM & NEW MEDIA STUDIES ELECTIVES

FILMM-AD 149

Cinema and New Media

Offered occasionally

This course considers digital reformulations of the practice of cinema. What happens when film spectators become players of videogames, actors in locative media, or users of new media? What happens to the pleasures (cinophilia) and vulnerabilities (deterioration) of celluloid when we consider glossy compression formats and VOD (video on demand) distribution? How do the notions of virtual reality and artificial life intersect with “virtual migration” and “gold farming?” What can be learned about CGI (computer generated images) in relation to special effects achieved “in camera” or the optical printer? Students analyze an array of new media objects from around the world, as well as produce/ construct and distribute their own.

FILMM-AD 150

Frames of World Cinema: 1960 to present

Offered occasionally

Prof. S. Jeong

This course surveys the modern history of world cinema in the national, transnational, and global frames. First, we trace the origin and variations of New Wave films from European through Latin American to East Asian nations. Then, we expand the scope to transnational crossroads including pan-Chinese, Balkan, South Asian, and African regions. Finally, we explore how contemporary cinema reflects sociopolitical and cultural phenomena in the age of globalization. Major trends and directors are introduced with close analysis of key films.

FILMM-AD 151

French New Wave Cinema

Offered occasionally

Prof. R. Stam

This course offers an historical/critical overview of one of the most influential film movements in the history of cinema—the French New Wave. After examining the philosophical underpinnings of the New Wave in philosophical existentialism (Sartre, de Beauvoir) and the movement’s theoretical underpinnings in the film criticism of Cahiers du Cinéma, we examine a chronological series of films by Cahiers directors (Truffaut, Godard, Chabrol, Rohmer), Left Bank directors (Resnais, Duras, Varda, Marker), and Cinéma Vérité (Rouch, Morin). While focusing on the films themselves, we also take a cultural studies approach by seeing the films as part of a broader artistic and mediatic spectrum.

FILMM-AD 152

Women, Film and Photography

Fall 2015

Prof. J. Savio

In an art world saturated by men, do women offer another way of seeing? Through the genres of experimental, narrative, and documentary image-making, this course examines the work of women who have pioneered and re-imagined the methods, theories and ideas of the dominant culture. An eclectic and multi-cultural selection of feature length films, shorts, exhibitions, books, and iconic images will be screened and studied. During the semester students will submit written responses and critiques to the work presented. Weekly exercises will help develop the students critical reading, thinking, and writing skills. Students will look to their own cultural milieu to make a final image based project in conjunction with a written essay, and create oral/visual presentations. Field trips outside of class are mandatory.

FILMM-AD 153

Film Style: Theory and Practice

Offered occasionally

This course reveals how film style (cinematography, mise-en-scène, and editing) informs how we understand and emotionally respond to films. We will study closely the film style of film directors whose work exemplifies different elements of film style: mise-en-scène and the long take with static camera (Antonioni, Tsai, Tarr); editing in space, shot/reverse shot cutting, eye-line matches, and point-of-view editing (Hitchcock, Ozu); camera movement (Ophuls, Fellini, Tarkovsky); and sound/image montage (Lang, Bresson, Godard). Based on identical scripts, students (working in groups) will be assigned four practical film-based exercises modeled upon the films of these directors.

FILMM-AD 154

Transtextuality: Adaptation Between Novel and Film

Offered occasionally

Prof. R. Stam

Crosslisted with Literature and Creative Writing

This course treats the theory, practice, and analysis of film adaptations of novels across a broad spectrum that includes novels by such figures as Defoe, Steinbeck, Nabokov, Flaubert, and Clarice Lispector. Combining close readings of the literary source-texts with close analysis of the films, the course will simultaneously explore the “transtextuality” theory that treats the complex and mutating relations between any single text and all the other texts, genres, media, and discourses with which it comes into dialogue. Through these contrapuntal analyses, the course will demonstrate the myriad ways that adaptation study can illuminate both media.

FILMM-AD 155

Stages of American Cinema: 1960 to Present

Offered occasionally

Prof. S. Jeong

This course explores temporal stages of post-classical American cinema from the 1960s New Wave to the new millennium global Hollywood. It also maps out historically significant films on three broadly thematic stages: mind, society, and culture. Students acquire psychological, sociopolitical, and cultural perspectives in this regard, while learning about historical shifts, major genres and directors, and key issues on industry and technology. The course aims at shedding new synthetic light on the modern history of the world’s most powerful cinema.

FILMM-AD 156

Introduction to Film and New Media Curating

Offered occasionally

Critical to the making and studies of film and new media are sensitivities to how audiences, spectators and publics are developed and effectively engaged. This course introduces students to contexts of visual literacies, concepts, methods and technologies of designing and mounting exhibitions for varieties of locations ranging from cinema halls to art fairs, museums to online platforms, public displays and other cultural spaces. Such skills will be developed side by side cultural and interpretive studies of politics and infrastructures of power, various social and historical contexts, models of cultural and art management, artistic practices and social movements and attitudes, conceptualizing and designing exhibitions.

FILMM-AD 157J

Cinema and War

Offered occasionally

Crosslisted with Peace Studies

This course investigates the relationship of cinema and war from the early 20th century to the present. From the Libyan War of 1911-1912 onwards, film has been integral to shaping public consciousness of military events as they unfold and public memory of wars after the guns have fallen silent. The course looks at feature films and non-fiction, with government and clandestine short films shown as well as commercial entertainment films and independent documentaries. Topics to be addressed include how war's many violences are represented; the filmmakers' circumstances (censorship, political agendas and pressures, physical danger, the politics of funding); national cinemas; the role of sound; the camera as weapon; the uses of history; and the operation of memory. Case studies may include the two World Wars, civil wars (Spain, Lebanon), anti-colonial wars, the fall of Communism, the war in Iraq, Vietnam, the Israel-Palestinian conflict; and the Egyptian revolution.

FILMM-AD 198

Directed Study

Offered by application

Prerequisite: Permission of the instructor

Offered by application Prerequisite: permission of the instructor

Closely supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in a substantial paper.

FILMM-AD 221

Shorts into Series, Back Again, and Beyond

Offered occasionally

This course examines migrations of the short format from the silent era through its serialization as episodes in long-format narrative, such as

television series and video games. The course explores the aesthetics and politics of looking from peep shows and television flows into video-on-demand and webcam surveillance, focusing professional and nonprofessional productions. Topics may include: exhibition platforms from nickelodeons to social media, music videos, Brazilian and Mexican telenovelas, Indian mythologicals, Nollywood video-films, Ramadan serials, Korean dramas, video mashups and GIFs, console video games, vlogs, global talent-show and reality-television franchises, and animated series including Freej.

FILMM-AD 228

New Media Ecologies

Offered occasionally

If one vector of globalization is accelerated homogenization—McDonaldization, Hollywoodization, Googlization—another vector is expanded diversity of media: amateur, ambient, activist, commercial, documentary, experimental, indigenous, locative, and tactical media. This course examines new media ecologies of digital technologies and distributed networks deployed in production, distribution, exhibition, and reception in Africa, Latin America, indigenous nations, Middle East, North America, South Asia, and through transnational collaborations.

FILMM-AD 231

World Through the Documentary Lens

Offered occasionally

This course is designed for students with an interest in exploring a specific subject through the documentary genre. By focusing on a single issue, the course aims to cover many points of view and to provide a foundation of knowledge, vocabulary, and insight about both the subject matter raised by the films and the techniques and skills of good documentary filmmaking. Through frequent screenings and discussions, and a required reading list, the students study specific subjects in depth. Both classical and contemporary films are shown. Specific examples of fields of study include: civil rights, human rights, the environment, biographies, and societies at war.

FILMM-AD 232

Theories and Methodologies of Film and New Media

Spring 2016

Prof. S. Jeong

This course illuminates theories and methodologies in film and new media studies on an advanced level. It compares and combines classical, modern, and contemporary debates on aesthetic, psychological, philosophical, sociocultural, and technological issues: image, illusion, representation, identity, subjectivity, sexuality, spectatorship, embodiment, apparatus, interface, etc. It also explores useful methods of archival research and historiography.

Theories are examined through a diverse body of films from mainstream to avant-garde. Using them, students develop critical and creative approaches to their own research topic.

FILMM-AD 233

Docu-Fiction

Spring 2016

Prof. A. Gambis

Fact may or may not be stranger than fiction, but invariably both exert strong influences in creating narrative. The course explores how documentary and fiction are combined throughout history and in different cultures. We will examine the work of ten filmmakers who have merged both formats creating singular hybrid films. Dramatic reconstructions, manipulated imagery or fictional interstitials are frequently incorporated into documentaries to elevate realism. Conversely, fiction occasionally crosses over into documentary to create a sense of authenticity or truthfulness. Lastly, the division is sometimes completely eradicated making it difficult to distinguish the reality from the imaginary. Over the course of the semester, students will create their own docu-fiction short films. They will bring together fiction and non-fiction story elements reflecting on how each form complements the other.

ACS-AD 233

War and Media in the Middle East

Crosslisted with Peace Studies,

Arab Crossroads Studies

HIST-AD 154

African History through Film and Literature

Crosslisted with Literature and

Creative Writing, History

FILM & NEW MEDIA PRACTICE ELECTIVES

FILMM-AD 102

Techniques for Safety and Production

Fall 1 2015 (7 weeks)

Technical Team

2 credits

Film Production is collaboration between highly specialized crafts. You will learn how to operate safely in multiple hands-on production scenarios. The goal is to learn to protect yourselves and the tools you are given. With these skills at your disposal, you will move into methods for executing creative choices from a technical perspective. By the end of the course, you will have abilities that not only allow you to operate safely and productively, but also allow for artistic growth and flexibility.

FILMM-AD 106

The Human Condition: From Script to Screen

Offered occasionally

Human behavior and our relationships form the basis of most narratives and our insatiable need for story. This course will explore human behavior in the context of evolutionary psychology, and develop that into a working screenplay. Readings and film screenings will focus on observing human behaviors and relationships. You will hopefully leave the class with a well-honed short script, anchored to a frank and honest look at our behaviors and relationships, and perhaps some greater questions and thoughts into the human condition.

FILMM-AD 107J

Developing the Web-series

J-term 2016

Prof. Saleh

The web series workshop is an in-depth look at the general approaches of web storytelling and production. It explores various formats of interactive web content from fiction to documentary narratives. It primarily gives an overview on multiple platform storytelling and interactive narrative; how to develop content, build a long-term narrative arc, create virtual characters, design interactive elements, gather online communities and tap onto existing ones in order to find a niche for one's own web platform.

FILMM-AD 110

Writing the Short Screenplay

Fall 2015

Prof. Gross

Crosslisted with Literature and Creative Writing
A workshop designed to develop short screenplays from concept to structure to final draft. Topics include theme, character, research, story, conflict, dialogue, and script editing. The course aims to make a connection between the ancient traditions of the oral storyteller and the professional practice of the contemporary screenwriter when pitching to producers. Screenings and discussions focus on classical and contemporary examples of the short film from a variety of genres, traditions, and cultures. All students complete two short screenplays.

FILMM-AD 117

Directing the Camera I

Offered occasionally

Prerequisite: FILMM-AD 101

This course focuses on designing and executing the visual elements of a film. Through the universal language of lenses and lighting we learn how these play a central role when working with a set. Students develop the skills to use a motion picture camera in order to tell a good story. The class structure reflects a working film set with emphasis on production. Learning to create a mood advances the ultimate goal of a filmmaker. The heart of visual

storytelling is composition: camera placement, camera angles, camera movement, and lens choice. Together with the lighting style a film finds its own unique life. In each class we look at selected scenes from popular films and recreate them. We shoot exercises in the classroom or on location.

FILMM-AD 198

Directed Study

Offered by application

Prerequisite: Permission of the instructor

Closely supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in a substantial paper.

FILMM-AD 201

Intermediate Filmmaking

Fall 2015

Prof. W. Bednarz

Prerequisites: FILMM-AD 101 and FILMM-AD 105

This course is designed to develop techniques and skills in generating ideas for short films that are shot on digital video and edited on nonlinear editing software. It will focus on strong visualization of story and camera techniques, as opposed to dialogue-based work. Students will develop skills in the elements of visual storytelling through the process of storyboarding and creating shot lists, then working in small crews to direct and shoot the projects. Students will gain knowledge of new photographic techniques, moving the camera dynamically, and the ways in which the craft of editing and sound design can be used to support story.

FILMM-AD 202

Web Series Production

Spring 2016

Prof. G. Shimokawa

Prerequisite: FILMM-AD 101

This is a production class providing an exploration of the creative capabilities of producing and directing narrative work in a web-series format. Students will work with actors and learn to connect script and performance through the production of studio-based short projects. Written work will be developed and shaped in class and students will also be trained in working with the camera, sound and art direction. Students are encouraged to develop their web-series and write their scripts in FILMM-AD 107J Developing the Web Series.

FILMM-AD 209

Documentary Techniques and Production

Offered occasionally

Prerequisite: FILMM-AD 101

A practical introduction to creating compelling stories in which real people are the characters and real life is the plot. The academic study of classic documentaries is combined with craft training and a review of documentary film styles.

Practical exercises are assigned weekly. Working collaboratively in small production teams, each student completes a short documentary portrait. The course includes the introduction of digital filmmaking fundamentals: lighting, camera, and sound recording. The creative role of the editor is also emphasized. Students learn to understand how pacing, transitions, cuts, and continuity can enhance a documentary film.

FILMM-AD 215

Film Techniques: Story and Style

Offered occasionally

Prerequisite: FILMM-AD 101

This course is designed to give student filmmakers more authority in applying techniques to telling a story visually. These techniques include choice of locations, casting, color palette and production design, camera work, lighting, mise-en-scène, editing, and sound design. Emphasis is given to translating a script into techniques that create a coherent style. The course emphasizes weekly exercises (outside of class, with digital camera), critical readings, and close reading of clips from films produced around the world from the early 1900s to today.

FILMM-AD 216

Directing the Non-actor: Singular Drama

Spring 2016

Prof. S. Copti

This practical workshop offers students hands-on insight into the process of creating drama in a film using the human capacity to respond emotionally to a fictional situation. Students learn how to direct films that have a precise screenplay and a well-constructed plot in a way that brings non-actors to act out a story without being aware that they are being directed according to a pre-written script.

FILMM-AD 223

Documentary Techniques

Offered occasionally

The course provides a review of current documentaries and a comparison with those made in earlier decades. We examine influential works such as Robert Flaherty's *Nanook of the North*, propaganda films, cinéma vérité, social and educational documentaries, the personal documentary, re-enactment and dramatization, experimental works, and the unique voices of artists such as Errol Morris. The course explores the different genres of documentary filmmaking and identifies the specific elements employed in the context of their time, their objective, and their audience. The final project: a 5-7-minute documentary portrait of "a character work." This course also includes a final exam.

FILMM-AD 233

Docu-Fiction

Spring 2016

Prof. A. Gambis

Fact may or may not be stranger than fiction, but invariably both exert strong influences in creating narrative. The course explores how documentary and fiction are combined throughout history and in different cultures. We will examine the work of ten filmmakers who have merged both formats creating singular hybrid films. Dramatic reconstructions, manipulated imagery or fictional interstitials are frequently incorporated into documentaries to elevate realism. Conversely, fiction occasionally crosses over into documentary to create a sense of authenticity or truthfulness. Lastly, the division is sometimes completely eradicated making it difficult to distinguish the reality from the imaginary. Over the course of the semester, students will create their own docu-fiction short films. They will bring together fiction and non-fiction story elements reflecting on how each form complements the other.

FILMM-AD 301

Advanced Filmmaking

Fall 2015

Prof. S. Copti

Prerequisite: FILMM-AD 201

In this intensive course, Film and New Media majors will produce their Capstone short films. This course expands and nurtures the student's individual and unique voice as a filmmaker. With the emphasis on emotional responses to situations and scenes, we will learn how to translate scripts into shooting scripts and shot lists. We will explore different approaches in casting and working with actors and cover topics such as script breakdown, budgeting, location managing, and scheduling. Each student will learn the different roles and responsibilities of a film production crew by participating in all productions.

FILMM-AD 302

Capstone Greenhouse

Offered occasionally

This workshop is designed for Film and New Media majors who plan to make a film or new media project to fulfill their Capstone requirement. Students will explore a variety of forms through a series of written and visual exercises. The class will focus on screening and analyzing existing work, writing exercises, and producing visual exercises that will further the develop the capstone project. Students are expected to explore the UAE landscape and to incorporate relevant findings into their stories. This class is a "greenhouse" for Capstone projects and primarily focuses on the creative process and the development and testing of ideas. The class aims to develop one's personal voice in the context of particular themes.

MDMED-AD 110

Applications of Media

Crosslisted with Interactive Media

MDMED-AD 111

Mobile Media

Crosslisted with Interactive Media

MDMED-AD 302

New Media Lab

Crosslisted with Interactive Media

MUSIC-AD 215

Designing Sound for Scene and Screen

Prerequisites: MUSIC-AD 106 and MUSIC-AD 120

Crosslisted with Theater, Music

THEAT-AD 115

Directing the Actor

Crosslisted with Theater

THEAT-AD 230

Advanced Design and Production

Crosslisted with Theater

MDMED-AD 202

Experiential Video Art

Crosslisted with Interactive Media

CAPSTONE

FILMM-AD 390

Capstone Seminar

The capstone seminar provides third-year majors with the opportunity to research and develop the concept for their senior Capstone Project. Students are encouraged to integrate studies and practice with the intention of creating a time-based media project, including but not limited to single or multi-channel, multi-platform, documentary, experimental, live action or animated narrative. During the capstone seminar, students define the parameters of their projects and begin exploratory work that will culminate with a treatment, visual presentation and Capstone Proposal.

FILMM-AD 401

Capstone Project

Profs. W. Bednarz and D. Hudson

The capstone experience provides seniors with the opportunity to work closely with a faculty mentor and to produce a senior thesis project. Projects may range in form from a creative art project to a theoretical or historical research project. The capstone experience culminates in the public presentation of the Capstone Project. Students may also elect to participate in a Capstone Project with students majoring in other disciplines in the humanities, the natural and social sciences. Collaborating students work with a faculty member to define the overall goals of the group Capstone Project, as well as the particular goals of each participant.

History is the study of human experience, considered in relation to time and place. It is also a method of thinking characterized by its attention to the contexts in which people live and work. Students of history enter into an exciting world of debates about how best to understand past human experience—cultural, social, economic, and political—and the implications of different historical understandings for the present. Rethinking and revising accepted historical conclusions is one of the most important and compelling tasks of the historian.

The History major at NYUAD is itself designed to rethink and revise conventional features of the discipline. Students select from a range of courses that are roughly commensurate with global human experience. They also pursue historical study across a range of chronological and geographical scales—from short to long durées and from globally thematic courses that explore connections and comparisons among world regions, to regionally focused courses that offer an in-depth exploration of four long-standing zones of human interaction and imagination:

Indian Ocean World, which includes not just the areas and countries bordering the ocean basin but also the areas corresponding to the historic scope of the Ottoman and Mughal empires, Persia, parts of Central Asia, Southeast Asia, East Africa, and parts of the South Pacific.

Asia-Pacific World, which includes areas corresponding to the historic scope of the Mongol, Qing, and Russian empires, Northeast Asia, parts of Central and Inner Asia, parts of Southeast Asia, Australasia, and the Americas.

Atlantic World, which encompasses Europe (including Russia and the USSR), the Americas, West Africa, and the Caribbean.

Mediterranean World, which encompasses all those areas adjacent to the Mediterranean and contiguous seas, including the historic scope of the Habsburg, Venetian, and Ottoman empires, parts of southern and central Europe, North Africa, and the Near East.

Students wishing to develop regional expertise with regard to the history of Abu Dhabi and the UAE can do so by taking courses in the Indian Ocean and Mediterranean World categories; many of these regional courses also include experiential learning opportunities in the form of class trips.

All History majors develop a foundation of knowledge that is both genuinely globally comparative and regionally grounded. They also acquire the theoretical and methodological tools necessary to undertake their own historical research, using primary documents in ways that meet the highest intellectual standards. They learn to find, analyze, and interpret many different kinds of evidence; to organize it into a coherent whole; and to present it clearly in written or oral form. Having mastered historical methods of research and thinking, majors graduate well prepared for advanced study and teaching in history, and for the pursuit of many professions including policymaking, law, medicine, teaching, politics, diplomacy, and business.

History majors are required to take *Introduction to Global Histories* as well as *The Theory and Practice of History* (offered every fall semester, both courses must ideally be completed by the fall of junior year) and a minimum of six additional elective courses that meet the following distributive requirements: at least one global thematic course; at least two courses in each of two different regional areas (Indian Ocean, Asia-Pacific, Atlantic, and Mediterranean); and at least one course that primarily covers a period before 1800. The capstone project, also required for majors, is a two-semester sequence during senior year. Double majors writing their capstone project in a different program are required instead to take two additional history electives.

Students should take courses at global sites on topics not regularly offered at Abu Dhabi. Site selection depends on the interests and curricular needs of each student, which should be discussed with the student's major advisor.

Recommended semesters for study abroad are sophomore spring and junior spring. Students should be at NYUAD in the fall of junior year to work with faculty on capstone project idea development and take upper division major courses.

Furthermore, students will ideally take "Introduction to Global Histories" and "Theory and Methods" (required courses for the major) in Abu Dhabi in the fall semesters of sophomore and junior year, respectively.

Concentration in History

The goal of the concentration in History is to provide students with both a foundation of historical knowledge and a familiarity with the sources and methods on which historians draw. The concentration in History is useful preparation for the many professions that benefit from analytical thinking and argumentation, including politics, law, medicine, diplomacy, and business. The concentration requires four courses as listed below.

REQUIREMENTS FOR THE CONCENTRATION IN HISTORY

4 courses, distributed as follows:

- 1 Global thematic course or Introduction to Global Histories
- 2 Courses in a single regional area (Indian Ocean, Asia-Pacific, Atlantic, or Mediterranean)
- 1 Elective

HISTORY

SAMPLE SCHEDULE

Remember that this is only one possible path to complete this major.

REQUIREMENTS FOR THE MAJOR

10 courses, distributed as follows:

- | | | |
|---|---|---|
| 2 | Required Courses:
Introduction to Global Histories; Theory and Practice of History | in 2 different regional areas including 1 Pre-1899 course |
| 2 | Capstone: Seminar and Project | |
| 6 | Electives: including 1 global thematic course; 2 courses | |

YEAR 1

Fall Semester				January Term
CORE	CORE	GENERAL ELECTIVE	GENERAL ELECTIVE	
Spring Semester				GENERAL ELECTIVE
CORE	CORE	GENERAL ELECTIVE	HISTORY ELECTIVE	

YEAR 2

Fall Semester				January Term
CORE	CORE	GENERAL ELECTIVE	INTRO TO GLOBAL HISTORIES	
Spring Semester				GENERAL ELECTIVE
CORE	GENERAL ELECTIVE	GENERAL ELECTIVE	HISTORY ELECTIVE	

YEAR 3

Fall Semester				January Term
CORE	THEORY AND PRACTICE OF HISTORY	HISTORY ELECTIVE	HISTORY ELECTIVE	
Spring Semester				GENERAL ELECTIVE
GENERAL ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE	HISTORY ELECTIVE	

YEAR 4

Fall Semester			
GENERAL ELECTIVE	GENERAL ELECTIVE	HISTORY ELECTIVE	CAPSTONE SEMINAR
Spring Semester			
GENERAL ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE	CAPSTONE PROJECT

HISTORY COURSES

REQUIRED FOR MAJORS

HIST-AD 101
History and Globalization
Offered every Fall
Fall 2015
Prof. M. Swislocki
 History offers a unique perspective on the process of globalization, by virtue of its insistence that human experience be understood in its spatial and temporal contexts. Rigorous global history questions and even supplants common understandings of globalization as Westernization. But how does History do this, and can a global historical framework enhance all forms of historical, humanistic, and social scientific inquiry? Following an assessment of foundational modern Western frameworks for understanding world history, including those of Marx and Hegel, students examine how and why people around the world have variously embraced and rejected such foundational accounts. Readings address all world regions, including Asia, Africa, the Americas, Asia, Europe, the Middle East, and Oceania, and familiarize students with state-of-the-art knowledge about globalization and how to write its history. This is a required course for History majors and relevant for students studying globalization across the curriculum.

HIST-AD 102
Theory and Practice of History
Offered every Fall
Fall 2015
Prof. A. Minsky
 What is history? This course offers an introduction to theories and practices of history. Students engage with a wide array of sources (written documents, material artifacts, oral histories, and visual culture), are introduced to methods of archival research, and learn to critically assess the influence of such elements as narrative, rhetoric, underlying interests and perspective on the reliability of historical accounts. Recommended for declared history majors during junior year.

GLOBAL THEMATIC ELECTIVES

HIST-AD 110
Global Cold War
Offered every other year
Prof. M. Kirasirova or Prof. M. Klimke
 The subject is the Cold War as global conflict. The course focuses on Europe and the Global South, as well as on the United States and the Soviet Union. It examines issues in international politics and diplomacy, nuclear rivalry and the culture of the bomb, Cold War economic competition and development policies, and the impact of the Cold War on culture and gender in various countries.

HIST-AD 111
Global Environmental History
Offered every other year
Prof. L. Minsky
Crosslisted with The Environment
 What are the major causes of deforestation, pollution, and climate change? When and where did these, and other pressing environmental concerns, have their origins? What can history teach us about how we might best address these issues in the present? This course offers a comprehensive overview of the world's environmental history with a focus on the period from 1500 C.E. to the present—a time marked by a dramatic intensification in the use of land, water, and energy resources. The course's central goal is to understand the relationships between globalization, natural resource and energy use, and environmental change, and to explain how these relationships unfolded, and continue to unfold, differently in major world regions, including the Gulf. By incorporating material from the fields of ecology, biology, geology, demography, economics, political science, and anthropology, this course also provides students with important historical grounding in the multidisciplinary field of global environmental studies.

HIST-AD 112
Global Health Histories
Offered every other year
Prof. L. Minsky
 What are the major causes of epidemics and pandemics including HIV/AIDS, Ebola, Malaria, Bubonic Plague, Cholera, Diabetes and Cancer? When, where, and why did these diseases, among others, establish themselves in humans and spread? What can history teach us about the most effective ways to reduce the number of lives that they claim? This course explores the historical relationships between globalization, economic development, and public health and medicine. It highlights important connections between the ways in which people understand the underlying causes of sickness—explanations that are at once cultural and political—and the particular approaches to

healing and disease prevention that they adopt. Paying special attention to these dynamics in the global Gulf, students consider both biomedical approaches and those conventionally classified as “traditional” and “folk” medicine.

HIST-AD 114
Global Sixties
Offered every other year
Prof. M. Klimke

This course explores the artistic and intellectual avant-gardes, counter-cultures and protest movements of the 1960s and the early 1970s from a global perspective, assessing their impact on individual identities, social and gender hierarchies, domestic politics and international relations during the Cold War. It traces the history of the various protest movements and explores a plethora of national experiences with respect to domestic and transnational networks of dissent as well as global imaginaries. Taking into account the aesthetics and performativity of protest, the course examines the role of cultural practices, action repertoires, the media, visual representations, lifestyle and fashion, the politics of memory, and the impact of dissent on political decision-makers and society at large.

HIST-AD 115
Topics in Global History
Offered occasionally
Crosslisted with The Ancient World
Course topics may include: slavery; world history of science and technology; global history of women and gender; labor migrations; global revolutions; history of the modern city; empire and globalization; the industrial age; consumption and modernity; pirates and piracy in world history; opium; and others.

HIST-AD 116
Global Revolutions 1789-1989
Offered every other year
Prof. A. Minsky
The course explores the phenomenology, theory, and practice of revolution from the French Revolution to the fall of Soviet communism. It seeks to answer three fundamental questions: What are the underlying causes of revolution; how and why do revolutions migrate or undergo cultural translation; and to what extent have revolutions become the catalyst for societal (dis-/re-)organization in modernity. Students develop dexterities in close reading and interpretation of historical primary sources, as well as major theoretical works by Tocqueville, Marx, Lenin, Arendt, Fanon, and Khomeini.

HIST-AD 117
Urbanism and Modernity: Paris, Istanbul, Berlin
Offered every other year
Spring 2016
Prof. N. Roth
Crosslisted with Urbanization
This course explores the emergence of the “modern city” in three significant urban centers (Paris, Istanbul, Berlin) in relation to the demographic, economic, and political pressures of the nineteenth and twentieth centuries. Attention is given to the foundations of community, the changing uses of public space, the appearance of new strategies of urban planning, and the contested process of defining the “modern” within a specific local culture.

HIST-AD 120
World War II in Global Perspective
Offered every other year
Fall 2015
Prof. N. Roth
The Second World War was the most destructive in human history and has become a touchstone for historical understanding in the postwar period. This course seeks to examine not only the strategic decisions of major belligerent states (Germany, the Soviet Union, Japan, Britain and the United States), but also the transformative power of the war in societies across the globe. Course topics will include the experience of soldiers and civilians, the mobilization of populations within far-flung empires, the use of new weapons and occupation strategies, and the critical social and political consequences of the war on populations across Europe, Asia, Africa, America and the Middle East.

HIST-AD 180J
War and Revolution: Case Studies in the Origins of the Contemporary World
January 2016
Professors R. Berdahl and A. Kimball
Two historically paired phenomena, war and revolution, are together a central long-term historical force in the creation of the modern world. In some instances, revolution has led to war; in others, war has produced revolution. A series of case studies will examine the reciprocal relationship of war and revolution. We will study recurring themes in the context of war and revolution: how ideology and religion both give rise to conflicts that produce the modern state and how modern states have been challenged by revolts stemming from new ideologies; how militarism and the anticipation of war itself acts as a revolutionary force in society; how military defeat has often unleashed revolution; how mobilization for total war has produced a managerial revolution. The roots of the linkage of war and revolution lie in the Thirty Years War (1618-1648), with its religious conflict and subsequent creation of sovereign states. The course will carry forward the study of

this linkage through the following three centuries into the “second thirty years war” (1914-1945) and beyond.

HIST-AD 181J
A History of OPEC
January 2016
Prof. G. Garavini
Cross-listed with Arab Crossroads Studies
Contrary to common beliefs, OPEC (the Organization of the Petroleum Exporting Countries) is not an organization of Arab oil exporters, but a global organization with members located in Latin America, Africa and the Middle East (including the important non-Arab country of Iran). OPEC, often defined as a “cartel”, is an organization of sovereign states that coordinate their policies on a crucially important natural resource. What it does affects directly both the global economy and the environment. The course will consider the evolution of OPEC from an organization of “Third World” countries, when it was created in 1960, to an organization that includes today some of the wealthiest countries in the world. The different cultures and attitudes of its members, the clashes as well as moments of cooperation with consuming countries will be highlighted. Questions and concepts such as “rentier state”, “resource curse”, “conservationism”, “Dutch disease”, “limits of growth”, will be discussed and informed by relevant literature (and possibly archival material), images and documentaries.”

REGIONAL COURSES: INDIAN OCEAN WORLD

HIST-AD 124X
Islam in the Indian Ocean World
Offered every other year
Spring 2016
Prof. L. Minsky
Islamic Studies
Why do most of the world’s Muslims live in the Indian Ocean world – a region often referred to as the ‘cradle of globalization’? How, specifically, did Islam spread in relation to the extension and intensification of agriculture and trade? What diverse forms have Islamic ideas, institutions, practices, and subjectivities taken in this expansive world region? What, additionally, is the relationship between Indian Ocean Muslims’ beliefs and practices and those of the followers of other religions, including Hinduism, Buddhism, and Christianity? This course addresses these questions by engaging with cutting-edge scholarship from the fields of global, Indian Ocean, and Islamic history, as well as a wide variety of primary source materials. Throughout, students also probe the relationship between power and the production of knowledge about Islam.

HIST-AD-127X
South Asia in the Indian Ocean World
Offered every other year
Prof. L. Minsky
Islamic Studies
This course offers an opportunity for in-depth study of the history and culture of the South Asians who comprise the majority population of the UAE. Situated at the center of the Indian Ocean world, the Indian subcontinent is currently home to over a billion people, and is the site of richly interconnected histories with regions around the wider Indian Ocean, including the Gulf. The course explores these histories, with a focus on understanding major cultural, political, economic, and environmental connections and changes as they affected ordinary people (including migrant laborers) and shaped the nature of collective identities (ethnic, national, religious, caste, class, gender, regional, and linguistic) over time. In developing an understanding of how collective identities were produced historically, students ultimately acquire valuable tools for appraising and navigating competing models of nationalism, cosmopolitanism, and universalism in the wider Indian Ocean world today.

HIST-AD 129
Topics in Indian Ocean History
Offered occasionally
Course topics may include: Southern Africa; trading networks of the Indian Ocean; colonialism, imperialism, and nationalism in the Middle East; the Portuguese seaborne empire; Iran past and present; Southeast Asia; and others.

HIST-AD 130JX
Islam in Africa
Offered occasionally
Crosslisted with History: Atlantic World
Islamic Studies
Drawing on both secondary and primary sources, this course begins with an examination of the history of Islam in Africa, focusing primarily on developments in the western Sudan, al-Maghrib, and East Africa. Introduced by merchant activity in the eighth century CE, Islam by the fifteenth century had become the religion of ruling elites throughout much of the western Sudan and along the East African littoral, where it was the foundation for a celebrated urban development. A sustained period of Islamic reform ensued in the western Sudan from the seventeenth through the nineteenth centuries, coterminous with the transatlantic slave trade, whose end arguably stimulated slaving activity across the Sahara and Indian Ocean (activity that long antedates that of the Atlantic). By means of these various trades and other mechanisms, many African Muslims were transported into the Americas as well as the Indian Ocean, and the course will follow their experiences as well as their legacies among African-descended

populations, concluding with a consideration of their relationship, as well as that of Africa itself, to developments in the broader Muslim world up to the present day.

HIST-AD 131X

Muslim Societies in African History

Offered occasionally

Prof. E. Pettigrew

Crosslisted with Arab Crossroads Studies, History:

Atlantic World

Islamic Studies

The objective of this course is to trace and understand the history of Islam as a religious tradition and Muslim societies in Africa as part of a larger world. This course surveys the history and historiography of Islam in Africa from its arrival in North Africa in the seventh century through the present day in postcolonial Africa while also paying attention to continuing points of contact and exchange between Muslims in Africa across the Sahara as well as the Atlantic and Indian Ocean worlds. Students will examine the history of Islam in Africa in light of issues such as conversion, interactions with other religious traditions, reform movements, slavery and race, education, gender, European colonial rule, and postcolonial politics. Possible sources for the course include Arab geographical and travel accounts, juridical texts debating social categories of race, slavery and gender, regional chronicles reflecting the interface between Islam and local African religious traditions, colonial reports revealing fears of Islam as a unifying force across empires, and audio recordings of religious sermons.

HIST-AD 132

Silk Roads Past and Present

Offered occasionally

Crosslisted with Anthropology, History: Asia-Pacific World

Fulfills pre-1800 requirement

Aspects of the Silk Roads from ancient times to the very recent past, including actual conditions and representations, accurate, and imagined. For centuries travelers have moved between China, India and points west along the various ancient routes that became known as the Silk Roads. The area they covered, corresponding to most of today's Central and Inner Asia, remains a contested area drawing global attention from various powers vying for control.

HIST-AD 148

Asian Borderlands

Offered every other year

Prof. M. Swislocki

Crosslisted with History: Asia-Pacific World

HIST-AD 150

Africa before 1850

Offered every other year

Prof. P. Monaville

Crosslisted with History: Atlantic World

HIST-AD 151

Africa since 1850

Offered every other year

Prof. E. Pettigrew

Crosslisted with History: Atlantic World

HIST-AD 152

Love in Africa

Offered regularly

Prof. P. Monaville

Crosslisted with History: Atlantic World

HIST-AD 153

“How to save Africa?” History of Salvation Projects in Africa from the Abolition of the Slave Trade to Kony2012

Offered regularly

Spring 2016

Prof. P. Monaville

Crosslisted with History: Atlantic World

HIST-AD 154

African History through Film and Literature

Offered every other year

Prof. E. Pettigrew

Crosslisted with Literature and Creative Writing, Film and New Media, History: Atlantic World

HIST-AD 179J

Science and the Sea

January 2016

Profs. L. Minsky and E. Staples

Crosslisted with Arab Crossroads Studies

This course is a journey—both a physical one aboard a reconstructed sailing dhow from Muscat to Masirah Island, and an intellectual one exploring the historical relationship between human interaction with the Arabian Sea and the development of the sciences of astronomy, meteorology, geography, and medicine. The course features sailors as scientists who, in successfully navigating the Sea, contributed in important ways to both the production and the practice of these sciences. The course also explores the Arabian Sea as an “information super-highway” for the cross-cultural movement and exchange of scientific knowledge, institutions, and practices. It concludes by considering the extent to which Europeans simultaneously became dependent upon, and worked to remake and redefine, both the region's science and the stories that we tell about its history. Co-taught by two historians, students will learn from historical lectures; reading excerpts from academic articles/books and a range of primary sources; hands-on instruction and participation in celestial navigation, weather forecasting,

and sailing techniques; the lived experience of provisioning, healing, and life-ways aboard a vessel and in port; conducting oral histories with sailors; and listening to maritime songs and music.

Note: This course counts as a study away J-term.

ACS-AD 208JX

Oasis, Coast and Mountain: Landscapes of History and Culture in the UAE and Oman

January 2016

Profs. S. Caton and D. Scott

Crosslisted with Arab Crossroads Studies

Islamic Studies

MDANC-AD 112

Archaeology of the Near East from the Origins of Agriculture to Alexander the Great

Offered every other year

Prof. F. Kidd

Crosslisted with The Ancient World, Arab

Crossroads Studies, History: Mediterranean World

MDANC-AD 114X

Alexander and the East: Central Asia and the Mediterranean from the Achaemenid Period to the Early Medieval Period (6th Century BCE - 8th Century CE)

Fall 2015

Prof. F. Kidd

Crosslisted with The Ancient World, Arab

Crossroads Studies, History: Mediterranean World

REGIONAL COURSES: ASIA-PACIFIC WORLD

HIST-AD 140

Made in China

Offered occasionally

Prof. M. Swislocki

Fulfills pre-1800 requirement

How do you build a country for 1.4 billion people? You make things, and not only things like consumer goods for export, but, houses, and food, and clothing, for starters, and...well...more babies, as well as money and borders, and art and literature. How do all these things get made in China? Why are there so many people? Who feeds them? Why does the Great Wall run through the middle of the country? How did China get so poor, and what is making it so rich, again? And why are Chinese restaurants as ubiquitous as Chinese manufactured goods? This course addresses many things you always wanted to know about China and can now ask (in an historical perspective).

HIST-AD 141

Eurasian Empires

Offered occasionally

Fulfills pre-1800 requirement

Explores empires that have emerged, expanded, and competed in Eurasia. Topics include the Turkic, Xiongnu, and Mongol empires; their technological

achievements, imperial strategies, intersections with empires, peoples and cities on their edges, as well as the impact of these empires on politics and culture across Eurasia.

HIST-AD 142

Russia's Multiethnic Empire

Offered every other year

Prof. M. Kirasirova

What was it that kept the Russian empire together for centuries? This course is designed as a survey of Russia's multiethnic empire from the conquest of the Khanate of Kazan to the early Soviet-era formation of the “affirmative action empire.” Topics to be covered include patterns of imperial expansion, gender and the nature of autocratic authority, religious institutions and practices, colonialism, intellectual debates and key thinkers, serfdom and emancipation, radicalism and the revolutions of 1905 and 1917, early Soviet nationalities policies, the “New Soviet Person,” and revolutionary culture.

HIST-AD 144

Topics in Asia-Pacific History

Offered occasionally

Course topics may include: ancient China; the Mongols; food and drugs in Chinese history; Mao Zedong; history of Vietnam; Asian diasporas past and present; Japan in World War II; Pacific Rim history; and others.

HIST-AD 145J

Food and Drugs in Chinese History

Offered occasionally

Prof. J. Waley-Cohen

Fulfills pre-1800 requirement The goal of this course is to examine Chinese society and culture through the lens of the consumption of food and drugs and to elucidate the central role played at different times by food and drugs in Chinese culture and its representations. We examine the role of food and drugs in Chinese social, cultural, economic, and political history, with an emphasis on the pre-modern period. Topics may include the relationship of health and diet; food in religious and ritual practice, gastronomy, consumption and the material culture of food and drugs, restaurants and catering; famine; imperial dining practices; tobacco smoking; opium smoking, cultivation, and elimination; the Opium Wars; and food, drugs, and identity, including the global association of China with food and with opium.

HIST-AD 147

Environmental History of China

Offered every other year

Prof. M. Swislocki

Crosslisted with The Environment

Will China “choke the world”? The goal of the course is to identify the best ways of asking and answering questions about the widespread

environmental challenges that are seemingly inherent in China's economic development. Are the challenges new to Chinese history—particular to modernization—or are they rooted in long-standing patterns of land use and resource exploitation? How to do we square the history of damage wrought to nature with the equally salient history of “Asian” notions of “living in harmony” with nature, exemplified by philosophical Daoism and millennia of poetic and painting traditions extolling the beauty and wonder of nature? Who, moreover, is entitled to do what with and about the environment: what are the roles of the state?; of scientists and engineers?; of humanists? The course doubles as an introduction to the history of China, and to the multidisciplinary field of environmental studies.

HIST-AD 148

Asian Borderlands

Offered every other year

Prof. M. Swislocki

Crosslisted with History: Indian Ocean World

How do we write the histories of peoples and places without states, societies that lie within the “borderlands” separating larger powers? This course looks closely at borderlands between China and other sovereign states, and borderlands between upland and lowland peoples in and around the region that some scholars call “Zomia,” the elevated parts of mainland Southeast Asia that often lie beyond the reach of governments based in lowland population centers. The course readings raise questions about indigeneity, migration, and state-building in what may be the most ethnically diverse part of the world. It tests the heuristic limits of key historical categories like nation, state, and citizenship, and further explores alternative notions of political and cultural community.

HIST-AD 132

Silk Roads Past and Present

Offered occasionally

Fulfills pre-1800 requirement

Crosslisted with History: Indian Ocean World

ACS-AD 205J

Arab Crossroads in China

January 2016, Shanghai

Prof. Z. Ben-Dor Benite

Crosslisted with Arab Crossroads Studies

MDURB-AD 124J

Urban Form of Shanghai

January 2016, Shanghai

Prof. M. Swislocki

Crosslisted with Urbanization

REGIONAL COURSES: ATLANTIC WORLD

HIST-AD 150

Africa Before 1850

Offered every other year

Prof. P. Monaville

Crosslisted with History: Indian Ocean World

Fulfills pre-1800 requirement

This course is a survey of African history before the continent's colonization by European imperialist powers in the 19th Century. The course will explore the African past in its diversity. Students will explore the continent's political complexity and social creativity across a period of several millennia. The class will consider the impact of gender, religion, healing practices, trade, mobility, and the environment on major historical developments in Africa before 1850. Among other themes, students will learn about the history of ancient African civilizations, the history of Islam and Christianity on the continent, the development of state-cities on the Swahili coast, and the destructive and transformative impact of the Atlantic slave trade in West and West-Central Africa. The course will also introduce students to African history's methodology and to the use of linguistic, material, and oral sources in the writing of history.

HIST-AD 151

Africa Since 1850

Offered every other year

Prof. E. Pettigrew

Crosslisted with History: Indian Ocean World

This course is a survey of African history since 1850, a date marking the period just after the abolition of the trans-Atlantic slave trade by European powers and also the eve of European colonization. The course will introduce students to the major themes of African history during the colonial and postcolonial eras through a series of case studies. The course will focus on historical developments such as the end of the external and continuation of the internal slave trades, the process of European colonization, religious conversion and reform movements, the period of independence, national politics during the Cold War, urbanization, and AIDS. We will also examine various themes, such as local and imposed notions of race and ethnicity, lived experiences of and Africans' responses to colonialism on the continent, cultural traditions, issues of gender and class, political resistance, and issues of health and healing. The course will also address African history's methodology and to the use of ethnographic, material, and oral sources in the writing of history.

HIST-AD 152

Love in Africa

Offered regularly

Prof. P. Monaville

This course focuses on love in Africa, from the late 19th Century to the present. By doing so, the course introduces students to a multiplicity of themes in African history, from the history of gender and sexuality to popular culture, generational conflicts, and the AIDS epidemics. Studying love is central to understanding how Africans have imagined and lived their lives as gendered individuals and members of their societies, often in the face of oppressive colonial regimes and strenuous living conditions. We will study love in its various declensions: as an emotion and expression of intimacy (the notion of romantic love), as virtue (love in theological and political discourses), as a set practices at the chore of conjugality and sexuality, and as an object of debate in the public sphere. Students will learn how to historicize affects and their relationships to society, politics, and economy. We will read fiction and primary sources, watch movies, and discuss recent academic works that will help us understand change and continuities in how individuals and communities across Africa have defined, debated, and experienced love.

HIST-AD 153

“How to Save Africa?” History of Salvation Projects in Africa

Offered regularly

Spring 2016

Prof. P. Monaville

This course is a critical exploration of humanitarian intervention projects in Africa from the abolition of the slave trade to Kony 2012. Students will learn about the history of antislavery campaigns, missionary Christianity, colonial development, postcolonial conflict interventions, and contemporary projects about human rights. We will use recent scholarship to discuss these diverse projects and their historical contexts. We will also closely read a set of primary sources—memoirs, newspaper articles, and films—and we will subject them to similar questions: what did Africa need to be delivered from? Who were the agents of redemption? What were the effects of the salvation projects? How did Africans react to them? The goal of this course is to deconstruct the prejudices about Africans embedded within salvation projects and to explain how these campaigns have been part of the larger dynamics of power that have defined Africa's position in the world before, during, and after the European colonization of the continent.

HIST-AD 154

African History through Film and Literature

Offered every other year

Prof. E. Pettigrew

Crosslisted with Literature & Creative Writing, Film & New Media, History: Indian Ocean World

This course introduces students to the major themes of African history through film, literature, and music. Beginning with recordings of oral tradition originating in the early empire of Mali to novels addressing the roles of African colonial intermediaries and apartheid in South Africa, students will engage with a variety of sources of cultural and artistic nature. The course will focus on historical developments such as the Atlantic and internal slave trades, the process of European colonization, religious practice, decolonization, genocide and migration, urbanization, and AIDS. We will also examine various themes, such as local and imposed notions of race and ethnicity, lived experiences of and Africans' responses to colonialism on the continent, issues of gender and class, and political resistance. Our broad goal is to investigate to what extent long-term historical dynamics determine the present. Students will not only watch films, listen to music, and read literature, but also read reflections on the methods of using these sources as a way of studying the history of Africa. Course requirements provide students with a language and historical framework for understanding the dynamic history of the continent.

HIST-AD 155

Euro-American Empires, 1492-1821

Offered occasionally

Fulfills pre-1800 requirement

Examines European expansion in the early modern period and the creation of an interconnected Atlantic world with particular emphasis on North America and the Caribbean; the roles of Europeans, American natives, and Africans in forming systems of trade and patterns of settlement; the evolution of slavery; and the development of new political structures, changing religious beliefs, and evolving family relationships in America. The course also assesses the imperial context of these developments.

HIST-AD 156

Colonial Latin America and the Atlantic World

Offered regularly

Fall 2015

Prof. M. Bowen-Silva

Fulfills pre-1800 requirement

This course introduces students to the colonial origins of Latin America and examines their impact on the region's development until the present. It follows the unfolding and demise of a new social order under European rule over a period spanning from the 16th-century conquest through the early 19th-century wars of independence, highlighting

international and global connections that shaped this region's social, cultural, and political history. Specific topics covered include Pre-Columbian worlds, Indian-European confrontations and negotiations, the Catholic Church and popular religiosity, patriarchy and honor codes, racial dynamics and slavery, the development of capitalism, anti-colonial struggles, imperial rivalry, reform and decline, as well as colonial legacies.

HIST-AD 157

The Holocaust: The Third Reich and the Jews

Offered occasionally

This course offers a historical investigation of the evolution of Nazi policies toward Jews; of Jewish behavior in the face of those policies; and of the attitudes of other countries, both within and outside the Nazi orbit, toward the situation of Jews under the rule of the Third Reich.

HIST-AD 158

Arts and Politics in Modern Latin America (1780 to the present)

Offered regularly

Spring 2016

Prof. M. Bowen-Silva

The course explores the relationship between arts and politics in modern Latin America. It focuses on the role played by the arts in some of the region's main political processes, such as state formation, revolutions, and modernization. The course traces the intellectual and social repercussions of theater plays, music, literature, and the visual arts in Latin American societies. Specific themes include baroque and neoclassical poetics, nationalism, modernism, race and ethnicity, avant-gardes, memory, and truth.

HIST-AD 162

Topics in Atlantic History

Offered occasionally

Course topics may include The Enlightenment; American colonial history; Atlantic immigration; race, gender, and sexuality in U.S. history; African-American history; New York City past and present; women and slavery in the Americas; the New Deal; and others.

HIST-AD 163

Ideas into Ideologies: Nineteenth-Century German Ideas and Their Global Legacies

Offered occasionally

Prof. A. Minsky

What makes ideas historical? How do ideas travel beyond their originating contexts and become embedded in different temporal, linguistic, and cultural settings, often with vastly unexpected consequences? How do intellectuals feature as cultural agents and producers of ideology in such processes? The course explores these and other issues by following the trajectories of some influential ideas articulated in German letters

during the "Long Nineteenth Century" (1789-1914) and seeks to explain the diverse European and global legacies they inspired during and after this period. Focusing on the interplay between theory and practice, the course investigates how such ideas changed in the course of their dissemination, appropriation, and re-interpretation, in ways that radically transformed the modern world.

HIST-AD 167

United States in a Transnational and Global Perspective 1: America and the World until 1898

Offered every other year

Prof. M. Klimke

Rethinking the traditional narratives of U.S. history, this course explores America's past from a transnational and global perspective. Chronologically, it covers America's interaction with the wider world from the earliest European settlements to the Spanish-American War of 1898, examining the Colonial Period, the Revolutionary War, the founding of the republic, the War of 1812, westward expansion, as well as the Civil War, the abolition of slavery, and Reconstruction. Readings and classroom discussions focus on the major political, economic, and cultural forces that shaped the process of American nation-building, reevaluating the allegedly "exceptional" elements of U.S. history in relation to networks, identities, and events that transcended the nation-state.

HIST-AD 168

United States in a Transnational and Global Perspective 2: America and the World since 1898

Offered every other year

Prof. M. Klimke

Rethinking the traditional narratives of U.S. history, this course explores the country's past from a transnational and global perspective. Chronologically, it covers America's interaction with the wider world from the Spanish-American War to the presidency of Barack Obama, examining America's emergence as a global power leading up to World War I, the progressive reform movement, the Great Depression and the New Deal, World War II, the Cold War, the African American civil rights struggle, the political turmoil of the 1960s, Watergate, as well as the "conservative revolution" of the 1980s, the end of the Cold War and America after 9/11. Readings and classroom discussions focus on the major political, economic, and cultural forces that shaped the "American century" and the country's present, reevaluating the allegedly "exceptional" elements of U.S. history in relation to networks, identities, and events that transcended the nation-state.

HIST-AD 169

From the "Chilean Road to Socialism" to the Pinochet Era: Chile and the Global Cold War

Offered every other year

Prof. M. Bowen-Silva

Crosslisted with Political Science

This course explores some of Latin America's most significant social and political events during the Cold War: the democratic election in 1970 of a Marxist president in Chile, his overthrow by a military coup d'état in 1973, and the installation of a military regime led by General Augusto Pinochet that lasted until 1989. During this period, Chile attracted the world's attention for many different reasons. Among them was the experimental nature of its social and political transformations, namely a democratic transition to socialism, as well as the authoritarian implantation of neo-liberal policies. This course seeks to understand both of these experiments, focusing on their global connections beyond the well-known diplomatic tensions of the Cold War. Along with an analysis of Chile's social structure, political system, and economic history, this course will highlight the importance of gender roles, subaltern agency, and popular movements. Finally, the course will also address the traumatic dimension of Chile's Cold War experience through the study of violence, truth, and memory during Pinochet's regime.

HIST-AD 130JX

Islam in Africa

Offered occasionally

Crosslisted with History: Indian Ocean World

Islamic Studies

HIST-AD 131X

Muslim Societies in African History

Offered occasionally

Prof. E. Pettigrew

Crosslisted with Arab Crossroads Studies, History:

Indian Ocean World

Islamic Studies

HIST-AD 142

Russia's Multiethnic Empire

Offered every other year

Prof. M. Kirasirova

Crosslisted with History: Asia-Pacific World

REGIONAL COURSES: MEDITERRANEAN WORLD

HIST-AD 171

The Ancient Mediterranean World

Offered occasionally

Prof. F. Kidd

Crosslisted with The Ancient World

Fulfills pre-1800 requirement

The ancient Mediterranean, from Spain to Egypt and the Levant, is the cradle from which Western civilization grew. This course covers the different

cultures of the region, with particular interest in their interaction and the conquest of the entire region by Rome. The course examines the complex dynamics of Rome's relationship to its subject peoples, as Roman trappings were overlaid upon native traditions.

HIST-AD 172

The Crusades

Offered every other year

Prof. J. Stearns

Crosslisted with Arab Crossroads Studies

Fulfills pre-1800 requirement

The history of the Crusades (1095-1291 C.E.) is an important chapter in European imperialism and a manifestation of deep religious conviction. Examines the background in Europe leading to the Crusades; the social, political, and economic situation in the eastern Mediterranean before the Crusades; the fortunes of the Crusader (Latin) Kingdom of Jerusalem; and the reactions of Europeans and Easterners to one another. Examines and reevaluates the legacy of the Crusades on both the Eastern and the Western worlds.

HIST-AD 173

Central Asia and the Middle East

Prof. M. Kirasirova

Crosslisted with Arab Crossroads Studies

Fulfills pre-1800 requirement

This course examines the interconnected histories, cultures, and societies of Central Asia and the Middle East. It will begin with an overview of the Mongol empire and its legacies in Central Asia and the broader Muslim world. We will compare the emerging post-Mongol Eurasian and Ottoman states through the lenses of law, political legitimacy, succession, and ruling institutions. We will then compare Russian and Ottoman civilizing missions, imperial nationalisms, treatments of sectarianism and ethnic minorities, constitutionalisms, public health policies, responses to Islamic modernism, Marxist and other radical leftist ideas, and women's emancipation. The course will conclude by considering how post-imperial modernization projects transformed identity, gender, and religion in Central Asia and the Middle East.

HIST-AD 176

Topics in Mediterranean History

Offered occasionally

Topics may include history of Egypt; the Roman Empire; religion and culture from Alexander to Muhammad; Venice and the Mediterranean; premodern science; Western expansion in the Eastern Mediterranean, 11th-15th centuries; Napoleon; modern Greek history; Israel and Palestine; and others.

HIST-AD 177J

Renaissance Humanism and Humanity Today

Fulfills pre-1800 requirement

This intellectual history course examines the emergence of Renaissance humanism, particularly in Florence from Petrarch to Pico and Machiavelli, by examining the political and cultural foundations of humanism, the turn toward Ancient Greece and Rome, and the establishment of a human-centered point of view in poetry, philosophy, religious thought, and art. What picture of the human being emerged with this turn? How did the turn toward the Classics contribute to the development of modern humanism? How was this humanism itself taken up in the Enlightenment and the development of modern education systems, and what remains of humanism today?

HIST-AD 178

Cold War in the Middle East

Offered every other year

Prof. M. Kirasirova

Crosslisted with Arab Crossroads Studies

This seminar explores the involvement of the United States and the Soviet Union in the Middle East from the nineteenth century down to the near-present, with emphasis on the Cold War period. We will consider different—sometimes conflicting—interpretations of the sources, character and consequences of US and Soviet foreign policy in this part of the world, along with the images and representations of the Middle East and its peoples that have informed (and, some argue) helped shape American and Soviet policy and public debates.

ACS-AD 131X

Emergence of the Modern Middle East

Spring 2016

Prof. M. Michael

Crosslisted with Arab Crossroads Studies

Islamic Studies

ACS-AD 201X

Making of the Muslim Middle East

Fall 2015

Prof. J. Stearns

Crosslisted with Arab Crossroads Studies

Islamic Studies

ACS-AD 202

Paradise Lost: Muslims, Christians and Jews in al-Andalus

Spring 2016

Prof. J. Stearns

Crosslisted with Arab Crossroads Studies

ACS-AD 204J

Interwoven Pasts of Spain and Morocco

Prof. J. Stearns

Crosslisted with Arab Crossroads Studies

ACS-AD 206X

Jews in the Muslim World in the Middle Ages

Crosslisted with Arab Crossroads Studies

Islamic Studies

Fulfills pre-1800 requirement

ACS-AD 208JX

Oasis, Coast and Mountain: Landscapes of History and Culture in the UAE and Oman

January 2016

Profs. S. Caton and D. Scott

Crosslisted with Arab Crossroads Studies

Islamic Studies

ECON-AD 214X

Economic History of the Middle East

Prof. R. Allen

Prerequisites: ECON-AD 101 or Economics

Placement Test

Crosslisted with Economics, Arab Crossroads

Studies

Islamic Studies

MDANC-AD 112

Archaeology of the Near East from the Origins of Agriculture to Alexander the Great

Prof. F. Kidd

Crosslisted with The Ancient World, Arab

Crossroads Studies

Fulfills pre-1800 requirement

MDANC-AD 114X

Alexander and the East: Central Asia and the Mediterranean from the Achaemenid Period to the Early Medieval Period (6th Century BCE–8th Century CE)

Fall 2015

Prof. F. Kidd

Crosslisted with The Ancient World

Islamic Studies

Fulfills pre-1800 requirement

The course explores relations between the various steppe and oasis cultures in Central Asia and the Mediterranean world from the Achaemenid period up to the early Middle Ages. These relations are characterized by a broad spectrum of different forms of contact and exchange.

Direct contacts were established, for example, by military campaigns, diplomatic exchanges, migrations or colonization. Less direct forms

of cultural transmission resulted from complex transcontinental trade flows. The course will focus on the consequences which different forms of communication with the Mediterranean had on Central Asian art and material culture. We will consider topics such as urbanism, architecture, iconography, and historiography as well as specific aspects of material culture including ceramics, arms and costume.

TOPICAL RESEARCH

HIST-AD 298

Directed Study

Closely supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in a substantial paper.

HIST-AD 299

Directed Study

Closely supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in a substantial paper.

LITERATURE AND CREATIVE WRITING

Literature has been central to the formation of collective identities across cultures, nations, and historical epochs. Though literary works are anchored in a particular time and place, many of them are read widely in other times and other places and by cultures to which they would seem not to belong. The Literature and Creative Writing major at NYUAD is uniquely organized around problems presented by translation, adaptation, and circulation. Unlike many college literary curricula that restrict majors to the study of works in a single language or from a specific national tradition, this major aims to engage students in critical conversations that cut across fields and in doing so help to rethink the very foundations of literary studies.

How are literary forms and the histories of literature and literary exchanges shaped by translation, by military victory and defeat, by colonization and postcolonialism, and by the rise of an economic world system? How do new forms and traditions of literature arise and is there such a thing as an emergent world or global literature? How might the imaginative encounter with other cultures renew our engagements with ourselves and our world? Can cultural, class, racial, or sexual difference paradoxically sustain a vision of a common world? How do literary studies and creative writing dialogue with the other arts as well as with cultural analysis and theory? What is the role of literary writing in contemporary local and global contexts? What is the relationship between the written, the oral, and performance? How do we define aesthetic significance across different cultural traditions and different literary modes? Students discuss these and other questions intensively with a distinguished faculty of scholars and writers who come from and work across a wide variety of literary cultures.

The Literature and Creative Writing major fosters students' skills as interpreters of literature and as analysts of culture, history, and politics. Creative writing seminars—open to the entire NYUAD student body—include instruction in poetry, fiction, non-fiction, literary journalism, and writing for stage and screen.

Though most course materials are written in or translated into English, they are drawn from an array of cultural traditions. Students with fluency in other languages are encouraged to read assigned texts in the original. All majors take at least one course in creative writing; In advanced coursework, students may pursue a specialization in either literary studies or creative writing, culminating in a capstone thesis or creative project.

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A major in Literature and Creative Writing prepares students for careers that require critical thinking, forceful and lucid writing, and the ability to undertake discerning research, to read deeply and creatively, and to be receptive to the perspectives of others. The major might lead to graduate school in literature but could just as readily form a strong foundation for work in journalism, publishing, international relations, law, public policy, or media.

The major in Literature and Creative Writing offers two twelve-course tracks, one emphasizing scholarship, the other emphasizing creative work. The program is devoted to the idea that an undergraduate literature major becomes more fruitful when literary scholarship and creative literary work are brought together and cross-fertilize one another.

There are four required courses, three devoted to reading and scholarship and one devoted to reading and practice: Literary Interpretation, Foundations of Literature I: Epic and Drama, Foundations of Literature II: Lyric Poetry and the Novel, and Introduction to Creative Writing.

Students in the scholarship track take five scholarly electives (at least one of which must be from a list of courses dealing “pre-modern” subjects). Students in the scholarship track also take the advanced required course Problems and Methods in Literary Study, which prepares them to propose and write the capstone. Students in the creative track take three scholarly advanced electives and three advanced creative writing workshops, which prepare them to produce a creative capstone that is informed by a scholarly perspective. Students in the scholarly track may take one advanced creative writing course in lieu of an advanced elective. All seniors enroll in two semesters of Capstone Workshop in addition to intensive study with a faculty adviser on the project.

Literature and Creative Writing majors who plan to study abroad should do so during the spring of the sophomore or fall of the junior year. Ideal locations are determined in part by language training and offerings in literature at the away sites; faculty advisement on study away location and course selection is highly recommended. Potential majors will ideally take Literary Interpretation and either Foundations of Literature I or II before studying away.

Concentration in Literature

The concentration in Literature, open to all NYUAD students, offers a solid introduction to literary scholarship and critical thinking by building on the skills acquired in the two Pathways of World Literature Core courses required of all undergraduates. By learning to read critically and write with analytical precision, students in this concentration prepare themselves to participate intelligently in world culture while forging a lifelong, enriching relationship with literature.

Students are required to take four courses as listed below.

REQUIREMENTS FOR THE CONCENTRATION IN LITERATURE

4 courses, distributed as follows:

- 2 Foundations of Literature I and either Foundations of Literature II or Literary Interpretation
- 2 Literature Electives

Concentration in Creative Writing

The concentration in Creative Writing is open to all NYUAD students and offers students an opportunity to hone their skills in self-expression while exploring a full range of literary genres, including poetry, fiction, creative nonfiction, literary journalism, dramatic writing, and screenwriting.

REQUIREMENTS FOR THE CONCENTRATION IN CREATIVE WRITING

4 courses, distributed as follows:

- 1 Introduction to Creative Writing
- 3 Creative Writing Electives

LITERATURE & CREATIVE WRITING

LITERARY STUDIES TRACK

SAMPLE SCHEDULE

Remember that this is only one possible path to complete this major.

REQUIREMENTS FOR THE MAJOR

12 courses, distributed as follows:

- 5 Required Courses: Literary Interpretation; Foundations of Literature I; Epic and Drama; Foundations of Literature II: Lyric Poetry and the Novel; Problems and Methods of Literary Studies; Into to Creative Writing
- 5 Electives in Literature, one of which must be pre-modern
- 2 Capstone: Seminar and Project

YEAR 1

Fall Semester				January Term
CORE: PATHWAYS OF WORLD LIT	CORE	CORE	GENERAL ELECTIVE	
Spring Semester				GENERAL ELECTIVE
CORE: PATHWAYS OF WORLD LIT	CORE	GENERAL ELECTIVE	LITERARY INTER- PRETATION	

YEAR 2

Fall Semester				January Term
CORE	GENERAL ELECTIVE	GENERAL ELECTIVE	FOUNDATIONS OF LITERATURE I	
Spring Semester				GENERAL ELECTIVE
GENERAL ELECTIVE	GENERAL ELECTIVE	FOUNDATIONS OF LITERATURE II	INTRO TO CREATIVE WRITING	

YEAR 3

Fall Semester				January Term
CORE	GENERAL ELECTIVE	PROBLEMS & METHODS OF LIT STUDIES	LITERATURE ELECTIVE	
Spring Semester				GENERAL ELECTIVE
CORE	GENERAL ELECTIVE	LITERATURE ELECTIVE	LITERATURE ELECTIVE	

YEAR 4

Fall Semester			
GENERAL ELECTIVE	GENERAL ELECTIVE	LITERATURE ELECTIVE	CAPSTONE SEMINAR
Spring Semester			
GENERAL ELECTIVE	GENERAL ELECTIVE	LITERATURE ELECTIVE	CAPSTONE PROJECT

LITERATURE & CREATIVE WRITING

CREATIVE WRITING TRACK

SAMPLE SCHEDULE

Remember that this is only one possible path to complete this major.

REQUIREMENTS FOR THE MAJOR

12 courses, distributed as follows:

- 4 Required Courses: Introduction to Creative Writing; Literary Interpretation; Foundations of Literature I: Epic and Drama; Foundations of Literature II: Lyric Poetry and the Novel
- 3 Electives in Literature, one of which must be pre-modern
- 3 Electives in Advanced Creative Writing
- 2 Capstone: Seminar and Project

YEAR 1

Fall Semester				January Term
CORE: PATHWAYS OF WORLD LIT	CORE	CORE	GENERAL ELECTIVE	
Spring Semester				GENERAL ELECTIVE
CORE: PATHWAYS OF WORLD LIT	CORE	GENERAL ELECTIVE	LITERARY INTER- PRETATION	

YEAR 2

Fall Semester				January Term
CORE	GENERAL ELECTIVE	INTRO TO CREATIVE WRITING	FOUNDATIONS OF LITERATURE I	
Spring Semester				GENERAL ELECTIVE
GENERAL ELECTIVE	GENERAL ELECTIVE	FOUNDATIONS OF LITERATURE II	ADV. CREAT. WRITING ELECTIVE	

YEAR 3

Fall Semester				January Term
CORE	GENERAL ELECTIVE	ADV. CREATIVE WRITING ELECTIVE	LITERATURE ELECTIVE	
Spring Semester				GENERAL ELECTIVE
CORE	GENERAL ELECTIVE	GENERAL ELECTIVE	ADV. CREAT. WRITING ELECTIVE	

YEAR 4

Fall Semester			
GENERAL ELECTIVE	GENERAL ELECTIVE	LITERATURE ELECTIVE	CAPSTONE SEMINAR
Spring Semester			
GENERAL ELECTIVE	GENERAL ELECTIVE	LITERATURE ELECTIVE	CAPSTONE PROJECT

LITERATURE COURSES

REQUIRED FOR MAJORS

LITCW-AD 100

Literary Interpretation

Fall 2015

Prof. D. Williams

Spring 2016

Prof. TBA

This course introduces students to the demands and pleasures of university-level investigation of literature. Students develop the tools necessary for advanced criticism, including close-reading skills, knowledge of generic conventions, mastery of critical terminology, and introduction to a variety of modes of analysis, from the formal to the historical. The course emphasizes the writing and revision strategies necessary to produce sophisticated literary analysis.

LITCW-AD 103

Foundations of Literature I: Epic and Drama

Fall 2015

Profs. M. Pomerantz and B. Waterman

Spring 2016

Profs. P. Horta and P. Mitsis

This course introduces students to two major genres of literature—epic and drama—and to fundamental terms and critical methods employed by literary scholars. Topics to be investigated include the relationship between text and context; close vs. distant reading; the nature of authorship; genre; the interplay of local, national, regional, and world modes of categorization; translation; book history; and the relationship between literature and other forms of art. Each unit of the course is constructed around an anchoring text or texts that will be contextualized both historically and generically through a wide range of primary and secondary readings.

LITCW-AD 104

Foundations of Literature II: Lyric Poetry and the Novel

Spring 2016

Prof. C. Patell

This course introduces students to two major genres of literature—lyric poetry and the novel—and to fundamental terms and critical methods employed by literary scholars. Topics to be investigated include the relationship between text and context; close vs. distant reading; the nature of authorship, genre, the interplay of local, national, regional, and world modes of categorization; translation; book history; and the relationship between literature and other forms of art. Each unit of the course is constructed around an anchoring text or texts that will be contextualized both historically and generically through a wide range of primary and secondary readings.

LITCW-AD 105

Problems and Methods of Literary Studies

Fall 2015

Prof. K. Williams

Spring 2016

Prof. TBA

This course develops students' understanding of the central questions and problems that drive literary studies. Drawing upon a long history of theoretical approaches, the course considers such questions as: What is literature? What is a text? What does a literary critic or scholar do? What does it mean to read literature in translation? How does language shape meaning? How do we construct meaning from a text—and why does that meaning matter? And, crucially: What is at stake in why we ask and how we answer these questions? This class will engage these questions by reading widely, from primary theoretical and critical texts to examples from print and digital material, and by exploring particular practices of literary scholarship—from archival research to work in digital humanities—that offer necessary skills for effective critical practice.

LITCW-AD 110

Introduction to Creative Writing

Fall 2015

Prof. J. Savio

Spring 2016

Prof. Siebert

This workshop introduces the basic elements of poetry, fiction, and personal narrative with in-class writing, take-home reading and writing assignments, and substantive discussions of craft. The course is structured as a workshop, which means that students receive feedback from their instructor and their fellow writers in a roundtable setting, and they should be prepared to offer their classmates responses to their work.

LITERATURE ELECTIVES

LITCW-AD 101

Major Texts in Critical Theory

Offered occasionally

Major texts in critical theory from Plato to Derrida are considered in relation to literary practice. The first half of the course focuses on four major types of critical theory: mimetic, ethical, expressive, and formalist. The second half turns to 20th-century critical schools, such as Russian and American formalism, archetypal criticism, structuralism, psychoanalytic criticism, feminism, reader-response theory, deconstruction, and historicism.

LITCW-AD 106

Humanism

Offered occasionally

Fulfills pre-modern requirement

Humanism—which in some regions coincides with Renaissance—was a cultural movement initiated in Italy in the 14th century, spreading all over Europe until it reached its end in the 17th century. Its programmatic energy derived from the desire to remember something that seemed to have been obliterated and forgotten in the course of the Middle Ages, i.e. pagan antiquity. Basing their European—national and transnational—identities on something much older than Christianity, scholars (poets, painters, architects, composers, and philosophers) revived and developed scientifically the Greek and Roman legacy and laid the founding stones for Enlightenment and Modernity.

LITCW-AD 107X

The Postcolonial Turn

Offered occasionally

Islamic Studies

In postcolonial literature, representation and revolution intersect, as writers re-invent literary forms and seek to reconceive colonialism, nationalism, and modernity. We compare British, Caribbean, Latin American, South Asian, and African texts, including travelogues, whose maps envision fantasies of the other; adaptations and translations of novels, in which mimicry and magical realism reveal how “the Empire writes back”; and memoirs and short stories, whose fragmentary and experimental forms express how memories of violence, displacement, and exile shape individuals today.

LITCW-AD 108

Global Traffic: Fictions & Films of Place and Space

Offered occasionally

Globalization, the acceleration of transportation and information technologies, transforms the experience of distance, producing perceptions of proximity and inter-connectedness across nations. It foregrounds movement and simultaneity, blurring boundaries between “real” and “virtual” worlds. Through texts emphasizing home, homelessness, migration, diaspora, transnationalism, tourism, the course examines how literature, film, games, graphic novels, and new media guide readers in this new landscape by charting new concepts of space and place, community, and global citizenship.

LITCW-AD 111

Classical Literature and Its Global Reception

Offered occasionally

Crosslisted with *The Ancient World*

Fulfills pre-modern requirement

An introduction to three genres of literature from the ancient Greco-Roman world—drama, epic, and lyric poetry—together with an investigation of their continuing impact on the modern world.

LITCW-AD 113

European Literary Traditions

Offered occasionally

A comparative approach to the formation and development of traditions in post-Enlightenment Europe (including Great Britain and Russia), with a particular emphasis on fiction and poetry as embodiments of modernity.

LITCW-AD 114

Global Women Writing

Spring 2016

Prof. D. Williams

Selected readings in poetry and fiction provide the focus for an exploration of representations of gender as they intersect class, race, nation, and sexuality. Readings are drawn from one or more regional traditions: Britain and northern Europe; the Mediterranean World; Africa and the African diaspora; Russia; the Middle East; South Asia; the Far East; and the Americas.

LITCW-AD 115

History and Theory of the Novel

Offered Occasionally

An introduction to the history of the novel in a comparative context, with special emphasis on contemporary critical theory (including circulation studies, deconstruction, new historicism, and psychoanalysis). Theoretical readings include works by Bakhtin, Barthes, Lukacs, McKeon, Moretti, and Watt, among others.

LITCW-AD 116

History of Drama and Theater

Offered occasionally

Crosslisted with *Theater*

Examines selected plays central to the development of world drama, with critical emphasis on a cultural, historical, and theatrical analysis of these works. Texts are drawn from the major periods of Greek and Roman drama; Japanese classical theater; medieval drama; theater of the English, Italian, and Spanish Renaissance; French neoclassical drama; English Restoration and 18th-century comedy; and Russian dramatic traditions. Styles to be considered include romanticism, naturalism, realism, antirealism, and postcolonial theater.

LITCW-AD 118

Literary Translation

Offered every other year

This course explores the craft of and the market for literary translation. Why do some translators aim for familiarity and others for estrangement? What is gained and lost in a text's cultural relocation? Translation, and translation projects such as Abu Dhabi's *Kalima*, play a pivotal role in shaping intercultural exchange and globalizing literary markets and canons. The course involves conversations with translators and authors in Abu

Dhabi and abroad. Case studies include The Epic of Gilgamesh, the quatrains of Khayyam, sonnets of Shakespeare and Camões, and modern and contemporary works by Borges, Pessoa, Saramago, Kundera, Ondaatje, and Paz Soldan.

LITCW-AD 119
Literatures of the Americas

Offered occasionally
A hemispheric approach that sets the literary traditions of the United States, Canada, Mexico, and Latin America in comparative context.

LITCW-AD 120
Magic Realism

Offered occasionally
How do global cultural forms emerge? This course charts Magic Realism, a staple of global art, film, and fiction at the start of the new millennium. It traces how this malleable form has served different historical moments, cultural contexts, and political ideologies, and asks why Magic Realism has been privileged as a global form. Materials include art, art criticism, film, and fiction from Europe, the Americas, and the Middle East.

LITCW-AD 121
Travel, Geography, and Imagination in Arabic and Islamicate Literatures

Offered occasionally
Fulfills pre-modern requirement
Crosslisted with The Ancient World, Arab Crossroads Studies
This course considers travel and geography as a theme in pre-modern Arabic and Islamicate literary cultures from the 7th century to the 19th century. During the semester, students will read from a wide variety of literary genres including love poetry, popular epics, travelers' accounts, geographical works and sufi mystical treatises from many different regions of the Muslim world, ranging from West Africa to South East Asia. Exploring the movement of people, goods, and ideas within works of literature and tracing the formation, circulation and transformation of Islamicate literary genres, the course focuses on the ways that literary works mediate between local, translocal, and global identities.

LITCW-AD 122
Comparative Poetic Traditions

Offered occasionally
An introduction to the development of ancient and modern epic, lyric, and other poetic forms in comparative cultural contexts.

LITCW-AD 123
Regional Literatures and Cultures

Offered occasionally
Transnational approaches to the cultures produced in one or more of the following regional configurations: Britain and northern Europe; the Mediterranean world; Africa; the Middle East; South Asia; the Far East; and the Americas.

LITCW-AD 124
The U.S. Novel after 1940 as a Global Form

Offered occasionally
To what extent do nationalist traditions of the novel break down in the period after the Second War? This course examines the ways in which the U.S. novel has been marked by two conflicting trajectories: first, the emergence of powerful novels by writers who belong to historically marginalized traditions; second, a growing sense that the novel has become a residual form, no longer dominant among the various forms of narrative that U.S. culture makes available. The course explores the ways in which the novel dramatizes the multicultural, transnational, and cosmopolitan experiences that mark the 21st century, with an emphasis on the ways in which U.S. writers have sought to engage global traditions, past and present.

LITCW-AD 126J
Tales of Love and Death

Offered occasionally
This course explores foundational myths and fairy tales, from the Babylonian Epic of Gilgamesh to contemporary re-visionings of the Iliad and the Arabian Nights. Long before print and the coming of the book, every society told stories to tackle deep questions: about the human place in the world, the origins of natural phenomena, the meaning of love and war, the mystery of death. This form of literature has been called the work of “reasoned imagination” (Borges). Readings from classic works (Ovid, Apuleius, as well as the above) help inspire original writing projects and tales that draw on the participants' own cultures.

LITCW-AD 127
Classic American Literature

Offered occasionally
This course focuses on works that have been considered classics of American Literature. It examines the various factors that lead a work to be canonized and the politics of inclusion and exclusion that underlie the cultural mythology of “America.” Topics to be considered include: colonial and creole identities; the relationship between writing and empire; encounters between Native Americans, Europeans, and Africans in the “New World”; the nature of the “American Renaissance”; the meaning of American individualism; the mythology of American exceptionalism; the dialectic of freedom and slavery in American

rhetoric; and the American obsession with race. Authors: Columbus, Cabeza de Vaca, Bradford, Winthrop, Rowlandson, Bradstreet, Edwards, Franklin, Jefferson, Brown, Foster, Douglass, Emerson, Thoreau, Whitman, Stowe, Hawthorne, and Melville.

LITCW-AD 129
World Literature

Offered occasionally
Why do some texts—and not others—travel well enough to be read and taught with interest outside of their cultures of origin? Why this beautiful piece of writing, and not that one? Who are the arbiters of international taste? What is lost and gained in translation? The course addresses fundamental practices of interpreting world literature such as how to read across time, across cultures, and in translation.

LITCW-AD 131J
Performative Literature: Acting Epics, Romances, Ballads and Stories

Offered occasionally
Fulfills pre-modern requirement
This course presents narrative literature as a set of springboards to performance, rather than as a series of books simply to be read privately. In this strongly performance-oriented course, students approach literature as works that were acted out, sung, and narrated from memory, as part of a storytelling tradition. Students are invited to draw on their dramatic and musical skills and interests, and on their language abilities. For their final project, students collaborate in staging and performing a substantial piece of traditional narrative. Students will be invited to perform in the original languages wherever possible, and an attempt will be made to include works from the students' own traditions.

LITCW-AD 133J
Tales that Travel: Storytelling and Storytellers in Eurasia, 10th-16th centuries

Offered occasionally
Fulfills pre-modern requirement
Long before modern media sent stories around the world at lightning speed, good tales traveled. This course explores the travel of tales and considers the ways in which a common culture of story and storytelling can be found throughout pre-modern Europe, Middle East, South and East Asia. Drawing on stories and scholarship from many different traditions, it examines the role of storytelling in human culture, discusses the performance and circulation of stories, and reflects on examples of the types of tales that traveled—including tales of origin, of wisdom (and folly), of trickery (and truthfulness), of success (and failure), of youth and age, of love and the battle of the sexes—and many others.

LITCW-AD 134
Literatures of Arab America

Offered occasionally
The Arab presence in the Americas is a mix of history and legend, fact and fantasy. Twelfth-century geographer al-Idrisi reports that eight Arabs sailed west from Lisbon to discover what lay beyond the “Sea of Darkness” (the Atlantic ocean), and arrived somewhere in South America. Columbus reportedly had a copy of al-Idrisi's book with him when he embarked on his first voyage in 1492, and he took with him Louis de Torre, a converted Moor, to act as an Arabic interpreter once the expedition reached India. Some of the earliest slave narratives were written in Arabic by literate Muslim captives from West Africa. However, large-scale Arab immigration to the Americas did not begin until the nineteenth century, and since then those immigrants and their descendants have participated in a substantial, though little known, literature in Arabic, English, French, Portuguese, and Spanish. We will examine this tradition within the emergent paradigms of inter-American and hemispheric studies and discuss recent scholarship on the globalization of U.S. American studies and its interface with Latin American and Arabic studies. We will then read a selection of literary works by and about Arab immigrants and their descendants throughout the Americas.

LITCW-AD 135
Global Shakespeare

Offered every year
Fulfills pre-modern requirement
Crosslisted with Theater
To what extent can “Shakespeare” serve as the focal point for a cultural heritage that belongs to the entire globe? This course offers a comparative, interdisciplinary approach to the plays of William Shakespeare, considering him both as an exemplar of Western literature and also as a world author whose influence can be felt throughout many cultures. We will approach the study of Shakespeare through three different sets of questions: 1) In what ways was Shakespeare a “global” author in his own day, adopting a “worldly” approach that transcends his English context? 2) How does the history of the publication, performance, and criticism of his plays transform “Shakespeare” into a global cultural commodity? 3) What is the cultural legacy of Shakespeare's work throughout a variety of global media forms, including plays, films, novels, operas, and works of visual art? We will read a range of Shakespeare's plays –The Comedy of Errors, Romeo and Juliet, A Midsummer Night's Dream, 1 Henry IV, Hamlet, Othello, King Lear, and The Tempest – as well as adaptations and reimaginings by Aimé Césaire, Duke Ellington, Grigori Kozintsev, Akira Kurosawa, Toni Morrison, Tayib Salih, Jeremy Sams, and Julie Taymor, as well as a variety of secondary materials.

LITCW-AD 136

Modern Epic: Tolstoy, Joyce, and García Márquez

Offered occasionally

This course will examine three “encyclopedic” texts (War and Peace, Ulysses, One Hundred Years of Solitude) that rehearse and interrogate inherited paradigms of cultural identity, purpose, and destiny. Through sustained attention to formal and ideological tenets of these specific texts, we will also seek to interrogate some of the salient procedures of realism, modernism, and postcolonialism.

LITCW-AD 139

Early Modern English Drama: Staging the World

Prof. K. Williams

Prerequisites: LITCW-AD 103, LITCW-AD 104 or THEAT-AD 101; or permission of instructor

Fulfills pre-modern requirement

Doomed lovers, military conquest, imported luxury goods, political treachery, religious conversion, spectacular bodies—and pirates. These are some of the plot elements that figured stereotypes and represented transnational movement of people, objects, and stories around the globe in English Renaissance drama. This course will read English plays preoccupied with staging otherness—from the 1580s to the 1640s—in genres from city comedy to revenge tragedy to ask how these imaginative constructions draw upon the world to consider what it meant to be “English.” We will examine the intersection of identity and nation as these ideas are insisted upon—and fractured—in the popular imagination of the theater. We will ask: how is the self constructed in relation to the world? Which figures of the “Other” become particularly important to notions of English identity? How is the English body imagined, and what happens to English bodies when they venture elsewhere? Likely texts include Christopher Marlowe, Tamburlaine the Great; William Shakespeare, The Comedy of Errors; Thomas Dekker, The Shoemaker’s Holiday; Ben Jonson, Volpone; Thomas Heywood, The English Traveller; William Rowley, The Birth of Merlin; Robert Daborne, A Christian Turned Turk; John Webster, The White Devil; and Richard Brome, The Antipodes.

ACS-AD 118X

Introduction to Modern Arabic Literature

Crosslisted with Arab Crossroads Studies

ACS-AD 261J

Cities and Modern Arabic Literature

Crosslisted with Arab Crossroads Studies

AHC-AD 134

Women’s Voices

Crosslisted with Arts and Humanities Colloquia

AHC-AD 135

Reading the Earth: World Literature and the Environment

Crosslisted with Arts and Humanities Colloquia

FILMM-AD 154

Transtextuality: Adaptation Between Novel and Film

Crosslisted with Film and New Media

HIST-AD 154

African History through Film and Literature

Crosslisted with History, Film and New Media

THEAT-AD 151

Dramas from the African Continent and the African Diaspora

Crosslisted with Theater

THEAT-AD 153

African Women Playwrights

Fall 2 2015 (7 Weeks)

Prof. R. Vorlicky

Crosslisted with Theater

CREATIVE WRITING ELECTIVES

LITCW-AD 126J

Tales of Love and Death

Offered occasionally

This course explores foundational myths and fairy tales, from the Babylonian Epic of Gilgamesh to contemporary re-visionings of the Iliad and the Arabian Nights. Long before print and the coming of the book, every society told stories to tackle deep questions: about the human place in the world, the origins of natural phenomena, the meaning of love and war, the mystery of death. This form of literature has been called the work of “reasoned imagination” (Borges). Readings from classic works (Ovid, Apuleius, as well as the above) help inspire original writing projects and tales that draw on the participants’ own cultures.

LITCW-AD 128

Advanced Creative Writing: Nonfiction Essay

Offered occasionally

This advanced nonfiction writing course explores the creative possibilities of both the persuasive and familiar essay forms. With the Art of Memory as the organizing principle, our material will include works by Virginia Woolf, E.M. Forster, Joseph Conrad, John Fowles, John Berger, Margaret Atwood and Andre Aciman as well as films directed by Krzysztof Kieslowski and Pedro Almodovar. The course combines discussion seminars and writing workshops with one-on-one conferences with the professor. Students work on honing their own narrative voices and aim to produce publishable work by the end of the semester.

LITCW-AD 130J

Fiction Writing: Craft Workshop

January 2016

Prof. M. Syjuco

Where would we be without stories? Better question: Where can we go, and what can we do, as creative writers? Our course begins with the nuts and bolts—learning the tools, acquiring the skills, understanding the architecture of story telling. Then, together, we build. We’ll also play, debate, and experiment: discovering the line between news articles and fiction; creating characters using social media conventions; writing more vividly by unlocking our senses; declaring our manifestos; understanding publishing; examining censorship; and looking over the edge into the abyss with growing confidence. For writing should never be solitary: we’ll learn from the works of published writers; more importantly, we’ll learn from each other—not just how to write but why we write. And we’ll stride forward with the fictionist’s creativity, the journalist’s rigor, and the critic’s understanding. Fiction, and you, will never be the same.

LITCW-AD 137

Feature Writing

Fall 2015

Prof. Siebert

This course aims to develop your skills in feature writing for print and online magazines and trade journals. Emphasis will be placed on all stages of development, from a feature’s conception and research to its drafting, revision, and publication. We will pay particular attention to research and reporting techniques as well as to the demands of writing compelling pieces of varied lengths, from short-form to longer features. Our objective is to prepare you to pitch and publish material written for this course, whether in NYUAD student publications or other venues.

LITCW-AD 138

Travel Writing

Spring 2016

Prof. Siebert

This course exposes you to a range of writing about personal travel and offers you the chance to craft travel narratives of your own of various lengths and formats. We will focus on such questions as style, method, medium, genre, funding, and strategies or outlets for online and print publication, as well as ethical issues that may arise when writing about countries or cultures not your own. The course will include a trip that will allow you to put principles we’ve discussed to immediate use.

LITCW-AD 320

Advanced Creative Writing: Workshop in Fiction

Offered every other year

An advanced fiction workshop that offers students the opportunity to hone their writing through peer critique and in-depth craft discussions. Extensive outside reading deepens students’ understanding of fiction and broadens their knowledge of the evolution of literary forms and techniques.

LITCW-AD 321

Advanced Creative Writing: Workshop in Poetry

Offered every other year

This course focuses on writing poetry by experimenting with a variety of poetic forms and writing prompts, including 20th-century and contemporary poetry and statements and essays written by poets. Students will write poetry as well as learn terms for critical analysis. Some of the threads of inquiry and inspiration that will run through the workshop include: What is poetry? What does it do? What is the state of poetry now? What does it mean to write and read poems in English if it is not your home or only language? In addition to workshoping peers’ poetry, participants will learn about the chapbook tradition, make their own small books of between 15 and 25 pages, and organize readings to experiment with various performance-based approaches to poetry.

FILMM-AD 110

Writing the Short Screenplay

Crosslisted with Film and New Media

THEAT-AD 160

Fundamentals of Playwriting

Crosslisted with Theater

TOPICAL RESEARCH

LITCW-AD 298

Directed Study

Closely supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in a substantial paper.

The music program is committed to educating a new generation of musicians capable of understanding and making music on a transnational and interdisciplinary scale, in an eclectic yet rigorous fashion. Students majoring in music acquire skills in composition, technology, and performance, and they develop ways to consider music from a theoretical and historical perspective. The program offers students the opportunity to learn firsthand about a diverse range of traditional and popular musics spanning various cultures and styles. This is accomplished by drawing on the uniqueness of Abu Dhabi as a cosmopolitan city and an international hub, and by taking special advantage of its location next door to the thriving media scene of Dubai, as well as its close proximity to major regional music centers, including Istanbul, Beirut, Cairo, Delhi and Accra.

The goal is to help students of all skill levels develop their technical competencies and successfully engage with a broad range of musical ideas and creative expressions. Consistent with the NYUAD ethos a forward-thinking, decentered approach to music education, where all musical traditions are treated with equal value and significance, is the hallmark of the program. Music students must go beyond simple, surface tolerance and appreciation for music cultures and instead recognize, promote, help create and sustain both local and global music as profound intercultural communication, and as a powerful tool for cultural fusion, hybridity and social aggregation.

In an interconnected and ever-changing society, music makers must develop the ability to articulate musical discourse and scholarship with practitioners of other disciplines. Resonating with the decentered approach to music apprenticeship, NYUAD Music majors are encouraged to make music in interdisciplinary contexts, cross-pollinating music with other art forms and fields of study, such as film, theater, new media, science and engineering, and exploring new areas of inquiry.

The strong programs at NYU in New York in music technology, music production, composition, performance, ethnomusicology, musicology, music business, music journalism and theory, are all accessible to students in Abu Dhabi through courses taught by affiliated faculty. Many of these subjects can also be explored at study abroad semesters spent in New York or other global sites. As a result, the major and concentration in Music may be excellent gateways for a wide variety of studies: those hoping to ultimately pursue graduate study in music and related fields in the Arts and Humanities; those hoping to pursue careers in the music, media, and culture industries; or for those pursuing any occupation that demands clear and original thinking, command of the written word, analytical skills, and creativity.

The Major in Music

The music major requires a minimum of 12 courses, and has two tracks: Artistic Practice and Music Studies. The courses offered by the music program are grouped into four disciplinary areas: Music Practice, Ethnomusicology/Musicology, Music Theory, and Music Technology. Different combinations of courses in the four disciplinary areas define the track for the major.

NOTE: Private Instruction (Music Performance or Composition) and Ensembles are 2-credit courses. All other courses in the Music Program are 4-credit courses.

Common to both tracks:

- 4 Required Courses: Music Technology Fundamentals, Music Theory & Analysis I, Music Histories, Making Music
- 2 Capstone: Seminar and Project

Artistic Practice track:

- 1 elective course in Music Theory or Ethnomusicology & Musicology
- 20 credits of elective course work in Music Practice and/or Music Technology including
 - at least two 2-credit private instruction and/or ensemble experiences
 - at least two 3-or 4-credit courses in Music Technology and/or Music Practice

Music Studies track:

- 8 credits in Music Practice and/or Music Technology
- 16 credits of elective courses in Music Theory and/or Ethnomusicology & Musicology

NOTE: Regardless of track, private instruction cannot be taken for more than 8 credits in either instrument or composition and cannot be more than 10 credits in total.

Music majors who are interested in studying abroad should plan to do so during the spring semester of their sophomore year. They should also plan to finish the four gateway courses before going abroad. Occasionally, Music majors can take a second semester abroad, and need permission of their mentor and the approval of the Music program for doing so.

MUSIC

SAMPLE SCHEDULE

Remember that this is only one possible path to complete this major.

REQUIREMENTS FOR THE MAJOR

Courses totaling 48 credits, distributed as follows:

- | | | | | |
|---|---|---|---|-------------------------------|
| 4 | Required Courses selected from the following: Music Technology Fundamentals; Music Theory and Analysis I; Music Histories; Making Music | Electives, totaling at least 24 credits | 2 | Capstone: Seminar and Project |
|---|---|---|---|-------------------------------|

YEAR 1

Fall Semester				January Term
CORE	GENERAL ELECTIVE	THEORY AND ANALYSIS I	MUSIC TECHNOLOGY FUNDAMENT.	
Spring Semester				GENERAL ELECTIVE
CORE	CORE	GENERAL ELECTIVE	MAKING MUSIC	

YEAR 2

Fall Semester				January Term
CORE	CORE	MUSIC HISTORY FUNDAMENT.	MUSIC ELECTIVES	
Spring Semester				GENERAL ELECTIVE
CORE	GENERAL ELECTIVE	GENERAL ELECTIVE	MUSIC ELECTIVES	

YEAR 3

Fall Semester				January Term
CORE	GENERAL ELECTIVE	GENERAL ELECTIVE	MUSIC ELECTIVES	
Spring Semester				GENERAL ELECTIVE
GENERAL ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE	MUSIC ELECTIVES	

YEAR 4

Fall Semester			
GENERAL ELECTIVE	GENERAL ELECTIVE	MUSIC ELECTIVES	CAPSTONE SEMINAR
Spring Semester			
CORE	GENERAL ELECTIVE	MUSIC ELECTIVES	CAPSTONE PROJECT

Concentration in Music:

The concentration in Music is designed for students who want to explore music in combination with other fields taught at NYUAD, or who wish to sustain their involvement with music based on their music practice before coming to NYUAD. The concentration requires four to six courses totaling 16 credits: two 4-credit courses from the courses required for music majors and 8 music elective credits, which may be satisfied by up to four 2-credit performance or composition courses. Students doing a concentration in Music should build a portfolio of work (musical compositions, recordings of recitals; essays, musical software, or a combination of these) demonstrating achievements from their course work and other campus musical activities. The portfolio is reviewed by the music faculty when the 16-credit concentration is completed.

REQUIREMENTS FOR THE CONCENTRATION IN MUSIC

4–6 courses, totaling 16 credits, distributed as follows:

- 2 Required courses selected from the following: Music Technology Fundamentals, Music Theory & Analysis I, Music Histories, Making Music
- 2–4 Music Electives totaling at least 8 credits

MUSIC COURSES

REQUIRED COURSES

MUSIC-AD 105

Music Theory & Analysis I

Offered every year

Fall 2015

Prof. M. Quayle

Required for all music majors.

This course views musical structures and constructs broadly, referencing phenomena from musics around the world. The bulk of the course is devoted to an exploration of melody, harmony, and counterpoint in the music of diatonic tonality through projects in directed composition and analysis. Repertoire is drawn from both “classical” (common practice period) music and more recent examples of tonality, including popular music. Regular reading and listening assignments place techniques in historical context and expose students to a wide range of musical examples. Weekly lab sections are devoted to skills in musicianship: listening, sight-singing, dictation, and basic keyboard skills.

Students may be required to take MUSIC- AD 100 prior to MUSIC-AD 105 upon taking initial placement test. Please contact Instructor or Music Program Head for details.

MUSIC-AD 106

Music Technology Fundamentals

Offered every year

Fall 2015

Prof. D. Cappotto

Crosslisted with Interactive Media

This is an “all-in-one” course for (almost) everything related to music technology. In this course students learn the fundamentals of digital audio, studio and location recording, audio and MIDI sequencing using Logic and Live, music production, and audio programming using Max.

MUSIC-AD 120

Making Music

Offered every year

Prof. D. Lesser

This practical course endeavors to expose students to the various processes and tools by which music is creatively conceived and brought to public life. Students of various skill sets gain the necessary footing to develop/envision themselves as music practitioners/makers in a changing global landscape, as we endeavor to focus on cosmopolitan music practices that draw on the uniqueness of the U.A.E. as a global site. Students work in creative music projects involving original writing/composition, recording, and performance. The course additionally has a historical scope in which students consider how these practices have been addressed at different key moments in history and differed according to national and regional contexts.

MUSIC-AD 133

Music: Histories and Cultures

Offered every year

Fall 2015

Prof. G. Bravo

This survey course provides a forum for exploring music and musical practices across a wide range of historical and cultural contexts from ancient times to the present. Beginning with music in the myths and ancient histories of Sumeria, Egypt, and Greece, the seminar concludes with an examination of music and musical production within emerging global and transnational networks of power where new technologies of mediation are radically re-orchestrating our experience of sound and the world. Within the broad scope of this overview, we will examine the historical repertoire that has come to be known as “classical music.” The idea of a permanent canon of musical masterworks was a nineteenth-century invention, which expanded gradually to include much earlier music as it became increasingly known. The course is not limited to the European musical tradition and canon but also examines non-Western traditions in the Middle East, Asia, and India, which grew out of a complex confluence of established practices.

MUSIC PRACTICE ELECTIVES

MUSIC-AD 171

Group Music Instruction

Offered every semester

Fall 2015

2 credits

Group Music Instruction is designed to introduce students to a new musical instrument. It focuses on establishing a basic foundation at the instrument that will become the basis for developing a comfortable posture and beautiful tone.

MUSIC-AD 181-191

Ensembles

Fall 2015

2 credits

A diverse array of vocal and instrumental ensembles is offered each semester. Participants develop skills in active musicianship, performance, and collaboration. Ensembles are offered at beginner, intermediate, and advanced performance levels. Please contact the instructor or Head of the Music Program for details.

MUSIC-AD 192

Private Instruction in Composition

Offered every semester

Fall 2015

2 credits

Private instruction in Composition is designed for students wanting to create musical work under supervision. This work can be for instruments, voice, electronics, or a combination of the three, for a variety of purposes, ranging from traditional concert music to music for film or for interactive computer applications such as games. Students learn compositional techniques and strategies that are tailored to help them achieve their compositional goals. The created work is presented in concert or at a similar public artistic manifestation.

MUSIC-AD 193

Private Instruction in Music Performance

Offered every semester

Fall 2015

2 credits

Private Instruction in Music Performance is designed for students willing to learn or develop their skills in performing an instrument. Acceptance to Private Instruction in Music Performance is subject to approval by the instructor.

MUSIC-AD 213

Interdisciplinary Collaborative Projects

Offered every year

Prof. C. Guedes

Crosslisted with Interactive Media, Film and New Media

Departing from the Wagnerian notion of Gesamtkunstwerk, this course examines paradigmatic artistic collaborations in the 20th century and the impact of digital technologies in promoting more intricate types of collaboration between different domains, such as music, performing arts, moving image, engineering and computer science. The class develops artistic collaborative projects involving sound, movement, digital video, lighting, interaction technologies, and telematics, which are presented publicly at the end of the semester. This course requires no skills and is open to anyone willing to establish a collaborative project involving different art forms and other domains.

MUSIC-AD 215

Designing Sound for Scene and Screen

Offered every year

Fall 2015

Prof. C. Guedes

Crosslisted with Theater, Film and New Media

This course provides hands-on experience with sound design for film, theater, and multimedia. In this course students design sound for ongoing theatrical productions, films by NYUAD students, or installation work, and learn how to approach sound design for these diverse media. Topics such as Automatic Dialog Replacement (ADR), Foley, post-synchronized sound and musique concrète techniques are covered, and several examples of sound design for film and theatrical performance are analyzed and discussed in class, leading the students to develop their own conceptual approaches to sound design.

MUSIC TECHNOLOGY ELECTIVES

MUSIC-AD 216

Recording and Producing Techniques

Offered every year

Fall 2015

This course will expose students to the fundamentals of audio theory and engineering, audio production technique within the studio environment as well as location-specific recording, playback, and the world of post-production. This class will introduce students to everything from international standards and formats in music production to mixing and editing workflows. The class will fuse audio theory and music technology practice leveraging a variety of DAW software tools including Pro Tools, Logic, Live, MIDI, software instruments and plugins.

MUSIC-AD 219

Producing Transcultural Pop

Spring of 2016

Prof. J. King

World Music originally meant that celebrity musicians from the West, like Paul Simon, Peter Gabriel and David Byrne, traveled to developing countries to work with local artists, or they would incorporate sounds from developing countries into their musical output. In the 21st century, however, a more complex model of transcultural music-making has emerged, one made increasingly possible by the ubiquity of digital and mobile recording technologies. That cosmopolitan model—deployed by artists ranging from Damon Albarn, Angélique Kidjo, MTMK, Gustavo Santaolalla to A.R. Rahman—involves cross-cultural and transnational collaboration between musicians of different stylistic traditions, often toward the goal of creating syncretic musical and sonic results. This course aims to teach students certain best practices for creating cross-cultural, transnational popular

music. Students travel and work collaboratively with guest artists and local musicians to compose, arrange, record and produce. Emphasis is placed on DIY and portable recording in makeshift or transitional locations.

MUSIC-AD 316

Mastering

Offered every year

Prerequisite: MUSIC-AD 216

This course will expose students to a variety of mastering approaches including spatial, frequency and visual mastering, as well as advanced recording techniques. Students will become equipped with the tools to explore the design process of mixing and mastering for different contexts and different size projects, including an understanding of a variety of formats (Super Audio CD, compressed formats, Film, etc.).

MUSIC-AD 317

Programming Music and Audio

Offered every year

Fall of 2016

Prof. C. Guedes

Prerequisite: Previous knowledge of working with Max and/or SuperCollider

A course designed to develop skills in sound synthesis techniques and procedural music, with a focus on their specific application in games and NIME. Extensive exploration of Max and SuperCollider (software: Max, SuperCollider).

MUSIC-AD 320

Advanced Topics in Music Technology

Offered occasionally

Advanced Topics course taught by affiliate, visiting, or standing Faculty

MDMED-AD 102

Communications Lab

Crosslisted with Interactive Media

MDMED-AD 115

New Interfaces of Musical Expression

Crosslisted with Interactive Media

ETHNOMUSICOLOGY/MUSICOLOGY ELECTIVES

MUSIC-AD 111X

Music of the Middle East and North Africa

Offered every year

Fall 2015

Prof. A. Eisenberg

Crosslisted with Anthropology,

Arab Crossroads Studies

The Near East (including North Africa, Turkey, Iran and the Gulf) has experienced enormous upheavals over the past century, in large part because of borders drawn by political rather than cultural

considerations. Today's Levant, Maghreb and Gulf offer an enormous wealth of cultural diversity and local variation that a strictly political reading fails to recognize. Each year the course focuses on two different regions from among North Africa, the Levant, the Gulf, Turkey and Iran, in order to understand the complex socio-cultural dynamics of the broader region. Focusing on issues of gender, religion and nation, the course pays particular attention to the development of the Maqam system, ritual practices of religious minorities, and the popular musical styles that mobilize social movements.

MUSIC-AD 113

Jazz

Spring 2016

Prof. M. Daughtry

Over the course of the past 100 years, jazz has been framed variously as an erotic display, a symbol of modernity, the sound of the Black avant garde, the sound of cosmopolitanism, "America's classical music," a part of our common global cultural heritage, an anachronistic form of bourgeois entertainment, an extremely virtuosic art form, a revolting noise, and a radical performance of freedom. Jazz is, in other words, complicated—its densely textured sound world is entwined with a complex social history. This course will introduce students to jazz music through a fine-grained examination of key figures, recordings, performance techniques, and discourses. We will do a large amount of listening, both in and out of class, as well as reading of primary and secondary sources. Facility with music is encouraged but not required.

Music-ad 114

Global Hip-Hop

In the past decades, hip-hop has transformed from a local, economically viable method of musical production in the post-industrial city to the transnational core of the popular music industry. This course will introduce students from any discipline to critical scholarly approaches to hip-hop and its multiple roles worldwide in youth advocacy, community organizing, and political protest. We will examine its roots in New York, West Africa and the Caribbean, and its enormous appeal among urban youth today. This course emphasizes readings that engage critically with migration, class, gender performativity and sociolinguistics, supported by case studies from Europe, Africa and the Middle East. For course essays, students will prepare CD reviews or concert reports for publication in academic journals or the popular press.

MUSIC-AD 115

Music: War and Peace

Offered occasionally

Prof. G. Bravo

This course examines music in the context of war and peace across a wide range of historical and cultural situations, focusing on the twentieth and twenty-first centuries and paying particular attention to the transformation of war within emerging global and transnational configurations of power after 1945. Regardless of the context, music and musical practices play critical roles in the elaborate sociological rituals that accompany all stages of war from the marches and protest music part of deployment to the funeral marches and requiems, which figure centrally in rituals of mourning in the aftermath of conflict. The seminar is interdisciplinary and draws on scholarship from philosophy, history, acoustics, aesthetics, ethics, sociology, and law, in order to provide a broad critical framework for the exploration of the topic. Whether hearing heavy metal music in context of torture at Abu Ghraib or exploring the power of John Lennon's song "Give Peace a Chance" as a protest against the Vietnam War, we will examine music as a contested site of cultural expression in times of peace and conflict.

MUSIC-AD 116

Rock 'n' Roll Revolutions and Histories

Offered every other year

Prof. G. Bravo

The explosion of rock 'n' roll into the popular music scene of the 1950's took the world by surprise and revolutionized the music industry. Although it seemed as if the music had come out of nowhere, it had a long evolution with roots in Afro-American music traditions. This course examines the roots and evolution of rock 'n' roll, focusing in particular on the critical role it played in the anti-war and peace movements of the 1960s in John Lennon's music as well as in movements for civil rights and social justice at that time to the present. The seminar is interdisciplinary and draws on materials from diverse fields in order to provide a critical framework for the exploration of the topic.

MUSIC-AD 161

Opera: Power, Politics, and Patronage

Offered every other year

Prof. G. Bravo

This course examines the history of opera with a focus on the politics and changing structures of patronage, which have shaped the genre from the time of its birth in the late sixteenth-century Italian courts to the present. Beginning with Monteverdi's Orfeo from 1607, the course explores operatic developments in nineteenth century Europe and Russia where the dynamic interaction between culture and politics made it the most important musical genre of that period. Whether examining Wagner's radical transformation of

opera in works like Tristan and Isolde and Parsifal or narratives of contemporary history in John Adams' Nixon in China, we explore opera as a genre shaped by the power, politics, and patronage of its given age.

MUSIC-AD162

African Popular Music and the Nation

Prof. A. Eisenberg

This course explores the place of popular music in the making and unmaking of the nation in Africa. In recent years, studies of African popular music have offered up some of the most revealing analyses of public culture and politics in postcolonial Africa. This course examines African popular music genres as resonant spaces where publics are produced and mobilized, where the symbolic girders of the postcolonial state are reinforced and/or attacked, and where cosmopolitanism confronts the conceits of nationhood. In addition to engaging with essential literature on the nation, popular culture, globalization, and postcoloniality in Africa, students will become familiar with the histories and contexts of African musical genres such as Nigerian Afrobeat, Tanzanian taarab, Zimbabwean chimurenga, South African mbaqanga, and Kenyan hip-hop.

MUSIC-AD 233

Music Histories

Offered every year

Fall 2015

Prof. G. Bravo

This survey course provides a forum for exploring music and musical practices across a wide range of historical and cultural contexts from ancient times to the present. Beginning with music in the myths and ancient histories of Sumeria, Egypt, and Greece, the seminar concludes with an examination music and musical production within emerging global and transnational networks of power where new technologies of mediation are radically re-orchestrating our experience of sound and the world. Within the broad scope of this overview, we will examine the historical repertoire that has come to be known as "classical music." The idea of a permanent canon of musical masterworks was a nineteenth-century invention, which expanded gradually to include much earlier music as it became increasingly known. The course is not limited to the European musical tradition and canon but also examines non-Western traditions in the Middle East, Asia, and India, which grew out of a complex confluence of established practices.

MUSIC-AD 263

Musical Culture in the Western Indian Ocean

Prof. A. Eisenberg

The western Indian Ocean—the region outlined by the littoral areas of eastern Africa, southern Arabia, and the Indian sub-continent—has long been a place of intensive trade, migration, and cultural

exchange. Musical echoes of this history may be heard in Indonesian and Arabic musical influences in Madagascar, Arabic and Indian influences on the Swahili coast, African and Indian musical influences in southern Arabia, African and Arab musical influences in South Asian musics, and European musical influences throughout the region. This course examines the musical dimensions of migration and diaspora in the western Indian Ocean, with particular emphasis on recent research and debates on the Indian Ocean's African diaspora. Students will develop an understanding of history, society, and culture of the western Indian Ocean through the case of music, and of the dynamics of musical culture in general through the example of the western Indian Ocean.

MUSIC-AD 264

African American Music and African Retention Theories

Prof. A. Eisenberg

This course explores scholarly and popular debates over the nature of African American music, focusing on the development of questions and theories of African retentions from the 1920s to the present. It is at once an introduction to the concept of "black music," a survey of African American musical traditions from the slave songs to hip hop, and a review of the history of debates over music and race in U.S. academia and public culture. Students will engage with a diverse set of readings from literary criticism, anthropology, musicology, and ethnomusicology, and to engage in analytical listening.

MUSIC-AD 360

Advanced Topics in Ethnomusicology

Offered occasionally

Crosslisted with Anthropology

This class offers a survey of the music of a particular region of the world, such as India, China, Africa or the Caribbean. It will introduce students to the terminology and performance practice of the region, as well as notation systems when applicable. The subject matter will vary from year to year, but each local case study will focus on a folk, classical, religious or popular tradition from an ethnomusicological perspective.

MUSIC THEORY ELECTIVES

MUSIC-AD 100

Music Theory Fundamentals

Offered every year

Prof. M. Quayle

This course provides students with essential musical skills and conceptual frameworks that will ready them for future coursework in music theory. These fundamentals are explored in relation not only to canonic Western "classical" music, but also to popular music and musics from around

the globe. Topics include Western music notation (reading music), tuning systems, the science of sound, instruments, scales, modes, keys, intervals, chords, jazz/pop/rock chord symbols, figured bass, harmonic analysis using Roman numerals, species counterpoint, basic four-part chorale writing, and common forms and genres. A weekly lab session serves to develop listening skills, basic keyboard skills, sight-singing, and dictation. Note: Music Theory Fundamentals is a prerequisite for the required music major gateway course, Music Theory & Analysis I. Students can take a placement test to pass out of Music Theory Fundamentals and enroll directly in Music Theory & Analysis I. Please contact the instructor or Head of Music Program for details.

MUSIC-AD 205

Music Theory & Analysis II

Offered every year

Prof. M. Quayle

Prerequisite: MUSIC-AD 105 or equivalent

Further exploration of melody, harmony, and counterpoint in tonal music through projects in directed composition and analysis, transitioning into 20th-century and contemporary musical developments. Topics include small-and large-scale musical forms, modulation, mixture, chromaticism, and an array of modernist and post-modernist compositional practices. A weekly lab session develops skills in musicianship and reinforces theoretical concepts.

MUSIC-AD 206

Musics of the World: Approaches to Theory

Spring 2016

Techniques of analyzing Western "classical" tonal music are well codified, but investigating the workings of non-Western traditions demands creativity, research, and careful consideration of the practical and cultural perspectives. This course surveys a variety of musics, with a particular emphasis on careful listening and aural analysis. Assigned readings help to contextualize and problematize the listening, shedding light on musical preconceptions and biases. Each student chooses from a diverse array of research topics early in the semester, preparing for a substantial presentation during the final weeks of class.

MUSIC-AD 361

Advanced Topics in Music Theory

Offered occasionally

Innovative and rigorous courses intended for advanced students (primarily juniors and seniors), developed in accordance with the expertise and interests of the faculty.

COREA-AD 34

What is Music?

Crosslisted with Core: Art, Technology and Invention

COREA-AD 43

War

Crosslisted with Peace Studies, Core: Art, Technology and Invention

TOPICAL RESEARCH

MUSIC-AD 198

Directed Study

Offered by application

Prerequisite: Permission of instructor

Closely supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in a substantial paper. Offered by application
Prerequisite: permission of the instructor

Philosophy—perhaps the oldest academic discipline—explores enduring fundamental questions about the world and our place in it: What is the ultimate nature of reality? What really exists, and what is mere appearance? What, if anything, can we genuinely know? How are our conscious minds related to our physical bodies? What is value, and which values should we adopt? What makes for a good or valuable life? Are we ever responsible for the actions we perform, or are we merely victims of our environment and our genetic inheritance? How should societies be organized? How should we understand the relationship between science and religion, or between reason and faith?

Such questions are not the inventions of philosophers, of course. Many of us ponder them as children. Yet later we come to ignore them—or simply accept answers to them unreflectively. Philosophers, though, strive to keep pondering, and to address these questions as thoroughly as possible through reasoned discussion and argument.

By engaging in this process, philosophers illuminate aspects of the world that people routinely take for granted: phenomena such as perception, causation, consciousness, meaning, and obligation structure our lives and our practices in ways we rarely notice or pause to consider. We are everywhere guided by unexamined assumptions about truth, knowledge, reality, goodness, beauty, freedom, and justice. Philosophy lays bare these assumptions and then analyzes and questions them. And so those who aspire to live reflective lives cannot help but be gripped by philosophical inquiry. For them, philosophy is essential.

The aim of the Philosophy program at NYU Abu Dhabi is to introduce students to a broad range of philosophical problems, to acquaint students with influential philosophical responses to these problems, and above all to train students to grapple with these problems themselves in a way that meets the highest intellectual standards.

Many philosophical problems have been studied, in many different places, for thousands of years; others have arisen only with more recent developments in science or culture. Today philosophy has become a fully global discipline. The Philosophy program at NYU Abu Dhabi strives to integrate the study of contemporary international philosophy with an understanding of philosophy's rich multicultural history.

The Philosophy major prepares students for advanced study in philosophy or related fields, as well as for any profession that requires rigorous and cogent thinking, reasoned argumentation, and clear and persuasive writing. Most importantly, the study of philosophy prepares students for a more reflective and examined life—one of deepened awareness and understanding.

The major in Philosophy consists of ten courses. All students should begin with an Introductory Elective. Satisfactory completion of an Introductory Elective is a prerequisite for all of the other courses required for the major, except Logic Courses. Students who are considering a Philosophy major should also take Introduction to Logic as early as possible—preferably before the end of their second year. Students who choose to double major in Philosophy and another discipline and who choose to complete their Capstone project in that other discipline must still complete ten Philosophy courses. Instead of the two-semester Capstone Research Project in Philosophy, these students may elect any two additional Philosophy courses (other than Introductory Electives).

Philosophy majors who are interested in studying abroad should plan to do so during the spring semester of their sophomore year. They should also plan to take both an Introductory Elective and Introduction to Logic before studying abroad. With the permission of their mentor and the approval of the Philosophy Program, Philosophy majors may also elect to undertake a Philosophy-intensive semester at NYUNY during the fall of their junior year. All majors should expect to be in Abu Dhabi for the spring semester of their junior year and throughout their senior year.

Concentration in Philosophy

The concentration in Philosophy provides students with a strong foundation of philosophical knowledge and trains students to engage with a wide array of philosophical problems. It is designed to be combined with a major in another discipline so as to enhance the investigation of the more philosophical aspects of that discipline, to help students develop the analytical, logical, and persuasive skills required by nearly all professional pursuits, and it to enrich students' intellectual lives.

REQUIREMENTS FOR THE CONCENTRATION IN PHILOSOPHY

The concentration consists of four courses, which must include the following:

The concentration consists of four courses, which must include the following:

- 1 Introductory Elective
- 1 History of Philosophy Elective
- 1 Theoretical Philosophy Elective
- 1 Practical Philosophy Elective

Students pursuing the concentration in Philosophy are also encouraged (but not required) to take Introduction to Logic.

REQUIREMENTS FOR THE MAJOR IN PHILOSOPHY

The major in Philosophy consists of ten courses, which must include the following:

- 1 Introductory Elective
- 1 Logic Course
- 1 History of Philosophy Elective
- 1 Theoretical Philosophy Elective
- 1 Practical Philosophy Elective
- 1 Advanced Seminar
- 2 Capstone Research Project

The remaining two courses can be any Philosophy courses (other than Introductory Electives). Only one Introductory Elective may count toward the major in Philosophy.

PHILOSOPHY

SAMPLE SCHEDULE

Remember that this is only one possible path to complete this major.

REQUIREMENTS FOR THE MAJOR

10 courses, distributed as follows:

- | | |
|--|---------------------------------|
| 1 Required Courses:
Introduction to Logic | 1 Advanced Seminar |
| 1 Introductory Elective | 2 Capstone: Seminar and Project |
| 5 Electives | |

YEAR 1

Fall Semester				January Term
CORE	CORE	GENERAL ELECTIVE	INTRO ELECTIVE	
Spring Semester				GENERAL ELECTIVE
CORE	CORE	GENERAL ELECTIVE	PHILOSOPHY ELECTIVE	

YEAR 2

Fall Semester				January Term
CORE	CORE	GENERAL ELECTIVE	INTRO TO LOGIC	
Spring Semester				GENERAL ELECTIVE
CORE	GENERAL ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE	

YEAR 3

Fall Semester				January Term
GENERAL ELECTIVE	GENERAL ELECTIVE	PHILOSOPHY ELECTIVE	PHILOSOPHY ELECTIVE	
Spring Semester				GENERAL ELECTIVE
CORE	GENERAL ELECTIVE	PHILOSOPHY ELECTIVE	ADVANCED SEMINAR	

YEAR 4

Fall Semester			
GENERAL ELECTIVE	GENERAL ELECTIVE	PHILOSOPHY ELECTIVE	CAPSTONE SEMINAR
Spring Semester			
GENERAL ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE	CAPSTONE PROJECT

PHILOSOPHY COURSES

INTRODUCTORY ELECTIVES

PHIL-AD 101

Central Problems in Philosophy

Offered every semester

Fall 2015

Prof. M. Silverstein

Spring 2016

Prof. G. Rabin

An introduction to the discipline of philosophy by way of several central philosophical problems. Topics may include free will, the nature of the self, skepticism and the possibility of knowledge, the ethics of punishment, the existence of God, the requirements of justice, the relation between our minds and our bodies, and the nature of moral principles.

PHIL-AD 111

Minds and Machines

Offered occasionally

An introduction to philosophy through the study of issues at the intersection of philosophy and cognitive science. We will focus on the conflict between computational and biological approaches to understanding the mind. Topics will include whether a machine could think, the Turing Test, mental imagery, the possibility of artificial intelligence, the reduction of the mind to the brain, and the function of consciousness.

PHIL-AD 112

Life and Death

Offered occasionally

We are all going to die. This course examines a number of puzzles that arise once we start to think about our mortality. Is death bad for us? How could it be, when we will no longer be around to be the subject of the harm? Is death any worse for us than our nonexistence was prior to our birth? Is it bad not to be born at all? If so, for whom is it bad? Are we, in some sense, immortal? Is immortality even desirable? What is the appropriate attitude toward death? Can suicide be moral or rational? Is there any sense in which we could survive our deaths? How should the knowledge that we are going to die affect the way we should live our lives?

PHIL-AD 113

Freedom and Responsibility

Offered occasionally

Do we have free will? Can we think of ourselves as responsible agents while also regarding ourselves as part of the natural order? Some philosophers have argued that if our actions are causally determined, then freedom of the will is impossible. Others have argued that freedom does not depend on the truth or falsity of causal determinism. Is free will possible in a world where every event is causally determined?

Are there different kinds of freedom? If so, are all kinds of freedom equally worth having? Must we act freely in order to be responsible for our actions? Do the social institutions of reward and punishment depend for their justification upon the existence of responsible, free agents? We will discuss the nature of persons, action, freedom, and responsibility in an effort to answer these questions.

PHIL-AD 116

Reason and Religion

Offered occasionally

Fall 2015

Prof. T. Kukkonen

An examination of various questions that arise in philosophical discussions of religion, such as: Can philosophical reflection help us to prove the existence of God or clarify such puzzling matters as God's relationship to time? How could a benevolent and omnipotent God permit the existence of evil and misfortune? Is it ever rational to form beliefs about matters which transcend the realm of the empirical? Is the concept of a specifically religious experience a coherent one? If not, can religious beliefs be supported by other means? Alternatively, is the entire project of evaluating religious discourse as a set of claims about transcendent realities misguided? What should we make of the alternative explanations of religion and religious phenomena offered by philosophers from al-Farabi to Marx and Nietzsche?

PHIL-AD 118

Fear of Knowledge

Offered occasionally

It is often thought that knowledge is inherently valuable and that "truth" is an objective notion independent of social considerations. This course examines various reasons we might have for holding these views and various challenges that have been raised against them. Why should we care about knowledge as long as our beliefs prove useful and efficacious? Is truth—and thus knowledge—more accurately understood as a culturally relative notion, so that what's true for you might not be true for me? It is ever rational to let purely pragmatic reasons for belief trump.

PHIL-AD 119

Global Ethics

Offered every other year

Spring 2016

Profs. K. Appiah and T. Kukkonen

This course aims to accomplish two things. The first is to introduce three broad traditions of normative thinking about social issues from around the globe: a Confucian tradition, one based in Islamic legal traditions, and one derived from European liberalism. The second is to address three current areas of normative debate: about global economic inequality, about gender justice, and about human rights. We shall explore these ethical

controversies against the background of the three broad traditions. Our aim will be to understand some of the differences of approach that shape the global conversation about these issues. As part of NYU's Global Network initiative this course is being offered simultaneously in Abu Dhabi and New York. Students will collaborate with students from their sister campus throughout the semester.

LOGIC COURSES

PHIL-AD 180

Introduction to Logic

Offered every Fall

Fall 2015

Prof. G. Rabin

All philosophers are wise, and Socrates is a philosopher. Therefore, Socrates is wise. Our topic is the nature of this "therefore." Logic is the science of reasoning—the study of the ways in which statements support or contradict one another. In this course, we investigate and expose the logical structure of everyday language and see how the correctness or incorrectness of reasoning depends on this structure. To aid us, we develop a formal language that makes this underlying structure more perspicuous. With this formal language at our disposal, we are able to construct elaborate proofs and explore the logical relations among the various steps of complex arguments.

PHIL-AD 280

Advanced Logic

Offered occasionally

Prerequisite: PHIL-AD 180

An advanced investigation of various aspects of symbolic logic and reasoning, with an emphasis on subjects of philosophical relevance. Specific topics vary by semester, but are generally drawn from the following: modal logic (the study of reasoning about necessity, possibility, counterfactuals, and tense); metalogic (the study of provability, completeness, and other higher-order properties of logical systems); nonclassical logic (the study of three-valued logical systems, free logics, and the logic of relevance); and mathematical logic (the study of logical systems intended to model arithmetic reasoning).

HISTORY OF PHILOSOPHY ELECTIVES

PHIL-AD 220

Ancient Mediterranean Philosophy

Offered every other year

Prerequisite: Introductory elective in Philosophy

(PHIL-AD 101-119)

Crosslisted with The Ancient World

An examination of the origins of Western philosophical thought in ancient Greece and Rome, with a special focus on the views of Plato and Aristotle. Through their work, we will grapple

with a range of pressing philosophical questions, including: Is happiness more than a subjective state of consciousness? Is death harmful? Do we have free will? Do we have obligations to others that override the pursuit of our own self-interest? What is the relation between the mind (or the soul) and the body? Since most of the philosophers we will be studying thought that philosophy must be systematic in its approach, we will also try to evaluate the strengths and weaknesses of this kind of approach to philosophical questions.

PHIL-AD 221X

Classical Arabic Philosophy

Offered every other year

Prerequisite: Introductory elective in Philosophy

(PHIL-AD 101-119)

An introduction to Arabic philosophy in the form of falsafa, as developed and debated by Muslims, Christians, and Jews from the eighth to the twelfth century. The Arabic authors were heirs to the entire Greek philosophical legacy and took it in a number of important and innovative directions, some of which have remained with us to the present day. Topics broached include knowledge, certitude, and the rules of rational debate; the metaphysical distinction between essence and existence and the attendant notions of necessity and contingency; the medieval analysis of the soul, the psychic faculties, and moral psychology; and the role of religion in society and the analysis of religious claims within philosophy.

PHIL-AD 223

Classical Indian Philosophy

Offered every other year

Prerequisite: Introductory elective in Philosophy

(PHIL-AD 101-119)

Crosslisted with The Ancient World

An exploration of the thought of major philosophers from the Indian subcontinent, beginning with the ancients in the fifth century BCE and concluding with thinkers on the eve of colonialism in the eighteenth century CE. Indian philosophy has been and continues to be a major world philosophy. The reach of its ideas has been vast, both historically and geographically, spanning the philosophies of Buddhism, Jainism, Islam, and Hinduism, as well as the philosophy of law, of medicine, of mathematics, and of politics and society. It is most strongly associated with wide-ranging discussions in the philosophy of mind, the study of language, epistemology, and metaphysics. The aim of the course is to present a balanced and impartial picture of the richness, diversity, and depth of philosophy in this region.

PHIL-AD 224

Early Modern European Philosophy

Offered every other year

Spring 2016

Prof. M. Silverstein

Prerequisite: Introductory elective in Philosophy

(PHIL-AD 101-119)

A survey of European philosophy in the seventeenth and eighteenth centuries—one of the most exciting and formative periods in the history of Western philosophy. We focus on six philosophers: René Descartes, Gottfried Wilhelm Leibniz, John Locke, George Berkeley, David Hume, and Immanuel Kant. Through their writings, we trace and study philosophical arguments and debates concerning the possibility and extent of our knowledge of the external world, the nature of the self, the nature of substance and causation, the existence of God, the nature of perception, and the relation between our minds and our bodies.

PHIL-AD 225

Nineteenth- and Twentieth-Century European Philosophy

Offered occasionally

Prerequisite: Introductory elective in Philosophy

(PHIL-AD 101-119)

A survey of philosophy on the European continent in the nineteenth and twentieth centuries, beginning with German Idealism and proceeding through Marxism, existentialism, phenomenology, critical theory, and structuralism. This course will introduce you to many of the major thinkers of this period, including Hegel, Marx, Kierkegaard, Nietzsche, Husserl, Heidegger, Arendt, Sartre, Horkheimer, Adorno, and Foucault. These philosophers stand in the background of a great deal of contemporary political, social, and literary theory: their reactions to and criticisms of the Enlightenment's celebration of reason continue to challenge us.

THEORETICAL PHILOSOPHY ELECTIVES

PHIL-AD 240

Epistemology

Offered every other year

Spring 2016

Prof. J. Pryor

Prerequisite: Introductory elective in Philosophy

(PHIL-AD 101-119)

Epistemology is the study of knowledge and rational belief. In this course we examine various central epistemological questions, including: What is knowledge, and how does it differ from belief? Can we have knowledge of anything outside our own minds, such as physical objects or other minds? Or is the skeptic's attack on our commonplace claims to know unanswerable? What is the relation between knowledge and perception? Is it ever rational to believe in the absence of evidence?

PHIL-AD 241

Metaphysics

Offered every other year

Fall 2015

Prof. G. Rabin

Prerequisite: Introductory elective in Philosophy

(PHIL-AD 101-119)

Metaphysics is the investigation of the nature of reality. In this course we wrestle with some of the most fundamental questions we are capable of posing, such as: What kinds of things exist? Are there minds or material bodies? What, for that matter, is existence? Is change illusory? What is truth? To what extent is reality independent of our thoughts about it? What is the difference between the possible and the actual? Are human actions free or causally determined? What is a person?

PHIL-AD 242

Philosophy of Language

Offered every other year

Prerequisite: Introductory elective in Philosophy

(PHIL-AD 101-119)

"Socrates was poisoned." With those vocal sounds or marks on a page, I can make a claim about someone who lived in the distant past. How is that possible? How do our words manage to pick out or latch onto particular portions of reality, even ones with which we've never had any contact? How does language enable us to convey thoughts about everything from Abu Dhabi, to the hopes of a friend, to the stars beyond our galaxy? For that matter, what are the thoughts, or the meanings, that our words carry or communicate? We explore these and other philosophical questions about language through a reading of seminal works by twentieth-century thinkers.

PHIL-AD 243

Philosophy of Mind

Offered every other year

Prerequisite: Introductory elective in Philosophy

(PHIL-AD 101-119)

What is the mind, and what can philosophy tell us about it? How is the mind related to the brain? Are they identical? How can we know when something has a mind? Could a machine have a mind? Could a machine be conscious? What, for that matter, is consciousness? Can consciousness be reconciled with a scientific view of the world? How do our mental states and attitudes, whatever they are, arise from activity in the brain and cause our actions? The rise of cognitive science has shed new light on many of these old questions. Can philosophers and cognitive scientists learn from each other even as they approach the study of the mind in their different ways? We examine various answers to these questions, drawing readings from classical and contemporary philosophy as well as from cognitive science.

PHIL-AD 244

Philosophy of Science

Offered every other year

Prerequisite: Introductory elective in Philosophy

(PHIL-AD 101-119)

Science is often taken to be a distinctly rational form of empirical inquiry. This course examines various questions concerning the nature and practice of science that arise from this widespread attitude. For example, scientific theories are often thought to be subject to empirical scrutiny in ways that other theories are not. To what extent is this belief well-founded? Is it rational to believe that our best scientific theories are even approximately true? What justifies the claim that different types of evidence lend varying degrees of support to a particular theory, or that a single piece of evidence supports one theory more than another? Similarly, it is often claimed that scientific theories provide us with "real" explanations of physical phenomena, whereas other theories aren't "genuinely explanatory." To what extent is this true? What exactly is a scientific explanation, and how is it different (if at all) from a mere prediction or mathematical derivation? Can false theories provide good explanations? Some familiarity with science would be helpful but is not required.

PRACTICAL PHILOSOPHY ELECTIVES

PHIL-AD 260

Ethics

Offered every other year

Prerequisite: Introductory elective in Philosophy

(PHIL-AD 101-119)

What are our most basic values? What are the ethical principles by which we should judge our actions, ourselves, and our lives? What is involved in living a good human life? How can we reconcile the demands of morality with the personal obligations that spring from friendships and other relationships? Do the ends ever justify the means? We will grapple with these and other questions as we explore three of the most influential theories in Western ethical philosophy: Aristotle's ethics of virtue, Immanuel Kant's moral rationalism, and John Stuart Mill's utilitarianism. We will also encounter one of modern morality's harshest critics: Friedrich Nietzsche.

PHIL-AD 261

Applied Ethics

Offered every third year

Prerequisite: Introductory elective in Philosophy

(PHIL-AD 101-119)

Torture, abortion, taxes, physician-assisted suicide, terrorism. People disagree fiercely about the morality of these and countless other human concerns. What moral theories and concepts shape these debates? Can we use these debates to refine or evaluate those theories and concepts? Is it possible to find common ground in shared ethical

principles that will allow us to engage in rational debates rather than in disrespectful shouting matches (or worse)? These will be our guiding question as we investigate several contemporary moral controversies.

PHIL-AD 262

Medical Ethics

Offered every third year

Prerequisite: Introductory elective in Philosophy

(PHIL-AD 101-119)

An examination of the pressing moral questions that arise in medical practice and research. Do we have a basic right to health care? Are euthanasia and physician-assisted suicide ever morally permissible? Do we have the right to decide the course of our medical treatment, or to determine the timing and manner of our own deaths? Do we have a right to privacy and confidentiality? Should we allow medical research that harms animals (or that makes use of human stem cells)? Are there compelling moral objections to genetic testing or genetic engineering?

PHIL-AD 263

Aesthetics

Offered occasionally

Prerequisite: Introductory elective in Philosophy

(PHIL-AD 101-119)

This course addresses a number of questions that arise in philosophical discussions of the arts. What is art, and how do we evaluate it? Is there a standard of taste? Are there special aesthetic properties? Is there a special aesthetic attitude or a special aesthetic experience? Does it matter for the aesthetic value of a supposed work of art if it is a forgery? What is beauty, and how is it related to the sublime? What is the relation between aesthetic and moral values? Can there be great works of art that are morally bad? Why do we feel for fictional characters? Why do we enjoy horror films? How and what do pictures represent? How does music express emotions? What is it to give an 'authentic' performance of a piece of music? How does our aesthetic appreciation of art differ from our aesthetic appreciation of nature?

PHIL-AD 264

Political Philosophy

Offered every other year

Fall 2015

Prof. P. Mitsis

Prerequisite: Introductory elective in Philosophy

(PHIL-AD 101-119) or SOCSC-AD 116

Crosslisted with Political Science

The state has authority over its citizens: if you fail to comply with its dictates, you can be punished. What justifies the state's exercise of such authority? Could it be justified because we have at least implicitly given our consent to it? This is only one central question in political philosophy. Others include: What form of government best serves the people?

Who are the people, anyway? What is justice? Do we have fundamental rights to property or to free expression? If so, what is the source of these rights? What is freedom, and are there different kinds? What is the proper relation between freedom and equality? Is equality desirable? Can we live in a genuine community that is not a community of equals? As we grapple with such questions, we draw on writings from both classical and contemporary philosophers.

ADVANCED SEMINARS

PHIL-AD 320 Topics in the History of Philosophy

Offered every other year
Prerequisite: Elective in History of Philosophy, Theoretical Philosophy, or Practical Philosophy (PHIL-AD 220-279)
An advanced seminar that involves the careful study of some particular movement, philosopher, or issue in the history of philosophy. Examples: German Idealism, Ibn Rushd, Kant, theories of causation in Indian philosophy, Aristotle.

PHIL-AD 321
Aristotle
Fall 2015
Prof. T. Kukkonen
Aristotle is perhaps the single most celebrated and influential thinker in the history of philosophy. He is the founding father of both logic and biology, and there is nary a field of inquiry that he didn't touch upon and improve through his insights. By understanding Aristotle, we come to understand the trajectory taken not only by European but also by Arabic intellectual culture and science. This course will begin with an introduction to Aristotle's general approach and methodology. We will then examine the philosopher's investigations into nature, science, zoology, psychology, metaphysics, ethics, politics, rhetoric, and literary theory. Along the way we will track Aristotle's legacy as an influence spanning various cultures.

PHIL-AD 340 Topics in Theoretical Philosophy

Offered every other year
Prerequisite: Elective in History of Philosophy, Theoretical Philosophy, or Practical Philosophy (PHIL-AD 220-279)
An advanced seminar that involves the careful study of some particular theory, philosopher, or set of issues in contemporary theoretical philosophy. Examples: realism and antirealism, David Lewis, theories of truth, formal epistemology, philosophy of logic, consciousness.

PHIL-AD 360 Topics in Practical Philosophy

Offered every other year
Prerequisite: Elective in History of Philosophy, Theoretical Philosophy, or Practical Philosophy (PHIL-AD 220-279)
An advanced seminar that involves the careful study of some particular theory, philosopher, or set of issues in contemporary practical philosophy. Examples: consequentialism, empirical moral psychology, the philosophy of law, the ethics of gender, Rawls, metaethics.

PHIL-AD 361 Metaethics

Spring 2016
Prof. Paul
Metaethics is the branch of philosophy devoted to making sense of the practice of ethics. It seeks to answer questions like: What are we doing when we do ethics? What are we doing when we make ethical judgments? What are those ethical judgments about? Are, for instance, ethical judgments best understood as attempts to describe or report the state of the world? When people are engaged in an ethical disagreement, is there ever a fact of the matter about who is correct? Are our ethical practices in tension with a scientific view of the world? To what extent, if any, can ethics be a science? Can we aspire to ethical knowledge? Are there objective moral truths that hold across all times and cultures, or is ethics always relative? Are our ethical convictions grounded in anything more than our preferences or emotions? This seminar will explore various classic and contemporary responses to these questions.

TOPICAL RESEARCH

PHIL-AD 398
Directed Study
Offered by application
Closely supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in a substantial paper.

PHIL-AD 399
Directed Study
Offered by application
Closely supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in a substantial paper.

Theater and performance have shaped the civic, religious, and ideological lives of human beings throughout history. Plays and performances do not represent only what we know and what we have done; they are also tools that can demonstrate the possibility of new worlds, new modes of social interaction, and how we might revise our relationship to the past.

The NYUAD theater program engages in the practice and study of theatre and performance to critically evaluate and demonstrate historic and contemporary social and cultural relations across the globe. Embedded as it is in our global network, the major uses global theatre and performance practices to imagine and exhibit ways to enact these relations differently—and hopefully, for the better—believing when enacted, plays and performances are events that transform all its participants.

An NYU Abu Dhabi theater major studies the world through the lens of theater and performance. Our majors achieve fluency in the long-storied practices of physical theater developed by master practitioners who are grounded in a variety of performance traditions and methods. As performers, directors, playwrights, designers, and dramaturgs, they employ that rigorous physical training to experiment with modes of devising and staging performances that reflect the multiplicity of post-modern experience. Theater majors are expected to immerse themselves in the study of historical, contemporary plays and theories of artistic performance. These have transformed how we express our social, romantic, and kinship arrangements, politics laws, ethics, cosmologies and myths, and the ever-changing ways that we view and experience ourselves as biological, material, and virtual matter.

Theater and performance are collaborative arts at NYUAD. These experiences happen in many ways: in practice-based classes and in scholarly seminars, in apprenticeships with professional companies in residence, as students host visiting artists, as collaborators on faculty research projects, by generating extra-curricular experimental performances and staged readings and, in their senior year, by producing a sustained and fully developed theater Capstone project. Theater students learn teamwork, discipline, leadership, effective modes of creative expression, improvisation, adaptability, and collective problem-solving, as well as interpretive and textual analysis. All these are critical skills necessary for a sustained career in the arts and which are transferable to many careers in the humanities and social sciences.

The Theater program at NYUAD welcomes majors and non-majors to join us in creating a thriving performance program for the college community, with events ranging from full productions to informal readings, solo performances, student-directed plays, and site-specific events on campus and beyond.

NYU Abu Dhabi Theater Majors are strongly recommended to spend at least one semester at NYU-New York Tisch/Drama. This Semester must be the fall or spring of their third year. Theater Majors must complete Making Theater and Thinking Theater, plus two additional theater courses (or appropriate substitutes as approved by the Theater Program), in order to study abroad at NYU-NY Tisch/Drama. In the case of Theater Majors their optional second semester abroad can be the spring semester of their 2nd year or either semester of their 3rd year, as long as they have successfully completed the necessary course progression required for study abroad. Please note students intending to apply and audition to the NYU-London/ Royal Academy of Dramatic Arts Program or the NYU Tisch-Berlin Program may only attend this program in the spring of their 3rd year. This program would be in addition to their NYU-NY Tisch/Drama semester.

Concentration in Theater

The concentration in Theater is open to all NYUAD students and offers the opportunity to explore the history, theory, and practice of theater and performance. The study of this ancient, universal, and multi-faceted art form illuminates the power of the imagination in engaging with and shaping the political and spiritual lives of individuals and cultures. The concentration in Theater is designed to be combined with a major in another discipline and to develop the student's capacity for intellectual and creative risk-taking in the pursuit of knowledge. The expressive and interpretive skills developed in working with dramatic material make the concentration in Theater an excellent component of a well-rounded liberal arts education.

REQUIREMENTS FOR THE CONCENTRATION IN THEATER

4 courses, distributed as follows:

- 1 Making Theater
- 1 Thinking Theater
- 2 Electives

THEATER

SAMPLE SCHEDULE

Remember that this is only one possible path to complete this major.

REQUIREMENTS FOR THE MAJOR

11 courses, distributed as follows:

- | | |
|--|---------------------------------|
| 2 Required Courses: Making Theater; Thinking Theater | 2 Capstone: Seminar and Project |
| 7 Electives: at least 1 from History, Theory, Criticism & 1 from Arts Practice | |

YEAR 1

Fall Semester				January Term
CORE	CORE	GENERAL ELECTIVE	GENERAL ELECTIVE	
Spring Semester				GENERAL ELECTIVE
CORE	CORE	GENERAL ELECTIVE	MAKING THEATER	

YEAR 2

Fall Semester				January Term
CORE	CORE	GENERAL ELECTIVE	THEATER ELECTIVE	
Spring Semester				GENERAL ELECTIVE
CORE	GENERAL ELECTIVE	THINKING THEATER	THEATER ELECTIVE	

YEAR 3

Fall Semester				January Term
GENERAL ELECTIVE	GENERAL ELECTIVE	THEATER ELECTIVE	THEATER ELECTIVE	
Spring Semester				GENERAL ELECTIVE
CORE	GENERAL ELECTIVE	GENERAL ELECTIVE	THEATER ELECTIVE	

YEAR 4

Fall Semester			
GENERAL ELECTIVE	GENERAL ELECTIVE	THEATER ELECTIVE	CAPSTONE SEMINAR
Spring Semester			
GENERAL ELECTIVE	GENERAL ELECTIVE	THEATER ELECTIVE	CAPSTONE PROJECT

THEATER COURSES

REQUIRED FOR MAJORS

THEAT-AD 100

Making Theater

*Offered every year
Spring 2016*

Prof. R. Polendo

Working as a performance company, students learn the fundamentals of collaborative theater-making. Acting and performance are central to the process, but so is the recognition that a performance takes place in a space that has to be invested with rules and conventions before it can tell a story. Exploring the possibilities offered by these rules and conventions is key to understanding the potential for theater as a means of expression and mode of knowledge. Combining the tools and techniques of Aristotle, Stanislavsky, Meyerhold, Brecht, Grotowski, Brook, and Bogart, students work in groups to devise and stage silent stories as well as textual scenes to explore what it means to create a theatrical experience. All students participate as directors, actors, designers, and audience, and discuss each other's work in order to develop a clearer and more objective relationship to their own.

THEAT-AD 101

Thinking Theater

*Offered every year
Fall 2015*

Prof. D. Levine

This seminar offers an overview of theatre and its intersectionalities with other disciplines in the arts, sciences, and humanities. The course introduces key terms and methodologies for understanding performance as an object of analysis and a means of expressive behavior. We explore how particular theories of drama emerge at historical moments and why; we do so by looking at those theories embodied on the stage, in dramatic literature, in public, and in everyday life. The aim of this class is to provide a performance vocabulary that will serve as a foundation and framework for advanced studies. Although this is not a survey of theatre history, the course will draw from a wide variety of historical plays and performances to elucidate the critical concerns of the field.

ARTS PRACTICE ELECTIVES

THEAT-AD 110

Fundamentals of Acting

*Offered every year
Fall 2015*

Prof. C. Coray

Students begin to build a performance vocabulary by using a range of techniques for translating the actor's imagination into stage action. Students are introduced to the internal and external demands of turning psychology into behavior. Students explore acting fundamentals, such as investing yourself in the moment, genuinely listening, personalizing fictional material; and playing objectives are initially explored via games, improvisations, and exercises, followed by partnered scene work, ensemble technique, and solo performance.

THEAT-AD 111

Body at Work: Movement for the Artist

Fall 2015

Prof. O. Pabotoy

A voice and movement course for actors, musicians, and visual artists. We engage the body as an expressive tool in support of artistic craft and technique and build confidence in our ability to translate creative impulses through physical action. The course guides the student through awareness of and release from habitual tensions and into body alignment, breathing, resonators, sound and movement, group interaction, and the exploration of individual and group creativity. We focus on the kinetic application of movement in the art-making process, using core energy, dynamics, breath connection, strength, flexibility, range of motion, stamina, and relaxation techniques in order to strengthen our creative output. The goal is a free voice in a free body and the ability to express thought and emotion with openness and truth.

THEAT-AD 113

Collaborative Art: Fundamentals of Stage Design and Production

*Offered every year
Fall 2015*

Prof. T. Tsunoda

Crosslisted with Film and New Media

In this course students learn to create visceral, theatrical experiences that tell clear stories through deep investigation of what comprises aesthetic experience and the fundamental tenants of design and stage composition. Students will acquire tools to: identify, externalize, and develop aesthetic impulses; actualize the world of a text through simple, powerful choices; facilitate collaborations with a design team; synthesize script analysis and point of view with rich, textured design worlds; develop an empathetic imagination; and build work with generosity toward the audience's experience.

THEAT-AD 115

Directing the Actor

*Offered every year
Spring 2016*

Prof. K. Kuhlke

Crosslisted with Film & New Media

A course for theater directors, filmmakers, actors, and visual artists. Students build a directorial vocabulary for translating impulse and imagination into compelling narrative and non-narrative staged moments. Using techniques from Brecht, Brook, Grotowski, and Bogart, students learn to articulate ideas to actors in compelling and inspiring ways. Students explore physical exercises to increase their range as directors; tools with which to fuel actors physically and emotionally; and theories of collaboration and ensemble. The core of the class is the exploration of directing as a physical collaboration with actors within a landscape of thought, emotion, openness, and truth.

THEAT-AD 117

Voice, Speech, and Text

*Offered every year
Fall 2015*

Prof. A. Celik

Students learn the fundamentals of voice, vocal production, and vocal expression. The course is designed to help students discover their vocal potential, to reduce obstructive physical habits and tensions and to move towards free, full-range voices. This course is built to cultivate vocal-physical development and sensorial acuteness. Students will begin to understand, in themselves, the connection between thought/impulse/idea, voice, communication and audience.

THEAT-AD 160

Fundamentals of Playwriting

Fall 2015

Prof. A. Majumdar

Crosslisted with Literature and Creative Writing

This course engages the basic principles of the craft of play writing with strong emphasis on characterization, dialogue, and structure, including identification of the major dramatic incident and turning points. Classes will focus on both analysis of dramatic texts from contemporary play writes and student scripts. Professor will give notes on all final projects. Coursework includes reading and writing assignments and a completed full-length play is the required final project.

THEAT-AD 210

Character and Action

*Offered every year
Spring 2016*

Prof. A. Celik

Prerequisites: THEAT-AD 110 or THEAT-AD 111

Students develop advanced performance skills by using techniques associated with Patsy Rodenburg, Shin'ichi Suzuki, Stanislavski, Anne Bogart, and Yoshi Oida, among others. Training exercises are used to develop kinesthetic awareness, focus, listening, character, action, creativity, imagination, and collaboration. Through a holistic approach connected to recent findings in cognitive science, students build technical craft as well as begin to remove obstructive physical, vocal and mental habits, so as to release the full potential of the responsiveness, expressivity, and presence of their actor/performer instruments: the body-mind.

THEAT-AD 230

Advanced Design and Production

*Offered every year
Spring 2016*

Prof. T. Tsunoda

Crosslisted with Film and New Media

This advanced course engages topics in the history of stage practice (including theatre architecture, stage structure, costume, scenery and lighting design, theatre technology, and contemporaneous cultural and art history), and provides training to various aspects of current production and theatre technology. Interested students can receive focused training in lighting, scenery and costuming. All students participate in production design.

MUSIC-AD 215

Designing Sound for Scene and Screen

Crosslisted with Music, Film and New Media

Prerequisites: MUSIC-AD 106, MUSIC-AD 120

HISTORY, THEORY, CRITICISM ELECTIVES

THEAT-AD 132

Roots of Global Performance

Offered occasionally

Crosslisted with The Ancient World

How have different cultures used performance to communicate and for what purposes: social, political, spiritual? This course examines some of the most distinctive and influential performance traditions, past and present, from around the globe, and reflect upon their significance to our contemporary globalized culture. What structural, aesthetic, and expressive possibilities might artists today borrow from, for example, performance forms such as African masquerade, Korean Shamanistic performance, Athenian Tragedy, Indian Sanskrit drama, Medieval Cycle Drama, Iranian Ta'zieh, Roman imperial spectacle, Japanese Kabuki, Italian Commedia dell'arte, and European Modernism?

THEAT-AD 134JX

Theater in the Arab World

Offered occasionally

January 2016 (Abu Dhabi)

Prof. E. Ziter

Crosslisted with Arab Crossroads Studies

This class examines recent trends in contemporary Arab theatre, contextualizing these within a broader history of Arab performance including film. Particular attention is given to how experimental practitioners have explored issues of human rights and the control of territories under the modern state. Strategies addressed include: the conflation of past and present as a means of exploring the persistence of the colonial power structure in the modern Arab world (Wannus's Historical Miniatures, 'Udwan's The Trial of the Man Who Didn't Fight); the use of parable to speak truth to power (Wannus's The Elephant, Diyab's Strangers Don't Drink the Coffee); the incorporation of populist entertainment forms that directly engage the audience (a-Sadiki's use of the halqa and Wannus' inclusion of hekoatee); and the use of familiar tales to explore new political realities (Wannus's and Farag's use of the Arabian Nights Tales, Al-Hakim's use of pharaonic myth, Al-Hakim and Salim's use of Greek myth).

THEAT-AD 135

Theater in Asia

Offered occasionally

This course examines different traditions, innovations, representations, and locations of Asian theater. The influence of major aesthetic texts such as the Natyasastra and the Kadensho are studied in relationship to specific forms of theater such as Kagura, Bugaku, Noh, Bunraku, Kabuki, Shingeki, Jingxi, Geju, Zaju, Kathakali, Kathak, Odissi, Chau, Manipuri, Krishnattam, Kutiyattam,

Raslila, and P'ansori. The dramatization of religious beliefs, myths, and legends are examined in a contemporary context. Different focuses include: Middle Eastern performance, Japanese theater, traditional Asian performances on contemporary stages, religion and drama in Southeast Asia, and traditions of India.

THEAT-AD 137

Topics in Performance Studies

Offered occasionally

This course (different each time) uses key theoretical concepts of the field of performance studies to examine a diverse range of performance practices. Topics include: ritual studies, gender, tourist performances, celebrity and stardom, animals and animality, the body, the city.

THEAT-AD 151

Dramas from the African Continent

Offered occasionally

Crosslisted with Literature and Creative Writing

In this course, we critique 20th- and 21st century plays from the African continent, including works from Kenya, Nigeria, Ghana, Uganda, Ethiopia, and South Africa (the Sub-Saharan countries) as well as from Tunisia, Algeria, Egypt, Libya Morocco, and Tunisia (North African countries). From a variety of critical theoretical discourses, our discussions focus on the theatrical practices demanded by the texts, along with the intersections and divergences of structures and topics shared by continental plays, such as blackness and race, exile, colonialism and post-colonialism, violence, gender inequality, family, moral and social values, interraciality, religion, and political resistance. The plays from North Africa that align with the Arab world will serve as a bridge to introduce noteworthy works from the African diaspora, with plays written by Africans or those of African ancestry living in the Middle East, Europe, and the United States.

THEAT-AD 152

Art, Performance, and Social Practice

Offered occasionally

How do we begin to know each other differently from the way in which dominant social systems and communicative technologies structure our daily interactions? This question drives art and performance's "social turn" to real-world collaborations between artists and performers who act in the role of instigators or catalysts with the communities around them. The social turn explicitly rejects the artist's more traditional role as the producer of a consumable aesthetic object or theatrical performance and instead proposes that the conscious processes of collaborative engagement—activist, participatory, coauthored—must be understood and valued as art. In this intertwining of art with performance, cooperative processes are foregrounded as frameworks to understand and shift the impact of political and

social policy, architecture, art history, urban planning, and new media on our lives. The social practice of art proposes that in making encounters where artists engage with the members of communities as "expert participants," we might construct more livable alternatives through social cooperation. Art as social practice also insists that this process is an aesthetic practice. In this course we will read recent critical theories and histories of the aesthetics and politics of the social practice of art, explore case studies of "relational art," and collaborate on our own "living as form" project

THEAT-AD 153

African Women Playwrights

Fall 2 2015

Prof. R. Vorlicky

Crosslisted with Literature and Creative Writing

"African Women Playwrights" is a reading intensive course that focuses on the structurally and narratively diversified theatrical texts written by women from the continent in the 20th and 21st century. We'll critique the plays as both literature and dramatic texts intended for production. What is clearly evident in African women playwrights' writing is its focus on women's agency; generational legacies; tradition, colonialism, and modernism; tribal and national identities; family relationships; intimacy and commitment; the spirit world of rituals, polytheism, and monotheism; the challenging coexistence between Christianity and Islam; the impact of the global diaspora on African identity; and the intersecting issues of blackness, Africanness, and womanhood. The course will address these various foci through the works of Andiah Kisia (Kenya), Nathalie Etoke, Werewere Liking (Cameroon), Tsitsi Dangarembga (Zimbabwe), Fatima Gallaire (Algeria), Penina Mlama, Amadina Lihamba (Tanzania), Ama Ata Aidoo, Efua Sutherland (Ghana), Osonye Tess Onwueme, Zulu Sofola, Julie Okoh (Nigeria), Sindiwe Magona, Malika Ndlovu, Gcina Mhlope (South Africa), Violet Barungi, and Deborah Asimwe (Uganda). The foundational critical theories for the course are postcolonialism, feminism, critical race theory, and diasporic studies. We will also engage the new plays by African women that are produced at the 2nd Annual Kampala International Theatre Festival (Nov 25-29, 2015) through the assistance of award-winning Ugandan playwright, Deborah Asimwe, who is co-director of this East African theatre festival (as well as the representative for the Sundance Institute East Africa).

LITCW-AD 116

History of Drama and Theater

Crosslisted with Literature and Creative Writing

LITCW-AD 135

Global Shakespeare

Offered every year

Crosslisted with Literature & Creative Writing

TOPICAL RESEARCH

THEAT-AD 198

Directed Study

Offered by application

Prerequisite: Permission of instructor

Closely supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in a substantial paper.

Arts and Humanities Colloquia

Inspired by the original meaning of the term colloquium (“to speak with”), these discussion-based courses engage students in rigorous conversations across traditional disciplinary boundaries. These courses offer multiple perspectives on their subjects, teaching students to think and write critically about the ways in which cultural knowledge is constructed through debate, theoretical reflection, and creative work. Depending on the topic, these courses may blend practical, theoretical, or historical approaches in the arts and humanities, and may involve co-curricular activities. The colloquia are conceived as advanced electives with a serious research component and are most appropriate for Juniors and Seniors. These courses are open to all NYUAD students, but students pursuing any Arts or Humanities major are especially encouraged to take at least one Arts and Humanities Colloquium.

AHC-AD 113

Before Globalization: Understanding Premodern World History

Offered occasionally

Crosslisted with The Ancient World

Humans have created a stunning variety of cultures, yet different civilizations have often developed in comparable ways. This course explores similarities and differences in the long run: are there patterns in world history, and why did civilizations develop the way they did? How did humanity come to grow together by forging connections over ever greater distances? We address these questions by taking a global view of humanity, from hunter-gatherers up to the beginnings of modern globalization 500 years ago. We examine the biological evolution of humans; the creation of art and religion; the origins of agriculture; the invention of hierarchy, gender inequality, and slavery; and the rise of cities, states, and empires.

AHC-AD 114

Translation as Multimedia Practice and Metaphor

Offered occasionally

This course concerns the aesthetics and politics of translation, both as a historically and culturally situated practice and as a rich metaphor for cultural production, cross-cultural encounter, and other types of creation, appropriation, and change. The course emphasizes transformations that occur in cross-media translations, such as when poems are set to music and books are turned into films. In addition to writing a number of short, critical essays on translations broadly conceived, students create literary and/or cross-media translations of their own. Students perform their translations at the end of the semester.

AHC-AD 115

A World Transformed?: The Global “Sixties”

Offered every third year

This course explores the artistic and intellectual avant-gardes, counter-cultures, and protest movements of the 1960s and 1970s from a global perspective, assessing their impact on individual identities, social and gender hierarchies, domestic politics, and international relations during the Cold War. It traces the history of the various protest movements and the plethora of national experiences with respect to domestic and transnational networks of dissent as well as global imaginaries. Taking into account the aesthetics and performativity of protest, the course examines the role of cultural practices, action repertoires, the media, visual representations, lifestyle and fashion, the politics of memory, and the impact of dissent on political decision-makers and society at large. Course materials draw on the most recent historiography, as well as literature, film, art, music, and oral history.

AHC-AD 126

The Age of Warhol

Offered occasionally

At the global art market’s most recent peak in 2007, American Pop artist Andy Warhol (1928–1987) edged out Pablo Picasso to become the world’s highest priced painter at auction. Although he has recently ceded that position to Chinese artists Zhang Daqian (1899–1983) and Qi Baishi (1864–1957), Warhol remains one of the most influential forces in contemporary art worldwide. From his famous Campbell’s soup cans to his enduring aphorism that “In the future, everyone will be world-famous for fifteen minutes,” Warhol’s art and thinking saturate contemporary culture. This seminar uses his diaries and other writing as a base-line against which we examine his 25-year career as a painter, filmmaker, publisher and music producer, TV personality, and artistic mentor and collaborator, as well as his legacy in what has been described as our “Warhol economy.” What can Warhol’s output and reception tell us about class, gender and sexuality, religion, and media over the last half century? And how should we understand his role in the making of global culture today?

AHC-AD 127

Global Text: Moby-Dick

Offered every other year

Is there such a thing as global cultural heritage? This course resituates Herman Melville’s *Moby-Dick*—often described as “The Great American Novel”—as a global text that is “worldly” in its outlook and its legacy. The course examines the novel’s relation to Christian, Muslim, and Zoroastrian religious traditions; to Greco-Roman tragedy and epic; to Shakespeare; to Western and Eastern philosophical traditions; and to a variety of European, British, and American Romantic traditions. It also examines the novel’s engagement with the Art and Art History. The course poses three sets of questions: 1) In what ways was *Moby-Dick* a “global” text in its own day, adopting a “worldly” approach that transcends its particular local milieu? 2) How has the history of the publication, criticism, and teaching of the novel transformed it into a global cultural work? 3) What is the cultural legacy of the book today throughout a variety of global media forms, including plays, films, novels, operas, and works of visual art?

AHC-AD 130J

The Miracle of Florence

Offered occasionally

In the 15th and 16th centuries, the city of Florence was a center of immense creativity in every area of human understanding and endeavor. It was the center of that extraordinary moment we call “the Renaissance”—the revolution in art, architecture, politics, philosophy, and science that has shaped our view of the world, and the place of human beings in it. In this seminar, we read representative

writings from several of the great Florentine thinkers of the period—Alberti, Machiavelli, Pico, and Galileo. Our goal is twofold: to discover what was original in each, and to grasp how all were connected by a shared set of ideals and beliefs. Our readings and discussions are supplemented by visits to the main cultural monuments of Florence, where we see (among other wonders) the palaces and churches that Alberti designed, the telescope through which Galileo spied the moons of Jupiter, and the tomb where Machiavelli lies.

AHC-AD 131J

The Enlightenment and Its Institutions

Offered occasionally

With astonishing speed—mere decades in the middle of the eighteenth century—the Enlightenment not only transformed how we think about ourselves, through new concepts of individuality and community, liberty and verifiable truth, it also remade Britain’s cities and institutions. Imagine London without the British Museum (1759) or the Royal Academy (1768). Imagine our curriculum without Johnson’s Dictionary (1755) or the Encyclopedia Britannica (1768). 250 years later, we use the resources of the Global Network University to recover how this revolution in methods, tools, and institutions recast inquiry and enterprise in the West and to consider what we might do with our Enlightenment inheritance now. Behind-the-scenes adventures into London’s museums, galleries, and civic societies allow us to add our own tracks to the intellectual map we draw in class.

AHC-AD 132J

Prague, Capital of Europe

Offered occasionally

Prague should have been destroyed during the Second World War, like other major cities in Europe, but somehow it wasn’t. The remarkable survival of this exquisite city allows us to explore Central European history and culture in the context of a completely preserved inner urban core dating back to the Middle Ages. Drawing upon primary source readings, cartography, musical performances, art and architecture, the course illuminates the way crosscurrents of European culture became focused in Prague between 1400 and the present. In addition to academic encounters with such figures as Mucha, Kafka, Mozart, and Kundera, the course includes walking tours around Prague, trips to museums and concerts, excursions outside the city, and interactions with leading local performers and thinkers.

AHC-AD 133J

Idea of the Renaissance in Modern Thought

Offered occasionally

Ever since the late seventeenth century, thinkers calling themselves “modern” have sought to establish a sense of their relationship to ancient history and thought. Florence has played a major role in these efforts and in the very idea of what modernity is. First, because Florence has remained intimately associated with the Renaissance, and thus with a literary, aesthetic, and scientific return to the Ancients. And second, because it is seen as a birthplace of modern political thought—especially republicanism and the theory of the state. In this class we study the place of Florence in the modern imagination. We follow in the footsteps, both textual and actual, of thinkers who looked back to the past, and even at themselves, through the Florentine lens, and who asked what it means to be modern, to look to “the ancients,” and to look at the Renaissance as a cultural rebirth, by way of the city and its cultural heroes.

AHC-AD 135

Reading the Earth: World Literature and the Environment

Crosslisted with Literature and Creative Writing

This course introduces students to several genres of literature—drama, the novel, poetry, and the short story—and to some fundamental categories of literary criticism including Marxism, feminism, post-colonial theory, and eco-criticism. We will be examining conceptions of nature and how “the natural” is represented in texts, especially after the explosive growth of industrialization in Victorian England and its subsequent global diffusion. Each unit of the course is constructed around a particular problem that will be contextualized historically through a variety of primary and secondary readings. In an attempt to address a representative range of eco-critical dilemmas, we will examine texts from around the world not only in terms of local and regional issues, but also with an eye towards a more global perspective. In attempting to conceptualize nature and the environment, it has become difficult not to think globally. Thinking about literature is increasingly becoming a parallel kind of exercise and students will be encouraged to explore the connections between a global world of texts and the larger natural environment that both shapes and is, in turn, shaped by them.

AHC-AD 136J

Art, Culture and Self

An interdisciplinary look at different ways of construing the self and how they both affect and are affected by culture, with a focus on China and the arts. Topics will include the contrast afforded by self construction and its reflection in the arts in the West; originality and the Chinese copycat phenomenon; the autobiographical impulse; and hybridity. Exercises in cultural psychology and

readings and lectures on art, architecture and literature will be supplemented by field trips to a variety of museums, such as the Shanghai Museum, the Shikumen Museum, the Rockbund Art Museum, the Chinese Imperial Examination System Museum, and the Propaganda Poster Art Museum, as well as to the Novartis research lab, where cross-cultural issues affecting scientific research are being addressed through architecture.

AHC-AD 137J

Imagining the Renaissance City: Florence and Siena

Prof. Tylus

January 2016, Florence

Crosslisted with Urbanization

Many institutions central to today’s cities - banks, hospitals, civic governments, museums, communal systems of welfare and sustainability - had their testing grounds in the small Tuscan towns of medieval and Renaissance Italy. These towns also pioneered recognizably modern artistic, cultural, and engineering practices. Florence and Siena were especially vibrant in this transformation of urban life: the one a powerhouse of culture and industry, the other the Wall Street of Europe as it financed entrepreneurs, popes, and Europe’s kings. Our project for our three weeks together is to figure out what made Florence and Siena tick. We’ll come to know these cities intimately, visiting seats of government and Renaissance orphanages, climbing towers, exploring the home of a fifteenth-century merchant, and prowling a recently-excavated crypt under Siena’s cathedral. We’ll also read and study the utopian (and dystopian) visions of these cities - Lorenzetti’s frescoes of Good Government and Dante’s Inferno—along with diaries, letters, and constitutions. And to help you hone your writing skills, we’ll read the travelogues of two of Italy’s greatest story-tellers: Marco Polo and Italo Calvino.

AHC-AD 138J

Cinematic Imagination: Modernity, Media, and Music

Prof. G. Bravo

January 2016 Berlin

This course examines modernity through the lens of artistic developments during the Weimar period (1918-1933), when Berlin became a vibrant cultural center in the aftermath of World War I. The emergence of German silent film at that time exerted a profound impact on traditional art forms, providing a new aesthetic principle for artistic production and reception. As a result, literature, theatre, painting, and music were reinvented according to a “cinematic imagination.” Engaging with Weimar cultural debates through the writings of artists and intellectuals who articulated the impact of film and photography on cultural developments, we will examine diverse artistic works and practices. Students, using video cameras, will explore the diverse urban landscapes

of Berlin as a basis for a group remake of Walter Ruttmann’s 1927 film Berlin: Symphony of a City. As a reflection on the pace of modernization in Berlin during the 1920s, the film captures the metropolis through its shifting montage images. How can Berlin be understood as a symbol of urbanization today? What images of the city will emerge through our encounters? Finally, how can we understand the persistent power of visual media in shaping the global context today? The study of Weimar culture is interdisciplinary making it relevant to participants from diverse fields such as film, music, literature, art history, and history.

ANTH-AD 102J

Anthropology of Indigenous Australia: Art, Politics and Cultural Futures

January 2016, Sydney

Prof. F. Myers

Crosslisted with Anthropology, Museum and Cultural Heritage Studies

MDURB-AD 115J

New York and Modernity

Crosslisted with Urbanization

The concentration in Anthropology aims to help students gain an understanding of cultural forms and their historical transformations. A concentration in Anthropology requires students to explore the relationship of human universality and cultural specificity, to elucidate the complex cultural, social, and political developments that contribute to an understanding of what it means to be a social being, and to participate in cross-cultural understanding and global citizenship. Students who concentrate in Anthropology gain knowledge of anthropological theories and practice in ethnographic qualitative methodologies, and are prepared for careers in fields as diverse as business, diplomacy, education, journalism, and public service. In addition to the courses offered at NYUAD listed below, some 120 anthropology electives exist across the NYU Global Network.

REQUIREMENTS FOR THE CONCENTRATION IN ANTHROPOLOGY

4 courses, distributed as follows:

- 1 Introduction to Anthropology
- 3 electives

ANTHROPOLOGY COURSES

REQUIRED COURSES

ANTH-AD 101

Introduction to Anthropology

Offered every year

This course provides students with a broad overview of the discipline, history, research methods, and selected contemporary issues in the field. The approach taken selects key ethnographies and uses them to explore questions of a methodological, theoretical, and substantive nature. This course is designed to introduce students to anthropological investigation and to facilitate understanding of how the discipline engages with and represents the everyday realities, challenges, and concerns of the people with whom anthropologists work.

ANTHROPOLOGY ELECTIVES

ANTH-AD 102J

Anthropology of Indigenous Australia: Art, Politics and Cultural Futures

January 2016, Sydney

Prof. F. Myers

Crosslisted with Museum and Cultural Heritage Studies, Arts and Humanities Colloquia

This course offers an introduction to some of the current issues in the anthropology of Indigenous Australia, considering a range of Aboriginal forms of social being, ranging historically and geographically and giving significant focus to the changing relationships between Indigenous people and the settler nation of Australia. We will explore a range of sites of representation and imagination—in the expressions of visual art, film, and the performativity of political activism—in studying how Aboriginal people have struggled to reproduce themselves and their traditions in their own terms. While those in the dominant society thought at first that Aboriginal people and their culture would “die out” and later that they would or could be simply “assimilated,” we will trace a history of Indigenous people from urban and remote communities intervening on what W.E.H. Stanner called “the great Australian silence” and asserting their right to a cultural future. This will include assessing the contentious history of debates over the very rights of representation of Aboriginal culture and realities. This course will make use of several museums in Sydney, and a few prominent Indigenous scholars and artists will present their work relevant to the theme.

ANTH-AD 110

India: Topics in Anthropology & History

Crosslisted with SRPP

This course offers multiple approaches to India under two broad conceptual frameworks: Caste and Communalism. The geographical focus for the course is India, broadly conceived to include its diaspora and in relation to other South Asian states. The disciplinary location for the course is in Social and Cultural Anthropology and History. Caste is the lens through which a range of social and cultural issues such as gender, class, modernity and food are considered and communalism is the lens through which key historical moments are examined. Such key moments may include some of the following: Partition (1947), the State of Emergency (1975-77), Operation Bluestar (1984), the destruction of the Babri Masjid, Ayodhya (1992) and the Gujarat riots (2002). In each case the events are studied from multiple perspectives both anthropological and historical to examine, for example, secularism and nationalism in India.

ANTH-AD 198

Directed Study

Offered by application

Prerequisite: Permission of instructor

Closely supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in a substantial paper.

ACS-AD 101X

Anthropology and the Arab World

Crosslisted with Arab Crossroads Studies, Social Research and Public Policy

ACS-AD 203X

Heritage, History and Memory in the Modern “Middle East”

Crosslisted with Museum and Cultural Heritage Studies, Arab Crossroads Studies, History: Mediterranean World

HIST-AD 132

Silk Roads Past and Present

Offered occasionally

Crosslisted with History

Fulfills pre-1800 requirement

MDANCAD 112

Archaeology of the Near East from the Origins of Agriculture to Alexander the Great

Crosslisted with Arab Crossroads Studies, The Ancient World

MUSIC-AD 111X

Music of the Middle East and North Africa

Offered every year

Crosslisted with Arab Crossroads Studies, Music

MUSIC-AD 360

Advanced Topics in Ethnomusicology

Offered occasionally

Crosslisted with Music

SRPP-AD 125

Ethnographic Field Research

Crosslisted with Social Research and Public Policy, Arab Crossroads Studies

Language is the principal means through which humans communicate and a major vehicle in the development of thought, culture, and aesthetic expression. Studying language makes one aware of other conceptual and cultural worlds and able to reach more effectively into those worlds and bridge cultures. NYU Abu Dhabi language courses are structured to increase competency at every level in speaking, writing, reading, and listening skills. Every language course introduces cultural material that highlights the connectedness of language, culture, and thought. Students who choose to acquire a new language or to pursue advance study of a language with which they are already familiar are better poised to realize their potential as 21st-century global citizens. For these many reasons, students are strongly encouraged to study a language other than English while at NYUAD.

Languages offered at NYUAD through regular coursework are Arabic and Chinese. By studying Arabic, students encounter and begin to grasp the first language of Abu Dhabi and the region. Classroom learning is enhanced by opportunities to apply language skills in the community and to travel to other Arabic-speaking countries. Students of Chinese are able to spend at least a semester at NYU’s other portal campus in Shanghai and to attend NYU’s summer Chinese language program in Beijing.

Students who wish to advance their proficiency in languages other than Arabic and Chinese may take advantage of the immersive language instruction offered at NYU’s global sites in Accra, Berlin, Buenos Aires, Madrid, Paris, Tel Aviv, and Prague. Non-credit language courses are also offered in French, Spanish, German, and Italian. With approval of the Dean of Arts and Humanities, students may petition to study certain ancient or so-called non-living languages (for example, Latin) offered at NYU New York through special tutorial agreements. Non-credit tutorials can also be arranged in Abu Dhabi for a variety of world languages.

Concentration in Arabic

The goal of the Concentration in Arabic is to provide students with the proficiency to understand and use the Arabic language. The Concentration in Arabic is useful for many careers and academic specializations that require practical fluency in both Modern Standard Arabic and Colloquial Arabic.

Students who elect to pursue the concentration are required to take the following three courses: *Intermediate Arabic 1 & 2* (or equivalent) and *Colloquial Arabic* (or equivalent). The concentration in Arabic is open only to students for whom Arabic is not the first language. However, exceptions will be made for native speakers who received no formal schooling in Arabic.

REQUIREMENTS FOR THE CONCENTRATION IN ARABIC

3 courses, distributed as follows:

- 2 Intermediate Arabic 1 and 2 (or equivalent)
- 1 Colloquial Arabic (or equivalent)

LANGUAGE COURSES

ARABIC

ARABL-AD 101

Elementary Arabic 1

*Offered every Fall and Spring
Fall 2015, Spring 2016*

Arabic language faculty

Builds basic skills in modern standard Arabic.

A continuing study of Arabic at the Elementary level. Five weekly hours of instruction and drill, stressing the proficiency approach, plus work in the language laboratory.

ARABL-AD 102

Elementary Arabic 2

*Offered every Fall and Spring
Fall 2015, Spring 2016*

Arabic language faculty

Prerequisite: ARABL-AD 101 or equivalent

A continuing study of Arabic at the Elementary level. Five weekly hours of instruction and drill, stressing the proficiency approach, plus work in the language laboratory.

ARABL-AD 131

Arabic Language and Heritage I

Offered every year

Fall 2015

Prerequisite: Permission of Arabic Program

This course is the first in a series of courses meant for students who come from Arabic-speaking families and who grew up in an Arabic-speaking environment but have not had sufficient training in Arabic. These courses are designed to help those students master formal Arabic language skills and empower them, as citizens, to become more engaged in their society, culture, and heritage. The series achieves this goal by reactivating the students' acquired but dormant knowledge of their native tongue even as it provides new accessible and relevant instruction in the language. In ALH 1 the student will perfect their knowledge of the Arabic writing/reading system; will learn how to produce accurate and coherent sentences in Arabic; and will utilize a variety of audio-visual material to begin to re-discover, debate, and express some of the key characteristics of Arab culture and identity.

ARABL-AD 201

Intermediate Arabic 1

*Offered every Fall and Spring
Fall 2015, Spring 2016*

Arabic language faculty

Prerequisite: ARABL-AD 102 or equivalent

A continuing study of Arabic at the Intermediate level, with increased emphasis on writing and reading from modern sources in addition to aural/oral proficiency.

ARABL-AD 202

Intermediate Arabic 2

*Offered every Fall and Spring
Fall 2015, Spring 2016*

Arabic language faculty

Prerequisite: ARABL-AD 201 or equivalent

A continuing study of Arabic at the Intermediate level, with increased emphasis on writing and reading from modern sources in addition to aural/oral proficiency.

ARABL-AD 217

Colloquial Arabic: Egyptian

Offered every other year

Prof. O. El Araby

Prerequisite: ARABL-AD 202 or equivalent

This course complements the student's knowledge of Standard Arabic to include proficiency in Egyptian Arabic, a major Arabic vernacular. By focusing on daily life tasks, conversational fluency, and cultural sensibility, the course advances the student's communicative skills, helping him/her develop the automated production skills necessary to function in an Arabic speaking environment. Pedagogically, the course integrates the study of grammar and vocabulary in cohesive thematic units that present the language used in authentic daily life situations. It works to train the students and enable them to converse with native speakers of Arabic by providing them with countless opportunities for listening and speaking. The course also utilizes products of mass media, pop culture, and entertainment venues and uses them as instructional material. Finally, this course is not intended for beginner students, it is designed for students who are at the intermediate level of proficiency. The prerequisite for this course is thus Intermediate Arabic II or an equivalent level decided by the course instructor.

ARABL-AD 218

Colloquial Arabic: Levantine

Offered every other year

Prof. K. Kittaneh

Prerequisite: ARABL-AD 202 or equivalent

This course complements the student's knowledge of Standard Arabic, helping him/her to elevate their proficiency by learning Levantine (or Shami) Arabic, one of the language's major vernaculars. Emphasizing daily life tasks, conversational fluency, and cultural sensibility, the course helps the students develop their production skills to communicate in an Arabic speaking environment. The course's pedagogy is built on integrating vocabulary and grammar in cohesive thematic units that draw on authentic daily life situations to introduce a variety of dynamic and enjoyable topics. In this course, students will have many opportunities to develop and practice their communicative skills. Class discussions will be vital and relevant to Arab cultural life, encouraging active engagement with the course and further

exploration of the themes through folklore, song, films, art, etc. The class allows direct and live interaction with people who speak the dialect by inviting them every now and then for class discussion sessions.

ARABL-AD 219J

Colloquial Arabic: Emirati Dialect

Prof. N. Isleem

Prerequisite: ARABL-AD 202

A people's dialect is a representation of their identity and a reflection of their cultural life. Building on the students' prior knowledge of Modern Standard Arabic, this course introduces the students to the unique aspects that make the Emirati dialect so lively and distinctive. Taught in the oasis city of Al Ain, the course serves as a gateway to accessing intimate aspects of life, culture, and heritage of the Gulf region. Using a bilingual textbook specifically designed by the course instructors to teach Emirati Arabic in formal and informal settings, students learn and experience the target dialect through direct instruction as well as through exploration of Emirati cultural life in folklore, song, film, art, and literature.

ARABL-AD 231

Arabic Language and Heritage II

Offered Every Year

Fall 2015

Prerequisite: ARABL-AD 131 or permission of Arabic Program

This course is the second in a series of courses meant for students who come from Arabic-speaking families and who grew up in an Arabic-speaking environment but have not had sufficient training in Arabic. These courses are designed to help those students master formal Arabic language skills and empower them, as citizens, to become more engaged in their society, culture, and heritage. The series achieves this goal by reactivating the students' acquired but dormant knowledge of their native tongue even as it provides new accessible and relevant instruction in the language. In ALH 2 the student will work to perfect their command of Arabic syntax; will learn to produce longer argumentative pieces; will begin to access, assess and taste some of Arabic's key modern literary and cultural products and will continue to debate, and explore various aspects of Arabic culture.

ARABL-AD 301

Advanced Arabic 1

Offered every Fall

Fall 2015

Arabic language faculty

Prerequisite: ARABL-AD 202 or equivalent

Builds on the skills acquired at the Intermediate level of Arabic study, with emphasis on writing compositions and conducting research.

ARABL-AD 302

Advanced Arabic 2

Offered every Spring

Spring 2016

Arabic language faculty

Prerequisite: ARABL-AD 301 or equivalent

A continuing study of Arabic at the Advanced level, with emphasis on writing compositions and conducting research.

ARABL-AD 315

Arabic Cultural Explorations

Offered every year

Spring 2016

Prof. M. Al Khalil

Prerequisites: ARABL-AD 219, ARABL-AD 301

This course completes the student's sequenced language learning experience with an opportunity to explore the cultural and artistic diversity of the Arab world using the acquired language skills. Students cap their language achievement by accessing and studying such cultural forms as literature, song, film, folklore, etc., in the original language. The course includes fourteen modules: twelve already set, and two final modules to be worked out over the semester by two student teams. The modules center on key texts in categories like language, place, family, and customs, which inform and shape modern Arab identities, civilizations(s), and consciousness.

ARABL-AD 329

Introduction to Islamic Texts (in Arabic)

Offered occasionally

Prerequisite: ARABL-AD 202 or equivalent

This course introduces students to the main stylistic features of classical Arabic. Students get a flavor of an older yet essential register of Arabic through the most important texts of the Islamic tradition. These texts constitute the very core of Islam to this day: the Qur'an and the Hadith (sayings of the Prophet Muhammad). The syllabus also includes samples from the Tafsir tradition (Qur'anic hermeneutics), Sufi/mystical literature (poetry and prose), philosophical novels, and pious tales from the popular sphere (the Arabian Nights tradition). The Qur'an provides a sustained focus for the course, with particular attention being paid to how it has influenced all categories of Arabo-Islamic literature: linguistically, stylistically, thematically, and doctrinally.

ARABL-AD 331

Arabic Language and Heritage III

Offered Occasionally

Prerequisite: ARABL-AD 231 or permission of

Arabic Program

This course is the last in a series of courses meant for students who come from Arabic-speaking families and who grew up in an Arabic-speaking environment but have not had sufficient training in Arabic. These courses are designed to help those students master formal Arabic language skills

and empower them, as citizens, to become more engaged in their society, culture, and heritage. The series achieves this goal by reactivating the students' acquired but dormant knowledge of their native tongue even as it provides new accessible and relevant instruction in the language. In ALH 3 the student will focus more on understanding and learning some of Arabic's major rhetorical styles; will continue to study original Arabic literature both classical and contemporary; will produce publication-quality output; and will engage in more critical study of the main intellectual debates in Arab life today.

CHINESE

CHINL-AD 101

Elementary Chinese 1

Offered every Fall

Fall 2015

Prof. X. Jiao

Open to students with little or no training in Chinese, this course is designed to develop and reinforce language skills in listening, speaking, reading, and writing as Chinese language relates to everyday life situations. The objectives are: to master the Chinese phonetic system (pinyin and tones) with satisfactory pronunciation; to understand the construction of commonly used Chinese characters (both simplified and traditional) and learn to write them correctly; to understand and use correctly basic Chinese grammar and sentence structures; to build up essential vocabulary; to read and write level-appropriate passages; to become acquainted with aspects of Chinese culture and society related to the course materials.

CHINL-AD 102

Elementary Chinese 2

Offered every Spring

Spring 2016

Prof. X. Jiao

Prerequisites: CHINL-AD 101 or equivalent

A continuation of Elementary Chinese I. The course is designed to reinforce and further develop language skills in listening, speaking, reading, and writing as these relate to everyday life situations.

CHINL-AD 103

Intensive Elementary Chinese

Offered every Spring

Spring 2016

Prof. X. Jiao

Intensive Elementary Chinese is the first-year level of the standard foundational sequence of training in listening, speaking, reading, and writing modern Chinese. This course is designed especially for those beginners who have no previous background in Chinese but would like to learn the language more intensively and more quickly. Unlike the regular Elementary Chinese I course which will

teach ten chapters during one semester, this course will cover twenty chapters during the semester. The training that students get will be equal to one academic year of training, and after completing this course, students will be eligible to skip Elementary Chinese II and take Intermediate Chinese I directly. The course will begin with introducing Pinyin, the phonetic system of Mandarin Chinese. After that, it will introduce radicals, some basic vocabulary, sentence structures, and grammar points. By the end of the semester, students are expected to be able to read Chinese characters with correct tones; write characters in correct stroke order; compose short essays by using the vocabulary and grammar they have learned; understand by listening conversations about some easy topics; and handle certain informal topics that require an exchange of basic information related to study and leisure activities.

CHINL-AD 201

Intermediate Chinese 1

Offered every Fall

Fall 2015

Prof. X. Jiao

Prerequisites: CHINL-AD 102 or equivalent

This course is designed to consolidate overall listening and speaking proficiency, with the focus gradually moving toward semi-formal usage of Chinese language in topic-oriented discussions. The objectives are: to be able to obtain information from extended conversation; to both express and expound on, in relative length, feelings and opinions on common topics; to expand vocabulary and learn to decipher the meaning of compound words; to develop reading comprehension of extended narrative, expository, and simple argumentative passages; to solve non-complex textual problems with the aid of dictionaries; to write in Chinese mid-length personal narratives, informational narratives, comparison and discussion of viewpoints with level appropriate vocabulary and grammatical accuracy, as well as basic syntactical cohesion; to continue being acquainted with aspects of Chinese culture and society related to the course materials.

CHINL-AD 202

Intermediate Chinese 2

Offered every Spring

Spring 2016

Prof. X. Jiao

Prerequisite: CHINL-AD 201 or equivalent

A continuation of Intermediate Chinese I, focusing on semi-formal usage of Chinese language when discussing more academically-inflected cultural or social topics.

CHINL-AD 301

Advanced Chinese 1

Offered every Fall

Fall 2015

Prof. X. Jiao

Prerequisites: CHINL-AD 202 or equivalent

This course is designed to further develop proficiency in speaking and writing through readings on and discussions of socio-cultural topics relevant to today's China. The main focus is the improvement of reading comprehension and writing skills. The objectives are: to further improve oral communicative competence by incorporating semi-formal or formal usages; to acquire vocabulary and patterns necessary for conducting semi-formal or formal discussions of socio-cultural topics; to increase reading speed of texts with more advanced syntax; to learn to make context-based guesses about the meaning of a new word, conduct sentence analysis and solve textual problems with the aid of dictionaries; to write and present more fully developed narratives or reasoned and structured arguments; to learn to employ basic rhetorical methods; to learn to appreciate stylistic usage of Chinese language.

CHINL-AD 302

Advanced Chinese 2

Offered every Spring

Spring 2016

Prof. X. Jiao

Prerequisites: CHINL-AD 301 or equivalent

Continuation of Advanced Chinese I. Designed to reinforce and further develop students' knowledge of formal usage of Chinese language.

Designed to meet the needs of each individual student through a blend of writing courses and one-on-one consultations in the Writing Center, the Writing Program seeks to cultivate a robust culture of writing at NYUAD—from freshmen to seniors, and for students across all of the divisions.

All students at NYUAD need intellectually rigorous writing classes that introduce them to the fundamentals of academic argument. Analysis & Expression, the Writing Program's signature course, is a place for first-year students to engage in a semester-long study of academic knowledge production and develop a shared understanding of what we, as an international academic community, value in written argumentation—despite our many linguistic and cultural differences.

A&E is an introduction to the academic work students will be expected to master as they advance through the Core and into their majors: scholarly inquiry, elements of academic argument (e.g., thesis, evidence, analysis, and structure), critical reading, and the writing process itself. It is a course in college-level reading, writing, and inspired critical thinking taught by an award-winning, widely published interdisciplinary faculty.

The foundational work of Analysis & Expression is picked up and elaborated on in the classes that make up the NYUAD Core Curriculum, where students confront big ideas, pose big questions, and practice the rigorous thinking and writing moves introduced by A&E. All Core classes are “writing intensive” in that they require students to be careful readers, inventive thinkers, and diligent writers prepared to see their work evolve across small assignments and multiple drafts. Some core courses additionally offer a once-per-week writing workshop where students can focus even more intently on their writing development—further grounding them in the lexicon that the University utilizes to assist students in the development of their writing. Students complete one of these writing workshop courses during their first year.

WRITING COURSES

WRIT-AD 110

Analysis and Expression

Offered every semester

Fall 2015, Spring 2016

Writing faculty

This course provides comprehensive instruction in the language and critical thinking skills essential for success in a liberal arts curriculum. Students engage with a variety of texts, learn how to analyze and express complex ideas in both written and spoken form, and complete assignments that range from shorter reviews and editorials to longer persuasive essays. Each assignment is the result of a progression of structured exercises with an emphasis on drafting and revision strategies. Students work collaboratively, offering constructive critique through class discussion, peer-group workshops, and one-on-one writing conferences. Those who place into Analysis and Expression after taking a placement exam must complete the course before enrolling in a Writing Intensive Core Curriculum course.

WRIT-AD 111X

Analysis and Expression: Islamic Studies Topics

Offered every semester

Fall 2015, Spring 2016

Writing faculty

Islamic Studies

This course develops the same skills as Analysis and Expression: The Human Condition. However, the readings and writings in this section of Analysis and Expression focus on debates about Islam. The course satisfies the Islamic Studies requirement.

WRIT-AD 130

Analysis and Expression II

Offered every Spring

Spring 2016

Writing Faculty

Continuing to explore our human experience through written and visual texts, A&E II is a bridge class to the Writing Intensive and Core courses at NYUAD. It builds on the critical reading, thinking and writing skills acquired in Analysis and Expression I, and offers students an opportunity to fine tune those skills in a supportive and challenging environment.

WRIT-AD 131X

Analysis and Expression II: Contemporary Debates about the Middle East and the Islamic World

Offered occasionally

Islamic Studies

It is perhaps not too much of an exaggeration to suggest that there exists no other region or cultural grouping in the world today that has undergone such intense scrutiny as that of Middle East and Islamic world. With the recent rise of ISIS, the emergence of the Arab Spring, and the never-ending conflict in Israel-Palestine there is every reason to believe that worldwide attention on Islam, Arabs and Muslims is likely to continue unabated. Building on 'Contemporary Debates about Islam' this course will continue to visit some of the controversial social, political, and cultural topics of the day with particular focus on the Middle East.

WRIT-AD 210

Advanced Seminar in Writing and Speaking

Offered occasionally

This course builds upon the skills from Analysis and Expression and the Writing-Intensive Core courses to prepare students for advanced writing across the curriculum. The course calls upon students to be creative, critical, and curious, as they rigorously practice their written and spoken expression. Students engage with a variety of texts and research topics to gain greater self-awareness and confidence with their writing. Each major assignment is the result of a progression of exercises with an emphasis on drafting and revision strategies. Students work collaboratively, offering constructive critique through class discussion, peer workshops, and one-on-one conferences.

SOCIAL SCIENCE

Social Science Foundations

ECONOMICS

POLITICAL SCIENCE

SOCIAL RESEARCH AND PUBLIC POLICY

B.A.-M.P.A. Program

At its core, the multidisciplinary field of Social Science is about people—their individual and collective behaviors and the societies they create. The disciplines in this field seek to deepen our understanding of how people behave in a wide variety of contexts and to assess the consequences of individual, group, and societal decisions. Collectively, the social sciences seek to explain and investigate the functioning of society, and address the vast array of pressing contemporary issues that affect individual and societal well-being. How does our broader environment affect how we develop as individuals and behave collectively in our communities? Why do our societies look the way they do, and why do they differ? What drives pervasive inequality within and across regions, and what policies and institutions affect this?

Three Social Science majors are available to students at NYU Abu Dhabi: Economics, Political Science, and Social Research and Public Policy. While each major has its own particular focus, there are important shared components in how these majors are designed. In each, students are exposed to the theories and controversies of the field, their historical roots, and the current debates. Students learn how ideas have been developed, altered, and refuted over time. In addition, each discipline emphasizes the development of critical analytical skills; students learn to use empirical methods to test their ideas and theories with data. The development and completion of a senior thesis enables students to work closely with NYUAD faculty.

Finally, the Social Sciences at NYUAD are intentionally cross-disciplinary. Given the complexity of human behavior, of our societies, and of the issues we face, there is a shared pedagogical commitment that the ideal education should foster the development of knowledge across disciplines. Students within each of the Social Science majors are exposed to additional disciplines as part of the major itself. The Political Science major includes many courses that are Cross Listed with Economics, Psychology, and Philosophy; and the Economics major requires two breadth courses outside the discipline that are relevant for a broader view of economic phenomena. Social Research and Public Policy is an interdisciplinary Social Science major, which draws on anthropology, sociology, and demography as well as economics and political science.

The description of each major includes a sample four-year schedule to indicate a possible pathway through the major in combination with other required and elective courses. Students have many scheduling options, including study away semesters that are not shown on the diagrams, and should plan each semester with their faculty mentor.

NYUAD and the Robert F. Wagner Graduate School of Public Service offer a dual-degree program to enable students to earn both a Bachelor of Arts in various NYUAD undergraduate majors and a Master of Public Administration (M.P.A.) in five years. For further details on admission to the program, see pp. 204-205.

SOCIAL SCIENCE FOUNDATIONS COURSES

SOCSC-AD 101

Mathematics for Social Scientists I

Offered Fall 2015

Crosslisted with Social Research and Public Policy, Political Science, Economics

Prerequisite : Sophomore standing or higher

Note: This course is being discontinued and will not be offered after Fall 2015

This course provides an introduction to topics in mathematics immediately relevant for social scientists beginning their studies in Economics, Political Science, or Social Research and Public Policy. Beginning with a review of sets and functions, the course covers key topics in univariate calculus and introduces the notation associated with basic linear algebra. The course is not a study of pure mathematics and so results are presented without rigorous proofs. Instead, the course provides an introduction to mathematics as the lingua franca of modern social sciences, and focuses on employing mathematics to formulate and communicate theories within the social sciences.

SOCSC-AD 110

Statistics for the Social and Behavioral Sciences

Offered every Fall and Spring

Fall 2015

Crosslisted with Social Research and Public Policy, Psychology, Political Science, Economics

This course introduces students to the use of statistical methods in social science research. Topics include: descriptive statistics; introduction to probability; sampling; statistical inference concerning means, standard deviations, and proportions; correlation; analysis of variance; linear regressions including multiple regression analysis. Applications to empirical situations in the Social Sciences are an integral part of the course.

SOCSC-AD 112

Logic of Social Inquiry

Offered every Fall and Spring

Fall 2015

Recommended Prerequisite: SOCSC-AD 116

Crosslisted with Social Research and Public Policy, Political Science, Economics

This course examines the major approaches to empirical studies in the social sciences, and studies the relationship between social questions raised and methods employed. It offers skills in developing research designs for explorative, descriptive, explanatory, and evaluation research. Special attention is paid to causal inference and to the use of experiments in social research.

SOCSC-AD 113

Statistics and Probability for the Social Sciences

Offered every year

Prerequisite: MATH-AD 110 or MATH-AD 111 or

SOCSC-AD 101 or Math Placement Test

Crosslisted with Social Research and Public Policy, Political Science, Economics

The fundamental concepts of probability and the theoretical underpinnings of statistical inference form the foundation for data analysis in the social sciences. To this end, this course is designed to give students a rigorous foundation to both classical/Frequentist and Bayesian approaches to both probability and inference. We begin the semester with the axioms of probability, from which we develop the notions of distributions, random variables, random samples, and large sample theory. After this, we look at both Maximum Likelihood and Bayesian approaches to point/interval estimation and hypothesis testing. The course ends with an inference-based look at linear regression.

SOCSC-AD 115

Varieties of Capitalism

Offered every other year

Crosslisted with Social Research and Public Policy, Political Science, Economics

This course examines historical and contemporary theoretical perspectives on the relationship between political institutions and economic processes. The course introduces students to debates about the role of markets and the governments. The course mainly focuses on discourses that stem from liberal, conservative and radical schools of thought. This course also provides comparative empirical case studies of capitalistic economic institutions around the world e.g. USA, continental Europe, East Asia and the Middle East. In other words, the course looks at contending theories of political economy that shed light on historical and contemporary processes of socio-economic change and on the complex relationship between politics and economics in different parts of the 'global village'.

SOCSC-AD 116

Foundations of Modern Social Thought

Offered every Fall and Spring

Fall 2015

Crosslisted with Social Research and Public Policy, Political Science, Economics

Major works of social thought from the beginning of modern era through the 1920s. Attention to social and intellectual context, conceptual frameworks and methods, and contributions to contemporary social analysis. Writers include Hobbes, Locke, Montesquieu, Rousseau, Adam Smith, Marx, Nietzsche, Freud, Weber, and Durkheim.

SOCSC-AD 201

Math for Social Scientists II

Offered Fall 2015 and Spring 2016

Prerequisite: SOCSC-AD 101 or MATH-AD 110 or

MATH-AD 111; Sophomore standing or higher

Note: This course is being discontinued and will not be offered after Spring 2016

Crosslisted with Social Research and Public Policy, Economics

Building on Calculus or Mathematics for Social Scientists I, this course provides a further reaching study of mathematics immediately relevant for social science majors. Beginning with a review of univariate calculus and optimization, the discussion moves to the basics of linear algebra, multivariate calculus and tools related to the constrained optimization of functions. The last set of topics includes introductions to comparative statics and discrete-time dynamic optimization. Note that this course is not a study of pure mathematics and so results are presented without rigorous proofs. Instead, the course focuses on employing mathematics to formulate and communicate theories within the social sciences, and illustrates the usefulness of mathematical results directly in terms of applications to models of optimizing agents.

SOCSC-AD 300

Sophomore-Junior Seminar for Social Scientists

Prerequisite: SOCSC-AD 112

Crosslisted with Social Research and Public Policy, Political Science, Economics

This optional, no-credit seminar is designed to help sophomores and juniors to develop a research proposal for a second term abroad, a capstone project, or an undergraduate research funds application. The seminar meets bi-weekly and will help students to develop strategies to advance from a vague idea to a concrete proposal; to write a concise literature review; and to make an effective case for the chosen research question and methodology.

Economics is the study of human decision-making, considered in relation to the economic tasks of life. It looks at how individuals within larger social groups, including communities, organizations, markets, and economies, make decisions about how much to work and play, spend and save. Economic analysis also considers how the economic decisions made by one group of people affect the decisions made by others. They then study how the aggregated effects of these decisions impact production, distribution, trade, and the consumption of goods and services across local regions, countries, and the world.

The Economics curriculum at NYU Abu Dhabi is designed to introduce students to these fundamental dynamics of human life and, in doing so, is grounded in three basic pedagogical principles:

1. Undergraduate students must be exposed to the “big ideas” and pressing social issues of our world and given the economic frameworks for thinking about them.
2. Meaningful study of economics requires being able to think about problems from local, regional, and global perspectives.
3. Effective economic reasoning increasingly involves a multidisciplinary approach combining the best economic thinking with the best thinking in psychology, history, statistics and politics.

Building on these principles, the Economics major is designed to foster rigorous analytical abilities, critical writing and communication skills, and the capacity to interpret and use statistical data—all in the service of developing sound economic reasoning and problem-solving skills. These transferable strengths are of value in a broad array of academic and professional paths, from economics, business, or law, to public service or graduate studies.

Majors may select a specialization in Finance or a specialization in Theory. Students who intend to go to graduate studies in Economics are advised to complete the specialization in Theory.

REQUIREMENTS FOR THE SPECIALIZATION IN FINANCE

The specialization in finance is open to economics majors and requires 3 courses, distributed as follows:

- 1 Foundations of Financial Markets counting as 1 Economics Elective
- 2 Finance Electives

REQUIREMENTS FOR THE SPECIALIZATION IN THEORY

The specialization in Theory is open to Economics majors and requires 1 substitution and 2 courses in the major:

- 1 Statistics and Probability for the Social Sciences in place of Statistics for the Social and Behavioral Sciences
- 1 Advanced Microeconomics
- 1 Advanced Macroeconomics

Concentration in Economics

The concentration in Economics is open to all NYUAD students. Students who elect to pursue the concentration are required to take four Economics courses: Principles of Microeconomics; Principles of Macroeconomics; and two additional courses in Economics as electives. Breadth electives do not count toward the Economics concentration.

Students grading out of Principles of Microeconomics and/or Principles of Macroeconomics must substitute the corresponding Intermediate class.

REQUIREMENTS FOR THE CONCENTRATION IN ECONOMICS

4 courses, distributed as follows:

- 1 Principles of Microeconomics
- 1 Principles of Macroeconomics
- 2 Economics Electives

ECONOMICS

SAMPLE SCHEDULE

Remember that this is only one possible path to complete this major.

REQUIREMENTS FOR THE MAJOR

16 courses, distributed as follows:

- | | |
|-----------------------------|--|
| 9 Required Courses: | Intermediate Macro; |
| Calculus with Applications; | Statistics for the Social and Behavioral Sciences; Intro to Econometrics |
| Multivariable Calculus | 3 Economics Electives |
| Principles of Micro; | 2 Breadth Electives |
| Principles of Macro; | 2 Capstone: Project & Seminar |
| International Economics; | |
| Intermediate Micro; | |

YEAR 1

Fall Semester				January Term
CORE	CORE	CALCULUS WITH APPLICATIONS	PRINCIPLES OF MICRO-ECONOMICS	GENERAL ELECTIVE
Spring Semester				
CORE	MULTI-VARIABLE CALCULUS	STATISTICS FOR SOCIAL SCIENTISTS	PRINCIPLES OF MACRO-ECONOMICS	

YEAR 2

Fall Semester				January Term
CORE	GENERAL ELECTIVE	INTRO TO ECONOMETRICS	INTERMEDIATE MICRO-ECONOMICS	GENERAL ELECTIVE
Spring Semester				
CORE	CORE	ECONOMICS ELECTIVE	BREADTH ELECTIVE	

YEAR 3

Fall Semester				January Term
CORE	GENERAL ELECTIVE	INTERNATIONAL ECONOMICS	INTERMEDIATE MACRO-ECONOMICS	GENERAL ELECTIVE
Spring Semester				
CORE	GENERAL ELECTIVE	GENERAL ELECTIVE	BREADTH ELECTIVE	

YEAR 4

Fall Semester				
GENERAL ELECTIVE	GENERAL ELECTIVE	ECONOMICS ELECTIVE	CAPSTONE SEMINAR	
Spring Semester				
GENERAL ELECTIVE	GENERAL ELECTIVE	ECONOMICS ELECTIVE	CAPSTONE PROJECT	

ECONOMICS COURSES

REQUIRED FOR MAJORS

ECON-AD 101
Principles of Microeconomics
Fall 2015, Spring 2016
Crosslisted with Social Research and Public Policy, Leadership and Social Entrepreneurship, Business and Organizational Studies
 This course offers students an introduction to how economists look at the world and approach problems. It focuses on individual economic decision-makers (households, business firms, and government agencies) and explores how they are linked together and how their decisions shape our economic life. Applications of supply and demand analysis and the role of prices in a market system are explored. Students are also exposed to game theory, the theory of the competitive firm, the idea of market failure, and policy responses. The course relies on cases and examples and incorporates readings from classical and contemporary sources to shed light on modern economic principles and their application to solving the problems that face the global economy.

ECON-AD 102
Principles of Macroeconomics
Fall 2015, Spring 2016
Prerequisite: ECON-AD 101
Crosslisted with Social Research and Public Policy
 This course offers an introduction to the study of aggregate economies in the long and short runs of time. The course begins with a discussion of some basic data used to analyze the relationships between macroeconomic aggregates such as production, inflation, and unemployment. Next, determinants of long run growth in national per capita incomes are discussed followed by a discussion of economic booms and recessions. The course concludes with descriptions of the tensions inherent in the formulation of monetary and fiscal macroeconomic policies and the pitfalls and opportunities afforded to nations within the context of an emergent global economy.

ECON-AD 103
International Economics
Spring 2016
Prerequisites: ECON-AD 101, ECON-AD 102
 Examining both macro and micro aspects of the globalization of world economies, this course begins with the fundamentals of trade: comparative advantage, gains from trade, the price of factors of production, and the implications of labor and capital mobility. The second part of the course covers the role of money and finance in global economic activity. Topics include: the roles of the exchange rate; current and capital accounts as key variables in international economic relations;

purchasing power parity and interest rate parity; the international effects of macro policy and government exchange rate policies; the role of oil exports in the world economy; and the role of international economic organizations such as the International Monetary Fund and the World Trade Organization.

ECON-AD 104
Intermediate Macroeconomics
Fall 2015, Spring 2016
Prerequisites: ECON-AD 101, ECON-AD 102, ECON-AD 105
 Building on the material in Principles of Macroeconomics, Intermediate Macroeconomics addresses in depth four foundational aspects of macroeconomic theory and policy: (1) theories of exogenous and endogenous growth in per capita incomes; (2) theories of fluctuations in output, employment and other macroeconomic aggregates with a focus on policy and other economic stimuli that can lead to booms and recessions; (3) determinants of inflation including capacity constraints, money, credit and expectations; (4) the aims, objectives and tools of monetary and fiscal policies and their relationship with financial intermediation and its regulation. Students pursuing a specialization in theory must take Advanced Macroeconomics (ECON-AD 306), in addition to Intermediate Macroeconomics.

ECON-AD 105
Intermediate Microeconomics
Fall 2015, Spring 2016
Prerequisites: ECON-AD 101, MATH-AD 110 or MATH-AD 111
Recommended prerequisite: MATH-AD 112 or SOCS-AD 201
 This course introduces the major concepts and tools of modern microeconomic analysis. We study the manner in which consumers, producers and resource owners, acting through markets, determine the prices and output of goods and the allocation of productive resources. Consumers and producers are viewed as agents with well-defined objectives, choosing optimally under constraints on their resources. The price mechanism is viewed as an institution that disseminates information to decision makers—firms and consumers—and coordinates their behavior. We will study circumstances under which markets promote an efficient allocation of resources, as well as sources of market failure where the price mechanism can lead to inefficient outcomes. Students pursuing a specialization in theory must take Advanced Microeconomics (ECON-AD 305), in addition to Intermediate Microeconomics.

ECON-AD 210

Introduction to Econometrics

Fall 2015, Spring 2016

Prerequisite: SOCS-AD 110 or SOCS-AD 113 or MATH-AD 150

Recommended prerequisite: MATH-AD 110 or

MATH-AD 111 or SOCS-AD 101

Crosslisted with Social Research and Public Policy, Political Science

Application of statistics and economic theory to problems of formulating and estimating models of economic behavior. Matrix algebra is developed as the main tool of analysis in regression.

Acquaints students with basic estimation theory and techniques in the regression framework and covers extensions such as specification error tests, heteroskedasticity, errors in variables, and simple time series models. An introduction to simultaneous equation models and the concept of identification is provided.

MATH-AD 111

Calculus with Applications

Fall 2015

Prof. E. Russel, F. Said and T. Ghoul

This course presents the foundations of calculus by examining functions and their derivatives and integrals with a special emphasis placed on the utilitarian nature of the subject material. Applications to other disciplines are emphasized. Since the derivative measures the instantaneous rate of change of a function and the definite integral measures the total accumulation of a function over an interval, these two ideas form the basis for nearly all mathematical formulas in science, engineering, economics, and other fields. This course also provides instruction in how to model situations in order to solve problems. Applications include graphing, and maximizing and minimizing functions. In addition to two weekly lectures, students attend a weekly recitation focused on applications. Placement into Calculus with Applications is decided by discussion with mentors and the results of a mathematics placement examination.

MATH-AD 112

Multivariable Calculus

Fall 2015

Prerequisite: MATH-AD 110, MATH-AD 111 or

Math Placement

Multi-variable calculus is the extension of calculus in one-variable to calculus in more than one variable. Integration and differentiation of functions of several variables require new concepts and techniques. The course has applications to science and engineering as well as economics. Specific topics include vectors in the plane and space; partial derivatives with applications; double and triple integrals; spherical and cylindrical coordinates; surface and line integrals; and divergence, gradient, and curl. In addition, the theorems of Gauss and Stokes are rigorously introduced.

SOCS-AD 110

Statistics for the Social and Behavioral Sciences

Fall 2015

Prof. D. Ezgi

Crosslisted with Social Research and Public Policy, Psychology, Political Science

This course introduces students to the use of statistical methods in social and behavioral science research. Topics include: descriptive statistics; introduction to probability; sampling; statistical inference concerning means, standard deviations, and proportions; correlation; analysis of variance; linear regression, including multiple regression analysis. Applications to empirical situations in the social sciences are an integral part of the course.

ECONOMICS ELECTIVES

ECON-AD 106J

Understanding the Financial Crisis

Offered occasionally

Crosslisted with Social Research and Public Policy, Political Science

This course examines the root causes of the financial crisis and the ensuing economic recession. We place the crisis in historical context of the Great Depression and of the emerging market financial crises such as those that occurred in Latin American and East Asia. We contrast the European and American experiences. The course allows students to develop an analytical framework to understand the interactions of the housing market, the credit system, and the labor market. The policy responses are analyzed within the context of the political.

ECON-AD 198

Directed Study

ECON-AD 211

Macroeconomic Policies and Growth

Offered occasionally

Why is the average U.S. American or European of today more than ten times richer than the average American or European one hundred years ago? And why is income of the average U.S. American or European of today thirty times higher than the income of the average Sub-Saharan African? What explains "growth miracles" like modern day China? This course reviews data about growth and development, as well as the theories that have been developed in order to explain empirical regularities observed in the data. An exploration of the link between growth, institutions, and infrastructure, and evaluation of what types of policies are more growth-conducive, conclude the course.

ECON-AD 213J

Economic Development and Urbanization in Africa

January 2016, Abu Dhabi

Prof. R. Buckley

Crosslisted with Social Research and Public Policy, Urbanization

The course focuses on the interactions between the urbanization and economic development processes in sub-Saharan Africa. Similarities and differences between the patterns that have occurred in many of the sub-Saharan economies and those of other countries and in other times are discussed. Emphasis is given to the range of factors involved: history, politics, demographics, urban planning, climate change, and economics. Accra is a particularly interesting location for this course as Ghana was the first sub-Saharan country to become independent following World War II, and its leadership was advised by one of the leading development economists, Nobel Prize winner Arthur Lewis, who gave considerable attention to the role of cities in the development process. The course also considers the important roles played by slavery, the structural adjustment programs, and the colonial urban planning policies drawing out their implications for Ghana's economic development and its urbanization. A number of site visits to other cities are included.

ECON-AD 214X

Economic History of the Middle East

Prerequisite: ECON-AD 101

Crosslisted with History, Arab Crossroads Studies

The Middle East was the cradle of civilization and one of the most vibrant regions of the world for thousands of years. Since the middle ages, however, it has been surpassed by Europe in economic performance. This course explores this reversal in fortune. Was it due to culture, religion, law, geography, agrarian structure, globalization, or state policy? What attempts have been made to catch up with the West? Which have been successful? How has the history of the Near East compared to that of other parts of the world and what light do those comparisons shed on the region's experience?

ECON-AD 216

Labor Economics

This is a one-semester course on labor economics for undergraduate students. This class will study the various ways that workers and firms interact in labor markets. What factors determine how much labor individuals supply to the market? What determines labor demand by firms? How do firms design contracts to provide the right incentives to their workers? What determines wage inequality in the economy? What can insights from labor economics contribute to debates surrounding policies such as immigration reform, welfare reform, and income taxation? The class will expose

students to the basic theoretical models used by economists to tackle these issues. We will also survey evidence from empirical studies on these topics.

ECON-AD 217

Technology and Economic Development: Markets and Networks

Prerequisite: ECON-AD 101 or CS-AD 101

Crosslisted with Computer Science

This course will cover topics on the interface between economics and computer science, with special emphasis on issues of importance to economically developing regions. Students will work in teams to tackle real-world and interdisciplinary problems. Students will address questions of markets and economic development using Information and Communications Technologies for Development (ICTD) techniques in the context of development through visits to NYU field sites in the UAE, Ghana and Ethiopia.

ECON-AD 218J

Growth and Development: An Economic Perspective on Argentina's History

Compared to most other countries the economic development of Argentina has been disastrous in the last 100 years. In 1908 GDP per capita in Argentina was around 80% of GDP per capita in US, where GDP per capita is the value of production divided by the size of the population. One hundred years later, in 2008, GDP per capita in Argentina was around 35% of GDP per capita in US. In the course we aim to understand why the development of Argentina has been so disastrous focussing on economic factors. We will compare Argentina with other countries in order to gain insight into the crucial factors for economic growth and development. We will first study the history of Argentina with emphasis on its economic development. Next we will go into the mechanisms of growth by studying basic economic theory about supply and demand, production, consumer choice and growth. Using our knowledge about the history of Argentina and economics, we will try to understand some of the main causes of the actual economic development of Argentina. The insights we gain from studying the Argentinian experience will help us understand that economic growth and development are sensitive and delicate phenomena, not just for Argentina but for any country. The course includes excursions to see traces of earlier times and their current impact on Buenos Aires and its culture.

ECON-AD 222

Experimental Economics

Prerequisites: ECON-AD 101, ECON-AD 102, SOCS-AD 110

As a methodological field within the discipline, experimental economics develops laboratory techniques (similar in spirit to those found in the

'hard sciences') in the pursuit of two broad ends: to empirically evaluate existing assumptions and theories of economic behavior and to 'wind tunnel' test new assumptions, theories and policies. In this course, we will learn how to marry theory with the economists' laboratory, how to interpret the results of experiments, how to advance economic thinking using those results and how this tool applies equally to individual, group, and aggregate economic behavior.

ECON-AD 300 **Development Economics**

Offered every year
Fall 2015

Prerequisite: ECON-AD 104

This course covers the roles of factor accumulation, technology, human capital and ideas in the growth process; the political economy of growth; the role of openness to international trade versus international trade barriers; and growth and income inequality. The course provides an overview of foreign aid in the economic development process and the policies of international institutions like the IMF and World Bank. The course also includes: the study of randomized experiments in evaluating aid projects and development interventions; rural land markets; credit markets in imperfect and fragmented capital markets; the household migration decision; and nutrition and fertility decisions.

ECON-AD 301 **Development and Public Policy**

Offered every year

Prerequisites: ECON-AD, ECON-AD 102

This course will cover the international aspects of contemporary economic development and poverty reduction in developing countries, including the various dimensions of globalization (trade, migration, capital movements, knowledge transfer, global public goods...), the potential conflicts of interest between developing and developed countries, the need for global governance and the role of international organizations.

ECON-AD 302 **Foundations of Financial Markets**

Offered every Fall and Spring

Fall 1 2015 (7 weeks), Spring 2016

Prerequisites: ECON-AD 101, SOCS-AD 110 or SOCS-AD 113 or MATH-AD 150, ECON-AD 321

This course offers a rigorous examination of the basic concepts and tools of modern finance. Students are introduced to cash flow analysis and present value, as well as basic concepts of return and risk, in order to understand how financial markets work and how financial instruments are valued. These instruments, including equities, fixed income securities, options, and other derivative securities, become vehicles for exploring various

financial markets and their utilization by managers in different kinds of financial institutions to enhance return and manage risk.

ECON-AD 303 **Corporate Finance**

Offered every year
Fall 2015

Prerequisites: ECON-AD 302, ECON-AD 321

This course introduces the student to selected problems and issues in financial management and corporate financial policy. Topics include: capital budgeting (strategy and techniques associated with the analysis and selection of capital projects, financial forecasting, and financial planning) and corporate finance (the cost of capital and issues associated with raising capital, mergers and acquisitions decisions, corporate bankruptcy, managerial control, and compensation strategies). Problem sets and case studies are integral parts of this course.

ECON-AD 304 **Behavioral Economics**

Offered every other year

Prerequisite: ECON-AD 105

This course introduces students to the field of behavioral economics which aims to improve the predictive power of economic theory by incorporating insights from lab and field experiments concerning how individuals make decisions. This course revisits some of the most fundamental assumptions concerning human behavior in economics such as selfishness and individual rationality; discuss evidence illustrating systematic violations of them; and provide explanations for them. Further, it discusses some of the important implications of the new behavioral models for economic policy, finance, marketing, management, and industrial economics. Students will participate in classroom experiments to gain a deeper understanding of the issues at hand. The continuous interplay between economic theory and empirical data throughout the course means that this unit will appeal to anyone with an interest in understanding human behavior.

ECON-AD 305 **Advanced Microeconomics**

Offered every Fall

Fall 2015

Prerequisite: ECON-AD 105

Building on the foundations laid down in Intermediate Microeconomics, this course provides a thorough treatment of some more advanced questions. The course starts with a careful study of the functioning of markets, culminating with the first and second theorem of welfare economics. The next topics cover an introduction to strategic behavior and game theory, and subsequently a study of market failures situations in the case of

adverse selection and moral hazard. This course involves more formal analysis than the one used in Intermediate Microeconomics.

ECON-AD 306 **Advanced Macroeconomics**

Offered every Spring
Spring 2016

Prerequisites: ECON-AD 104, ECON-AD 305

This course provides a formal study of aggregate, dynamic, stochastic, economic analysis, with attention paid first to the determination of the level of income, employment, and inflation. Next, the theories and the policies associated with inflation and hyperinflations, entitlement reforms, and the formation of optimal monetary and fiscal policies are examined. This course involves more formal analysis than that used in Intermediate Macroeconomics.

ECON-AD 310 **Special Topics in Finance**

Offered occasionally

Prerequisite: ECON-AD 302

This course is designed for advanced students in the Finance specialization and will be taught by leading scholars from around the world who are in residence in Abu Dhabi. The content is oriented toward the particular scholar's expertise. Possible topics include: the analysis of market risk and credit risk management, the valuation of derivative and fixed income securities, the analysis of investment strategies, the structure of financial intermediaries, and the regulation of institutions and markets.

ECON-AD 313 **Cooperative Games and Applications**

Prerequisites: MATH-AD 110 or MATH-AD 111, ECON-AD 105

Recommended prerequisite: POLSC-AD 112

International alliances for the purpose of military defense, partnerships of doctors or lawyers, the Organization of Petroleum Exporting Countries, and the members of clubs or social networks, are all examples of coalitions of agents with only partially converging interests, coordinating actions for their mutual benefit. Modeling the subtle mixture of strategic interactions across those "coalitions", and equitable compromises within coalitions, is the difficult task of cooperative game theory. The course introduces the formal models of cooperative behavior, both from the normative viewpoint of sharing the benefits of cooperation, and the positive analysis of coalition formation. Applications include competitive markets, the provision of local public goods and the emergence of federations, cost sharing of joint ventures, routing games on networks, and more.

ECON-AD 320 **Environmental Economics and Energy Policy**

Offered every other year
Prerequisite: ECON-AD 105

Crosslisted with The Environment

This course focuses on the economic analysis of major policy issues in energy and the environment. Emphasis is on market solutions to various problems and market limitations in the allocation of environmental resources. Energy issues focus on: OPEC and world oil markets; taxation and regulation of production and consumption; conservation of natural resources; and the transition to alternative energy sources. Environmental issues include policies to reduce pollution. Substantial attention is paid to global warming as it relates to the consumption of fossil fuels.

ECON-AD 322 **Public Economics**

Offered every other year

Prerequisite: ECON-AD 105

This course is about the economic activities of government, largely revenue raising and spending, in a global context. The course considers market failures; the evaluation of public expenditures; and the incidence, efficiency, and effects of various taxes. The primary purpose is to use economic tools (mainly microeconomic) to study the impact of government policy on the distribution of resources. Topics include: welfare economics; public goods and externalities; public choice; important issues of government expenditure, taxation, and activity (e.g., international public goods and institutions, tax competition and coordination, education, social security and health care); fiscal federalism (including European integration); and mechanisms of political influence (e.g. elections and lobbying).

ECON-AD 323 **Urban Economics**

Offered occasionally

Prerequisites: ECON-AD 101, ECON-AD 102

Crosslisted with Urbanization

This course introduces students to the spatial aspects of economics, particularly the economic forces that shape the development of cities and regions. It examines the micro and macroeconomics underlying the structure of cities, why cities exist and why some grow more quickly than others. It also explores the economics of the location decision of individuals, and firms and resulting land-use patterns. Specific problems of urban/regional economies such as poverty, crime, and congestion are covered along with related policies.

ECON-AD 324

Collective Welfare and Distributive Justice

Prerequisites: ECON-AD 105, MATH-AD 110 or MATH-AD 111

This course explores the contribution of macroeconomic analysis to the normative issues surrounding the design of collective decision processes (voting rules, bargaining protocols), and the fair distribution and exploitation of scarce resources through prices or other market mechanisms. Attention is on the rigorous modeling of individual and collective welfare, and the logical difficulties of combining economic efficiency with the requirements of end-state and procedural justice. Applications include the Gini and other inequality indices, the Borda and Condorcet voting rules, the design of tax schedules, fair division of an inheritance, overcoming the tragedy of the commons, and more.

ECON-AD 325J

Euro-American Financial System in Crisis

Crosslisted with Business and Organizational Studies

Modern European and American finance has evolved into a highly liberalized, interconnected, and globalized system that depends on markets and banks as intermediaries between users and suppliers of capital. The system has recently suffered two extraordinary shocks—the collapse of the mortgage finance market and the “vicious downward cycle” caused by linkages between bank and sovereign creditworthiness. These shocks, which have thrown the Euro-American economies into a protracted Great Recession, threaten the euro and the European Union, and represent great challenges to US and European governments, financial institutions and their regulators. The German government, based in Berlin is a key decision maker in the efforts to stabilize the euro, the weaker Eurozone member countries and the European banking system, and the European Central Bank, another key player, is not far away in Frankfurt. This course provides a broad ranging exploration of these issues for students with only general knowledge of finance and economics.

ECON-AD 352

Global Banking and Financial Markets

Offered every other year

Crosslisted with Business and Organizational Studies

The dynamics of the global banking and financial sector are central to economic performance and growth, and from time to time, financial markets and institutions are the scene of great turbulence. This course explores the process of national and global financial intermediation and its key elements involving commercial banking, investment banking, asset management and insurance. Individual classes deal with such topics as project finance, debt and equity new issues, mergers and acquisitions, financial derivatives and institutional funds management. Based on an understanding

of the industry, additional classes will focus on financial regulation and strategies of financial firms. The course is relatively non-technical and is intended to provide a broad-gauge overview of the global financial sector.

POLSC-AD 179J

Political Conflict and Economic Development

Crosslisted with Political Science, Peace Studies

POLSC-AD 112

Introduction to Game Theory

Offered every year

Spring 2016

Prof. C. Paik

Prerequisite: MATH-AD 110 or MATH-AD 111 or

SOCSC-AD 101

Crosslisted with Mathematics, Political Science,

Social Research and Public Policy

POLSC-AD 113

Advanced Game Theory

Prerequisite: POLSC-AD 112

Crosslisted with Political Science, Social Research

and Public Policy

POLSC-AD 134

Political Economy of Development

Offered every other year

Fall 2015

Prof. P. Van der Windt

Crosslisted with Political Science, Social Research

and Public Policy

BREADTH ELECTIVES

ACS-AD 231JX

Oil and Energy in the Middle East

Crosslisted with Arab Crossroads Studies, The

Environment, Political Science

Islamic Studies

BUSOR-AD 111J

Principles of Marketing

January 2016, New York

Prof. B. Buchanan

Crosslisted with Business and Organizational

Studies, Leadership and Social Entrepreneurship

BUSOR-AD 115

Management & Organizations

Crosslisted with Social Research and Public Policy,

Business and Organizational Studies,

Political Science

LEAD-AD 115J

Critical Issues in Social Entrepreneurship:

Innovations in the Middle East

Crosslisted with Arab Crossroads Studies, Business

and Organizational Studies, Leadership and Social

Entrepreneurship

MDURB-AD 122J

Cities and Consumption

Crosslisted with Social Research and Public Policy, Urbanization

PEACE-AD 102

Foundations of Peace: Economic and

Political Perspectives

Spring 2016

Prof. M. Chacon

Crosslisted with Peace Studies, Political Science

POLSC-AD 112

Introduction to Game Theory

Prerequisite: MATH-AD 110 or MATH-AD 111 or

SOCSC-AD 101

Crosslisted with Mathematics, Political Science,

Social Research and Public Policy

POLSC-AD 113

Advanced Game Theory

Prerequisite: POLSC-AD 112

Crosslisted with Political Science, Social Research

and Public Policy

POLSC-AD 134

Political Economy of Development

Offered occasionally

Crosslisted with Political Science, Social Research

and Public Policy

POLSC-AD 142

Justice: Political Theory & Practice

Crosslisted with Political Science, Social Research

and Public Policy

SOCSC-AD 112

Logic of Social Inquiry

Recommended Prerequisite: SOCSC-AD 116

Crosslisted with Political Science, Social Research

and Public Policy

SOCSC-AD 115

Varieties of Capitalism

Crosslisted with Political Science, Social Research

and Public Policy

SOCSC-AD 116

Foundations of Modern Social Thought

Crosslisted with Political Science, Social Research

and Public Policy

SRPP-AD 115J

Social Networks

Offered Every Year

January 2016

Prof. P. Bearman

Recommended prerequisite: SOCSC-AD 112

Crosslisted with Political Science, Social Research

and Public Policy

SRPP-AD 120

Survey Research

Prerequisites: SOCSC-AD 112, MATH-AD 150 or

SOCSC-AD 110 or SOCSC-AD 113

Crosslisted with Political Science, Social Research

and Public Policy

THEORY SPECIALIZATION REQUIRED COURSES

ECON-AD 305

Advanced Microeconomics

*Offered every Fall
Fall 2015*

Prerequisite: ECON-AD 105

Building on the foundations laid down in Intermediate Microeconomics, this course provides a thorough treatment of some more advanced questions. The course starts with a careful study of the functioning of markets, culminating with the first and second theorem of welfare economics. The next topics cover an introduction to strategic behavior and game theory, and subsequently a study of market failures situations in the case of adverse selection and moral hazard. This course involves more formal analysis than the one used in Intermediate Microeconomics.

ECON-AD 306

Advanced Macroeconomics

*Offered every Spring
Spring 2016*

Prerequisites: ECON-AD 104, ECON-AD 305

This course provides a formal study of aggregate, dynamic, stochastic, economic analysis, with attention paid first to the determination of the level of income, employment, and inflation. Next, the theories and the policies associated with inflation and hyperinflations, entitlement reforms, and the formation of optimal monetary and fiscal policies are examined. This course involves more formal analysis than that used in Intermediate Macroeconomics.

SOCS-AD 113

Statistics and Probability for the Social Sciences

*Prerequisite: MATH-AD 110 or MATH-AD 111 or
SOCSC-AD 101*

*Crosslisted with Social Research and Public Policy,
Political Science*

FINANCE SPECIALIZATION REQUIRED COURSES

Note: Finance courses count as economics electives; however, students specializing in finance must take at least two electives that are not counted towards the economics major.

ECON-AD 302

Foundations of Financial Markets

*Offered every Fall and Spring
Fall 1 2015 (7 weeks), Spring 2016*

*Prerequisites: ECON-AD 101, SOCSC-AD 110 or
SOCSC-AD 113 or MATH-AD 150, ECON-AD 321*

This course offers a rigorous examination of the basic concepts and tools of modern finance. Students are introduced to cash flow analysis and present value, as well as basic concepts of return and risk, in order to understand how financial markets work and how financial instruments are valued. These instruments, including equities, fixed income securities, options, and other derivative securities, become vehicles for exploring various financial markets and their utilization by managers in different kinds of financial institutions to enhance return.

ECON-AD 321

Introduction to Accounting

*Offered every year
Fall 2 2015 (7 weeks)*

*Crosslisted with Business and
Organizational Studies*

This course provides an introduction to the fundamental concepts of financial accounting and focuses on the development, analysis and use of financial reports. It emphasizes accounting as the process through which relevant financial information concerning an economic entity is recorded and communicated to different parties, such as stockholders, creditors, tax authorities, investors, etc. The underlying rationale of accounting principles is discussed, aiming to provide students with a clear understanding of accounting concepts. In this course students learn about the relevance and informativeness of financial statement for decision making, as resource allocation, evaluation and contracting activities. In addition to text-oriented materials, the classes also include cases so that students can discuss applications of basic concepts, actual financial reports, and articles from newspapers.

FINANCE SPECIALIZATION ELECTIVES

ECON-AD 221J

Understanding Financial Crises

January 2016, Washington, DC

Prerequisites: ECON-AD 101

The purpose of this course is to understand the key facts and basic mechanisms concerning financial crises and related topics. The course will first lay down some foundations by studying empirical evidence about financial crises as well as the basic crisis mechanisms (bank runs, sovereign default decision, currency collapse). The empirical facts will provide a perspective on the recurrence of different types of financial crises (banking crises, currency crises, and sovereign debt crises). Students will study their causes, their resolutions, and their long-run consequences. The crisis mechanisms will be introduced through very simple canonical models, with emphasis on intuition and insight over model technicalities. Once these foundations are in place, the course will open up on a series of topics with mixed themes – such as crises and long run growth; inequality and crises; crises, stabilization and reforms – and an in-depth study of major crises episodes, such as the Great Depression, the US Financial Crises of 2007-2008 and the Euro Crisis. The classes will be complemented by visits to Washington, D.C. institutions, such as the International Monetary Fund, The Federal Reserve Board, and the World Bank, and by exchanges with officials who played a key role during past financial crises.

ECON-AD 303

Corporate Finance

*Offered every year
Fall 2015*

Prerequisites: ECON-AD 302, ECON-AD 321

This course introduces the student to selected problems and issues in financial management and corporate financial policy. Topics include: capital budgeting (strategy and techniques associated with the analysis and selection of capital projects, financial forecasting, and financial planning) and corporate finance (the cost of capital and issues associated with raising capital, mergers and acquisitions decisions, corporate bankruptcy, managerial control, and compensation strategies). Problem sets and case studies are integral parts of this course.

ECON-AD 310

Special Topics in Finance

Offered occasionally

Prerequisite: ECON-AD 302

This course is designed for advanced students in the Finance specialization and will be taught by leading scholars from around the world who are in residence in Abu Dhabi. The content is oriented toward the particular scholar's expertise. Possible

topics include: the analysis of market risk and credit risk management, the valuation of derivative and fixed income securities, the analysis of investment strategies, the structure of financial intermediaries, and the regulation of institutions and markets.

CAPSTONE

ECON-AD 400

Senior Capstone Research Project

Offered every year

The two-semester seminar is designed to provide a capstone experience. Students work closely with faculty and fellow students to learn how to apply economic reasoning to human problems. Students will write several short policy papers and present them to classmates for review; they will also produce longer senior theses.

ECON-AD 401

Senior Capstone Research Project

Offered every year

The two-semester seminar is designed to provide a capstone experience. Students work closely with faculty and fellow students to learn how to apply economic reasoning to human problems. Students will write several short policy papers and present them to classmates for review; they will also produce longer senior theses.

SOCSC-AD 300

Sophomore-Junior Seminar for Social Scientists

Prerequisite: SOCSC-AD 112

*Crosslisted with Social Research and Public Policy,
Political Science*

POLITICAL SCIENCE

The Political Science major at NYU Abu Dhabi attracts students who are interested in the many important political questions—conceptual, empirical, policy-oriented—that societies everywhere face today. How do different political systems affect policy-making? What are the intrinsic and instrumental virtues of democracy? How could its functioning improve? Why do dictatorships survive in many countries, but evolve into democracies in others? Why do countries go to war? What are the connections between internal conflicts (such as civil war) and political or economic development? What are the main characteristics and causes of economic underdevelopment? Why are prosperity and stagnation distributed so unequally, both across countries and within them?

The student with a passion for questions such as these finds the Political Science major most rewarding. The philosophy underlying the courses has several distinctive features. First, the major has a strong analytical focus, with two required courses that introduce students to statistics and models of political behavior and institutions. These courses provide an introduction to the kinds of tools used by social scientists to conduct a deep analysis of these questions and to test the analysis using quantitative data. Second, the major offers many substantive courses, wherein these analytical tools are applied to important policy questions of considerable current interest. Third, the courses in the major include discussions of classic texts that illuminate both the intellectual history and the broader dimensions of these policy questions. Finally, the major offers several courses jointly with programs in Economics, Psychology, and Philosophy, providing students with exciting interdisciplinary opportunities.

Majors in Political Science take two required courses (Statistics for the Social and Behavioral Sciences and Introduction to Political Thinking), two introductory electives, two methods electives, and two electives from any of the following areas: Political Theory and Institutions; Comparative Politics; and International Politics. In senior year, every student majoring in Political Science takes a two-course sequence of seminars, culminating in the production of a senior thesis in Political Science. During the first semester, students in Senior Seminar 1 develop a research question, construct a research design that allow them to test potential answers to that question, and collect relevant data. During the second semester, in Senior Seminar 2, students implement their proposed research design, analyze the results, and write their senior theses.

Concentration in Political Science

The concentration in Political Science is open to all NYUAD students. Students who elect to pursue the concentration are required to take four Political Science courses, including *Introduction to Political Thinking*. Students should obtain approval from the program director to apply courses in other disciplines and at other NYU sites toward the Political Science concentration.

REQUIREMENTS FOR THE CONCENTRATION IN POLITICAL SCIENCE

4 courses, distributed as follows:

- 1 Introduction to Political Thinking
- 3 Electives

POLITICAL SCIENCE

SAMPLE SCHEDULE

Remember that this is only one possible path to complete this major.

REQUIREMENTS FOR THE MAJOR

10 courses, distributed as follows:

- 2 Required Courses:
 - Statistics for the Social and Behavioral Sciences; Intro to Political Thinking
- 2 Introductory Electives
- 2 Methods Electives
- 2 Area Electives
- 2 Capstone: Project and Seminar

YEAR 1

Fall Semester				January Term GENERAL ELECTIVE
CORE	CORE	GENERAL ELECTIVE	INTRO TO POLITICAL THINKING	
Spring Semester				
CORE	CORE	GENERAL ELECTIVE	STATISTICS FOR SOCIAL SCIENCES	

YEAR 2

Fall Semester				January Term GENERAL ELECTIVE
CORE	CORE	METHODS ELECTIVE	INTRO ELECTIVE	
Spring Semester				
GENERAL ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE	INTRO ELECTIVE	

YEAR 3

Fall Semester				January Term GENERAL ELECTIVE
CORE	GENERAL ELECTIVE	GENERAL ELECTIVE	METHODS ELECTIVE	
Spring Semester				
CORE	GENERAL ELECTIVE	GENERAL ELECTIVE	AREA ELECTIVE	

YEAR 4

Fall Semester			
GENERAL ELECTIVE	GENERAL ELECTIVE	AREA ELECTIVE	CAPSTONE PROJECT
Spring Semester			
GENERAL ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE	CAPSTONE

POLITICAL SCIENCE COURSES

REQUIRED FOR MAJORS

POLSC-AD 130
Introduction to Political Thinking
Offered every Fall and Spring
Fall 2015, Spring 2016
Prof. J. Jensen, Prof. J. Timmons
Crosslisted with Social Research and Public Policy
 Students learn how political scientists look at the world and approach problems. The course focuses on individual decision makers in the world of politics (citizens, voters, legislators, executives, judges) and explores how they are linked together and how their decisions shape political outcomes. Students study the formal modeling of political behavior and analyze the theories of social choice (how groups of rational individuals make decisions) and collective action (how groups of rational individuals take action). The course also explores how political institutions, such as electoral rules or the design of legislatures, can structure the interactions of these actors. The course relies on cases and examples and incorporates readings from classical and contemporary sources to illustrate how these models of political behavior and institutions can shed light on current political events.

SOCSC-AD 110
Statistics for the Social and Behavioral Sciences
Crosslisted with Social Research and Public Policy, Psychology, Economics

INTRODUCTORY ELECTIVES

POLSC-AD 150
Introduction to Comparative Politics
Offered every year
Fall 2015
Prof. M. Chacon
Recommended prerequisites: SOCSC-AD 110, POLSC-AD 130
 This course introduces students to the study of comparative politics and the study of domestic political institutions around the world. The course emphasizes the use of theory and evidence to generate and test hypotheses about both the causes and the consequences of the observed variation in domestic political institutions. For example, the course investigates the factors that lead some countries to democratize, and others to institute authoritarian governments, as well as the consequences of those institutional choices for policy outcomes. The course also looks at the variations in institutional arrangements within both democratic and non-democratic governments.

POLSC-AD 170
Introduction to International Politics
Offered every year
Fall 2015
Prof. J. Timmons

The goal of this course is to introduce the basic analytical concepts and techniques that are essential for understanding international politics. We are especially concerned with analytically exploring major issues in international politics, such as the causes of war, the emergence of cooperative trade relations between states, the origins and functioning of international organizations such as the United Nations, and the political determinants of financial crises. The focus of the course is neither historical nor descriptive; rather, it requires students to exercise skills in logic and to think of imaginative ways to apply subtle techniques to gain a clearer grasp of the above political issues. It is recommended that students complete SOCSC-AD 110 and POLSC-AD 130 prior to taking this course.

SOCSC-AD 116
Foundations of Modern Social Thought
Crosslisted with Social Research and Public Policy, Economics

METHODS ELECTIVES

POLSC-AD 112
Introduction to Game Theory
Offered every year
Spring 2016
Prof. C. Paik
Prerequisite: MATH-AD 110 or MATH-AD 111 or SOCSC-AD 101
Crosslisted with Social Research and Public Policy, Mathematics, Economics

This course introduces the basic concepts of elementary game theory in a way that allows students to use them in solving simple problems. Topics include: the basics of cooperative and noncooperative game theory; basic solution concepts such as Nash equilibrium and the core; and the extensions of these solutions to dynamic games and situations of incomplete information. Students are exposed to a variety of simple games with varied and useful applications: zero-sum games; the Prisoner's Dilemma; coordination games; the Battle of the Sexes; repeated games; and elementary signaling games. The course relies on a wide array of example applications of game theory in the social sciences.

POLSC-AD 113

Advanced Game Theory

Offered occasionally

Prerequisite: POLSC-AD 112

Crosslisted with Social Research and Public Policy, Economics

This course continues the study of game theory and its applications to the social sciences. The course is divided into two parts. Part 1 studies non-cooperative game theory: Nash equilibrium in static games; extensions such as subgame perfection for dynamic games of complete information; Bayesian Nash equilibrium for static games with incomplete information; and sequential equilibrium (with refinements) for dynamic games with incomplete information. Applications to the social sciences include strategic choice of electoral platforms, collusion, lobbying, bargaining, and signaling. Part 2 studies cooperative game theory, including common solution concepts such as the core and the stable set, as well as hybrid topics such as coalition and network formation, or mechanism design. Applications include: political party formation; dynamic agenda-setting; the construction and implementation of voting rules; and the study of social networks.

POLSC-AD 116

Experimental Research in the Social Sciences

Offered occasionally

Spring 2016

Prof. R. Morton

In recent years, social scientists are increasingly using experimental methods in their research. This course offers an accessible introduction to the principles of social scientific experimentation and its uses. All types of social science experiments are explored: laboratory experiments, survey experiments, field experiments, and the new use of "lab-in-the-field" experiments. The course will discuss the issues of validity and artificiality in experimentation as well as the ethical concerns involved in experimental research. Students will have the opportunity to create and design their own experiment as part of the class.

POLSC-AD 198

Directed Study

POLSC-AD 209

Data Analysis

Offered Every Semester

Fall 2015, Spring 2016

Prof. J. Harris, Prof. Tan

Prerequisite: SOCS-AD 110 or SOCS-AD 113 or

MATH-AD 150

Crosslisted with Social Research and Public Policy Social scientists and policy analysts rely heavily on research drawing on observational data. Students learn to manage and analyze such data and to deploy statistical techniques that are common in these applications, with an emphasis on how

to translate social science theory into empirical research. Topics include review of basic regression analysis, building multivariate analytical models, and regression analysis with limited dependent variables. The course emphasizes practical training in these skills as well as evaluation, replication, and critical analysis of research conducted in the social science literature. The course assumes knowledge of the material covered in Statistics for Social and Behavioral Sciences and is designed as alternative for students in the social sciences who are not taking Introduction to Econometrics.

BUSOR-AD 115

Management & Organizations

Crosslisted with Social Research and Public Policy, Economics, Business and Organizational Studies

ECON-AD 210

Introduction to Econometrics

Fall 2015, Spring 2016

Prof. A. Noury

Prerequisite: SOCS-AD 110 or SOCS-AD 113

Recommended prerequisite: MATH-AD 110 or

MATH-AD 111 or SOCS-AD 101

Crosslisted with Social Research and Public Policy, Economics

SOCS-AD 101

Mathematics for Social Scientists I

Crosslisted with Social Research and Public Policy, Economics

SOCS-AD 112

Logic of Social Inquiry

Crosslisted with Social Research and Public Policy, Economics

SOCS-AD 113

Statistics and Probability for the Social Sciences

Prerequisite: MATH-AD 110 or MATH-AD 111 or

SOCS-AD 101

Crosslisted with Social Research and Public Policy, Economics

SRPP-AD 115J

Social Networks

Offered Every Year

January 2016

Prof. P. Bearman

Crosslisted with Social Research and Public Policy, Economics

SRPP-AD 120

Survey Research

Prerequisite: SOCS-AD 110 or SOCS-AD 113 or

MATH-AD 150

Crosslisted with Social Research and Public Policy, Economics

POLITICAL THEORY AND INSTITUTIONS ELECTIVES

POLSC-AD 114

Behavioral Social Science

This course offers a broad overview of behavioral social science, a field that uses experimental methods and theoretical ideas from psychology as tools to help understand social processes. The course introduces important concepts from psychology, offering new ways of thinking about subjects as varied as personality, the dynamics of social groups, and the ways in which emotion affects decision-making. The course is divided into two parts, the first concentrating on the psychology of individual decision-making and the second emphasizing the social psychology of group behavior. In each case, the focus is on how behavioral research might potentially enrich "classical" theories, such as the choice-based theory of revealed preference. The course then applies these concepts to various topics within social science, including the study of systematic biases in group decision-making, the role of the media and political advertising, race relations, the legitimacy of government institutions, and the formation of opinions and ideologies.

POLSC-AD 115

Political Psychology

Offered every other year

Spring 2016

Prof. A. Ramey

This course addresses key theoretical and empirical topics in political psychology, drawing in both the experimental tradition of social psychology and the survey-based tradition of political science. Consideration is given to the political psychology of collective public behavior, including issues of social identity, intergroup relations, and group interaction, as well as individual political attitude formation and decision-making. Social and psychological antecedents and consequences of political orientation and ideological opinions are also addressed.

POLSC-AD 131

Elections and Voting

Offered every other year

Elections and voting take place all over the world almost every day. In this course we will draw on both theory and evidence to investigate the interplay between voters' preferences and electoral processes. We will focus on the current academic literature as well as elections that have taken place recently. Each week we will discuss and analyze a current election. Each semester the course will also involve an in depth examination of an election taking place during the semester, taking a class trip to meet individuals involved in the election process in that country.

POLSC-AD 132

Courts

Offered every other year

This course examines several important questions about judicial institutions. Looking at both theory and evidence, we ask how judges in different institutional settings decide cases. In what ways, if any, are judges different from legislators? How do judges interact on multimember courts? How do judges weigh legal, policy, and political actors? We also ask about the consequences of different judicial institutions for policy outcomes. For example, we examine the consequences of varying degrees of judicial independence, including elected vs. appointed judges, fixed terms vs. life terms, and constitutional vs. statutory grants of jurisdiction.

POLSC-AD 133

Political Economy of Institutions

Offered occasionally

Fall 2015

Prof. R. Rogowski

Crosslisted with Social Research and Public Policy

The course explores recent research on the economic causes and consequences of differences in political institutions: authoritarian vs. democratic in general, and various kinds of authoritarian (military, personalistic, etc.) and democratic (chiefly proportional vs. majoritarian and parliamentary vs. presidential) regimes. Among the economic aspects to be considered are: the wealth and economic inequality in the given society; who garners the rents that the given regime offers; and the degree of oligopoly vs. competition that characterizes economic policy.

POLSC-AD 134

Political Economy of Development

Offered every other year

Fall 2015

Prof. P. Van der Windt

Crosslisted with Social Research and Public Policy, Economics

It is now widely acknowledged that politics plays a central role in influencing economic development. This makes the political economy of development a central area of research. While a student with an introductory background to political economy will have familiarity with theories based on voting, this course stresses a variety of other factors, such as the security of property rights, the creation of market and non-market institutions, lobbying and rent-seeking, collective action, social conflict, corruption, and the political economy of redistribution. Examples from historical experience as well as modern developing countries would be used throughout the course.

POLSC-AD 135

Politics and Finance

Offered occasionally

This course examines how legislation and regulation influence the structure of financial markets, and how players in these markets intervene in the political process to create or modify legislative and regulatory outcomes. Particular emphasis will be placed on the United States, although international comparisons will also be present. The approach will be similar to that used in microeconomics, except that transactions will be made through voting institutions rather than through economic exchange.

POLSC-AD 136

Political Economy of Cities

Crosslisted with Urbanization

This course provides an introduction to political economy and policymaking in large cities and metropolitan areas. The course examines the institutional, economic, political, and demographic settings that distinguish urban policymaking, primarily in the United States. We begin by analyzing the institutions of local government and their role in the U.S. federal system, the sources of urban growth, competition among cities, and the importance of real estate markets in shaping local politics. We next study several specific urban issues including concentrated poverty, racial conflict, housing, governmental fragmentation, and sprawl. Although the course focuses on large central cities, we pay attention to the suburbanization of population and employment, politics in suburbia, and city-suburb relations. Finally, students are introduced to the latest research on social interactions in cities— with a focus on social capital, neighborhood and peer effects, and human capital spillovers.

POLSC-AD 138

Bureaucracies

Offered occasionally

In this course, we examine the major questions political scientists ask about public bureaucracies: How have they evolved to their current form? Why do bureaucrats engage in behavior that many of us consider pathological or arbitrary? What are the causes and consequences of bureaucratic corruption, and how can it be minimized? How can unelected government officials be made more accountable to their elected counterparts and to citizens? In addressing these questions and others, we draw on cases of government in action in a number of different public policy areas.

POLSC-AD 139

Civic Culture and Democracy

Offered occasionally

Political culture is one of the central research themes in contemporary political science. Eckstein considers the political culture approach as “one

of the two still viable general approaches to political theory and explanation...the other still being political rational choice theory.” This course examines major approaches to political culture and their relationship to democratic development. We discuss questions of how to define political culture, how political culture can be studied, and how it relates to democratic politics and political performance. The pros and cons of the political culture approach will be discussed in the concluding session.

POLSC-AD 140J

Introduction to Machiavelli

January 2016, Florence

Prof. S. Holmes

Often described as the founder of the modern science of politics, Niccolò Machiavelli (1469–1527) was also a Florentine diplomat and civil servant who drew upon his deep understanding of Roman history to interpret the colorful, tumultuous, duplicitous, and often violent politics of Renaissance Italy. This class involves a careful reading and analysis of his masterpiece, *The Prince*, in its historical context, with a focus on its principal theme, namely how and why political leaders gain and lose power. Students also study selected portions of *The Discourses*, in order to understand the nature of Machiavelli’s “republicanism” and how it relates to the advice and warnings he gave to princes. Our readings and discussions are supplemented by visits to Machiavelli’s tomb in Santa Croce; the David of Verrocchio in the Bargello (a statue that Machiavelli saw every day on his way to his office); and the estate at Sant’Andrea in Percussina, near San Casciano in Val di Pesa, where Machiavelli retired to.

POLSC-AD 141X

Ibn Khaldun and Political Theory

Offered occasionally

Crosslisted with Arab Crossroads Studies

Written by the Maghrebian Muslim historian Ibn Khaldun and usually dated around 1377, the *Muqaddimah* is often described as the founding text of the philosophy of history and the history of civilizations. Its themes include the secular and religious sources of social solidarity, why individuals identify with their group and subordinate their interests to its norms, why they accept the authority of their political leaders, the tensions between nomadic and sedentary or desert and urban societies, organizational and tactical factors in military success, the division of labor and the economic transition from subsistence to surplus, demographic expansion and collapse, luxury and the decay of tribal solidarity in urban conglomerations, and the social conditions of scientific and artistic flourishing. The course involves a close reading of six chapters of the *Muqaddimah* (on general social theory, the theory of Bedouin society, the theory of political authority,

the theory of urban society, the theory of economic development, and the sociology of science) and draws upon Western political and social theorists, such as Adam Smith and Emile Durkheim, for clarification and perspective.

POLSC-AD 142

Justice: Political Theory & Practice

Crosslisted with Social Research and Public Policy, Economics

This course invites students to engage with several classic treatises of political thinking about a universal concern: justice. In John Rawls’s words, justice “is the first virtue of social institutions, as truth is of systems of thought. A theory however elegant and economical must be rejected or revised if it is untrue; likewise laws and institutions no matter how efficient or well-arranged must be reformed or abolished if they are unjust.” To what extent are our contemporary social, political, and economic institutions just? How would we know? In this course, we explore three fundamental questions about the ideal of a just society and what place the values of liberty and equality occupy in such a society:

1. Which liberties must a just society protect? Liberty of expression? Liberty of religion? Sexual liberty? Economic liberty? Political liberty?
2. What sorts of equality should a just society ensure? Equality of opportunity? Of economic outcome? Political equality? Equality for different religious and cultural groups?
3. Can a society ensure both liberty and equality? Or are these warring political values?

POLSC-AD 158

Comparative Legislatures

Offered occasionally

Prerequisite: POLCS-AD 130

Crosslisted with Social Research and Public Policy

This course introduces students to many aspects of legislative politics across the democratic world, addressing the questions of what legislatures do during a given legislative period and why they do this. The course provides students with a set of tools for understanding how legislatures are organized and how legislators behave. Topics examined include: congressional and parliamentary elections; the role of political parties and interest groups in lawmaking and elections; the impact of internal organization of legislatures on lawmaking; and “policy space” within which legislative decision making takes place.

POLSC-AD 160J

Social Media and Political Participation

Offered occasionally

January 2016, New York

Prof. J. Tucker

In recent years, social media usage (Facebook, Twitter, Linked In, Tumbler, etc.) has exploded to such an extent that it is impossible to believe it does not have an effect on the political behavior of citizens. The question remains, though, of how exactly does it matter? This is the focus of our course. In the morning sessions, student are first introduced to the most important topics of political behavior—voting, turnout, partisanship, public opinion formation, and protests and social movements—and then to the much newer literature on the usage of social media. In the afternoon sessions, students both visit social media companies located in New York City, and are taught the necessary tools to work on their own original research projects. These research projects are conducted in conjunction with NYU’s new Social Media and Political Participation laboratory (smapp.nyu.edu).

POLSC-AD 143

Gender Parity

Offered occasionally

Fall 2015

Prof. R. Abdulkadir

Crosslisted with Social Research and Public Policy

This course introduces students to the basic theories, empiricism and methodological concepts of women’s and gender studies within political science. Following an overview session about global and regional patterns, each of the subsequent weeks will tackle a series of key gender and politics topics in turn. The course goes beyond gender inequality in the labor market to explore patterns of violence and political participation, among others. Lastly, the course provides basis for research, practical action and policy formulation and for evaluating directions and strategies for social change from a gender perspective.

POLSC-AD 144

State Formation

Offered occasionally

Spring 2016

Prof. D. Stasavage

There are no prerequisites.

This is a seminar about why states form, what types of states form, and what they do. Over the course of the semester we will consider these questions by using both current and historical evidence combined with the methods of modern political science. A sample of topics investigated includes formation of nation states vs. alternative state types, ungoverned spaces, state capacity, the emergence of property rights, foundations of popular rule, and public goods provision.

POLSC-AD 198
Directed Study

ECON-AD 106J
Understanding the Financial Crisis
Crosslisted with Social Research and Public Policy, Economics

EDUC-AD 117J
Teaching the Nation: Education and Nationalism in Modern China
Crosslisted with Education

LAW-AD 114J
Punishment in Politics, Law and Society
Crosslisted with Social Research and Public Policy, Law

PEACE-AD 102
Foundations of Peace: Economic and Political Perspectives
Crosslisted with Peace Studies, Economics

PEACE-AD 120
Transitional Justice
Crosslisted with Peace Studies

PEACE-AD 121
International Organizations and Global Governance
Crosslisted with Peace Studies

PEACE-AD 123
Peacebuilding
Fall 2015
Prof. M. Harsch
Crosslisted with Peace Studies

PHIL-AD 264
Political Philosophy
Crosslisted with Philosophy
Prerequisite: PHIL-AD 101

SRPP-AD 111
Social Policy
Crosslisted with Social Research and Public Policy

COMPARATIVE POLITICS ELECTIVES

POLSC-AD 151
Global Gulf
This course aims to foster a better understanding of the Gulf region and a deep appreciation of its global significance. We focus on the sociopolitical issues of the global moment and the impact of globalization of Gulf politics, society and culture. Special attention is given to the impact of the Arab Spring of 2011 on the 6 Arab Gulf States. Students are expected to participate in rigorous discussions that critically address the various topics.

POLSC-AD 152X
Comparative Politics of the Middle East
Offered every other year
Fall 2 2015 (7 weeks)
Prof. T. Masoud
Recommended prerequisite: POLSC-AD 150
Crosslisted with Arab Crossroads Studies
A focus on the “Arab Middle East” presupposes that regional culture is a significant factor in explaining political outcomes in the region. For decades the Arab Middle East has been largely impervious to the process of democratization. This had led to a widespread academic and journalistic perception of “Arab exceptionalism”. This course explores the dynamics of authoritarianism and democracy in the Arab region, the weight of its professional and entrepreneurial middle classes, and the role of youth and the unemployed in maintaining or challenging the regime. We examine the organization of the state, including the military and the intelligence services, the interrelation of political organization with economic change, and the distribution of wealth. The course seeks to link the Arab Middle East to broader questions of political organization and accountability.

POLSC-AD 153
Comparative Politics of South Asia
Offered occasionally
Fall 2015
Prof. R. Brule
Recommended prerequisite: POLSC-AD 150
How did the borders of South Asian countries come to be formed? What explains the variation in the types of regimes—democratic and authoritarian—across South Asia? To what extent do these countries vary in the structure of their states as well as regimes? How does ethnic diversity affect the politics of South Asian countries? What is the pattern of economic growth across these countries, and their human development record and why? What explains the high levels of violence in some South Asian countries and patterns of variation across these countries? These are some of the questions that this course addresses, with a primary focus on India and a secondary focus on Pakistan, Bangladesh, Sri Lanka, Nepal, Burma, and Bhutan. Although students learn a vast number of facts about the history and politics of the region, the primary purpose of the course is to identify overarching patterns that characterize the politics of these regions—and to teach students to think analytically and comparatively about these patterns.

POLSC-AD 154
Topics in Comparative Politics
Offered occasionally

POLSC-AD 155J
Politics in Modern Europe
Offered occasionally
Recommended prerequisite: POLSC-AD 150
This course explores the politics of the EU, of central and eastern Europe, and of western Europe. With regard to the EU, classical governance issues of popular representation and accountable elite decision-making are both sharply drawn and the subject of explicit agreements between states. These same issues were explicitly confronted in the recent past by those involved in democratization and democratic consolidation central and eastern Europe. Western Europe is the intellectual “home” to many of the classical models of popular representation and accountable elite decision-making, yet all countries, and especially smaller countries, are now forced to adapt these models in a setting where the traditional notion of the “stand alone” nation-state is becoming ever less relevant.

POLSC-AD 156
Power and Politics in America
Offered every year
Spring 2016
Prof. A. Ramey
Recommended prerequisites: SOCSC-AD 110, POLSC-AD 130
This course has as a central focus the political institutions of the United States and the effects of those institutions on policy outcomes. The course also places these institutions in the context of those of other wealthy democracies, as a means of illustrating several of the unique features of American political institutions. Topics covered in the course include separation of powers, federalism, and single-member district electoral rules.

POLSC-AD 157JX
Bridging the Divide Between the Arab World and the West
Offered occasionally
Crosslisted with Social Research and Public Policy, Arab Crossroads Studies
The course provides students with an opportunity to engage in a multifaceted examination of Arab perceptions of the U.S. and the West, and Western perceptions of the Arab world. Students review literature and press examples of how Arab and Western media, popular culture, and political commentary portray each other. They design and execute a public opinion survey of U.S. and Arab attitudes in order to better understand how each side sees the other—using the poll-driven data to measure the gaps in understanding. The course also includes a televised town hall discussion with the students as participants engaging each other and peers from across the region in an examination

of the topic.
POLSC-AD 159X
Public Policy Challenges in the Middle East
Offered occasionally
Crosslisted with Arab Crossroads Studies
Public policy is a major facet of the political economy of states and societies. It comprises the instruments by which public authorities shape incentives to push and prod their societies and economies in desired directions. This course has two main objectives: to introduce students to major policy issues that face virtually all political systems and to understand them through the prism of Arab politics and society. Successful political systems are those that adjust best and most quickly to unexpected reactions to specific incentives. In the Arab Middle East political authorities in several regimes have relied on implicit social contracts to hold their populations politically inactive. Since the winter of 2011 social contract incentives have broken down, and no Arab regime has successfully coped with the break down. This course considers the subsequent public policy challenges.

POLSC-AD 161
Comparative Politics of Africa
Offered occasionally
Fall 2015
Prof. P. Van der Windt
The goal of this course is to introduce participants to the study of African politics from multiple methodological approaches and in a number of African contexts. The course begins with the historical roots of contemporary African politics, exploring how pre-colonial institutions and colonialism shaped African politics at independence. Then, we survey the political and economic strategies of leaders post-independence and the factors shaping those strategies. We examine the causes and consequences of poor governance, and evaluate the recent patterns of redemocratization on the continent. The course closes with a discussion of present-day challenges: electoral malfeasance, public health crises, the “new” populism, and China in Africa.

POLSC-AD 162
Contemporary Politics of Eastern Europe
Spring 2016
Prof. L. Peisakhin
Recommended prerequisite: POLSC-AD 150
The aim of this course is to provide a broad overview of Eastern European politics over the course of the 20th century and into the present in order to explain contemporary variation in the levels of democracy and development across the region. We will begin by examining the state of Europe at the collapse of continental empires and will then consider the evolution of Communism as an ideology and an actual social, political, and economic practice. The bulk of the course is dedicated to the post-1989 period. We will explore why some Eastern European countries were

quick to democratize and liberalize, while others retrenched. Much of the course is focused on the evolution of society, economy, and polity in Russia. However, we will also discuss developments in all the former Soviet republics and, in a more cursory manner, across the former Communist bloc from Poland to Hungary.

POLSC-AD 181
Ethnicity and Violence

Offered occasionally
Prerequisite: SOCSC-AD 110
Recommended prerequisite: One or more of ECON-AD 101, ECON-AD 105, ECON-AD 210, POLSC-AD 209, SRPP-AD 120, SOCSC-AD 113
Crosslisted with Peace Studies

A seminar devoted to investigating (1) where ethnic division comes from (2) how ethnicity relates to politics, and (3) why politics often turn violent. This course covers seminal papers and readings that have helped academics and policymakers understand the root causes of ethnic conflict and other specific forms of violence including civil war, insurgency, revolution, and terrorism.

POLSC-AD 185J
Gender Revolutions and the State in India

January 2016
Prof. R. Brule
Crosslisted with Social Research and Public Policy
This course asks two questions: Why do states conduct top-down reforms for gender equality? What are these interventions' impact? We study these questions in the context of India, the world's largest and most influential developing democracy, with some of the most complex, puzzling variation in economic and social rights. Specifically, we examine reforms that equalize women's rights to a core economic and social commodity: land. These represent the hardest and most important reforms for the state to implement. We will travel to India to interview top government officials and leaders responsible for implementing gender-equalizing land inheritance reform across India's diverse cultural, economic, and political landscape.

POLSC-AD 198
Directed Study

ACS-AD 231JX
Oil and Energy in the Middle East
Crosslisted with The Environment, Economics, Arab Crossroads Studies

ACS-AD 232X
Society and Politics of Saudi Arabia
Crosslisted with Arab Crossroads Studies

EDUC-AD 116J
Inequality and Education
Crosslisted with Social Research and Public Policy, Education

HIST-AD 169
From the "Chilean Road to Socialism" to the Pinochet Era: Chile and the Global Cold War
Crosslisted with History

SOCSC-AD 115
Varieties of Capitalism
Crosslisted with Social Research and Public Policy, Economics

INTERNATIONAL POLITICS ELECTIVES

POLSC-AD 171
International Conflict
Offered occasionally
Prerequisite: POLSC-AD 170
Crosslisted with Peace Studies
This course explores the conditions that lead to the initiation, escalation, spread, termination, and consequences of international conflict as well as the circumstances that promote, preserve, or restore peace. The main objective is to identify strategies that promote cooperative solutions to international disputes and to evaluate those strategies in terms of their historical effectiveness. The course emphasizes the application of models of strategic rational action as tools for assessing relations between nations, coupled with statistical and historical analysis of classes of events.

POLSC-AD 172
International Organization
Offered occasionally
Prerequisite: POLSC-AD 170
Crosslisted with Peace Studies
This course covers the formal theory of international cooperation, including the reasons why countries choose to cooperate, bargaining over and enforcement of international agreements, and multilateralism. The remainder of the course discusses empirical examples including peacekeeping, collective security, economic and environmental cooperation, human rights treaties, and arms control.

POLSC-AD 173
International Political Economy
Offered every other year
Spring 2016
Prerequisite: POLSC-AD 170
This course serves as an introduction to the workings of the contemporary international political-economic system and introduces students to some of the main analytical frameworks that political economists use to understand this system. The course seeks to familiarize students with analytical tools that help them gain a better understanding of the current problems and opportunities facing actors in today's international political economy.
POLSC-AD 174

Domestic Determinants of International Relations
Offered occasionally
Prerequisite: POLSC-AD 170
Domestic political circumstances affect the policy incentives of leaders. Hence domestic political institutions, economic performance, and popularity all influence foreign policy. In turn, international outcomes influence the domestic survival of leaders. This course explores the theoretical linkages between domestic and international events.

POLSC-AD 175
Topics in International Politics
Offered occasionally

POLSC-AD 176J
Nation-Building
Offered occasionally
Crosslisted with Peace Studies
Nation-Building explores the range of strategies which strong states use in order to build the capacity of weak ones. This is a matter, not of morality, but of national security. Thanks to globalization, the poisons which brew inside weak or failing states can now infect neighbors, or countries halfway across the globe; the terrorist attacks of 9/11 reinforced this lesson with terrible force. But is it really possible for outsiders to help build solid economic and political structures in fragile states? Is "democracy promotion" a contradiction in terms? Experience in places like Afghanistan or Haiti is hardly encouraging. The class asks what can be done, and by whom, and in what kind of setting. We visit UN officials in New York and government officials in Washington, as well as experts in both places.

POLSC-AD 177
Civil War and International Intervention
Offered occasionally
Prerequisite: POLSC-AD 170, ECON-AD 210 or POLSC-AD 209
Crosslisted with Peace Studies
Civil war continues to be one of the most vexing problems in comparative and international politics. Why do civil wars break out? Aside from the obvious physical destruction caused by civil conflict what are the effects of civil conflict on society? How can the international community help end civil conflicts? We address these questions in this course. The course is broken into two parts starting with the causes of civil conflict, then moving on to what, if anything, the international community can do to ameliorate this problem.

POLSC-AD 178J
Understanding Insurgency and Counterinsurgency
Offered occasionally
Crosslisted with Peace Studies
Insurgencies continue to be a major threat to peace in developing countries. How do insurgencies arise? Why do people join insurgent movements? What strategies do insurgent movements pursue? What can states do to address insurgent movements most effectively? This course addresses these questions. It begins with a review of the scholarly literature on insurgency. Students then travel to Kathmandu, Nepal to meet with participants in Nepal's 10-year civil war from 1996 to 2006 and learn their perspectives on these questions obtained from their experiences.

POLSC-AD 179J
Political Conflict and Economic Development
Offered occasionally
Crosslisted with Peace Studies, Economics
It is now widely acknowledged that political conflicts play a major role in driving economic development trajectories. We will study how political conflicts impact economic development, using examples from Latin America's rich political and economic history to better understand the conflict-development relationship. The course will follow a seminar format and students will be encouraged to compare the conflict-development relationship in Latin America with that of their own country, and come up with explanations for differences between the two. The course will include multiple field trips to significant sites for Argentina's political conflicts.

POLSC-AD 180
Political Economy of International Trade
Offered occasionally
Fall 2015
Prof. R. Rogowski
This course covers five major topics in international political economy: international trade and trade policy (tariffs, quotas, trade agreements); international migration and remittances; offshoring and outsourcing; international finance (exchange rates, cross-border investment, central bank policy); crises of the international economy: the 1930s, 2007-2009, and the current crises of the Euro and of European sovereign debt.

POLSC-AD 183J
Emerging Powers
Are Emerging Powers emerging, and are they powers? The course will consider the emerging "market" or economic discussion, reviewing what academics, the press, financial institutions, etc., mean when they speak of these countries, with acronyms such as BRICs, BRICS, MINT, and others. What is the key factor: size, growth, novelty, potential or promise? Which of all of these

questions is truly relevant and important? The second part of the class will examine regional, geopolitical issues: are these countries important actors in their regions? Why or why not, and how does their economic performance influence their regional political action (domestic ideological and institutional issues would also be rapidly addressed here)? The third part of the class will turn to international and multilateral factors: are "emerging powers" truly powers? Are they all the same? Do others see them as powers? How do they express their economic success or geographic and demographic clout in the international arena?

POLSC-AD 184

UN: Negotiation towards A New Binding & Universal Agreement on Climate Change in Paris in Dec 2015

Fall 2015

Prof. S. Kazmi

Crosslisted with The Environment, Law

The United Nations (UN) provides the forum where states come together to discuss mutual problems. In our rapidly globalized world, the enormous and complex challenges to humankind are making UN indispensable. This course will provide an overview of the various UN departments and programs encompassed within it and treaty negotiation process. The main concentration of this course will remain climate change negotiations. We will take climate change as a case study and consider many aspects of international policy response to this environmental and social crisis. The purpose of this course is to provide students with a general understanding of how climate change issues have been addressed at the UN. The class will be invited to study ongoing process of the new climate change agreement, which will be adopted in Paris in December 2015, at the 21st Conference of the Parties (COP21). The meeting will mark a decisive stage in negotiations on the future international agreement on a post-2020 regime. The course will closely investigate the pertinent challenges currently facing diplomats and international decision makers in making progress with what is currently on the negotiating table. We will try to seek the answer of the following questions: Will all the nations of the world, including the biggest emitters of greenhouse gases, be bound by a universal agreement on climate change for the first time in over 20 years of UN negotiations? Will it take the form of a protocol, another legal instrument or 'an agreed outcome with legal force', and will it be applicable to all Parties including US and China? In a treaty negotiation simulation, the students will play the roles of major green house gas emitting nations and will negotiate proposals to reduce emissions. The in-class negotiation exercise will be modeled on the real negotiations under the UNFCCC.

POLSC-AD 186JX

Islamic Extremism

Prof. J. Traub

January 2016

Islamic Studies

The terrorist attacks of 9/11 transformed the foreign policy of the United States and re-shaped its national psyche. Subsequent attacks in Europe, the Middle East and elsewhere have focused the world's attention on the problem of Islamic terrorism. In this class we will seek to understand both the causes of the sudden rise of violent extremism in the Muslim world and the response it has provoked. We will examine the evolution of the threat, from Al Qaeda, with its focus on mounting spectacular attacks on symbolic targets in the West, to the Islamic State, which has attracted thousands of men and women from around the world to its violent nation-building project in the heart of the Arab world. Western nations have deployed military, intelligence and police tactics against Al Qaeda with some success, but those methods may not work against ISIS. Arab nations have begun to mobilize to counter the threat, but their own repressive, and in some cases religiously intolerant, regimes may be exacerbating the very problem they seek to solve. In addition to reading about the origins and the spread of jihadism and the policies adopted by concerned states, we will meet with scholars, journalists, policy experts, diplomats and officials in the Obama Administration. Students will write a series of short papers as well as a longer project proposing a course of action to cure, or at least mitigate, the extremist threat.

POLSC-AD 198

Directed Study

EDUC-AD 115J

International Peacebuilding and the Role of Education

January 2016, Abu Dhabi

Prof. D. Burde

Crosslisted with Social Research and Public Policy, Peace Studies, Education

LAW-AD 212J

International Law

Crosslisted with Social Research and Public Policy, Peace Studies, Law

CAPSTONE

POLSC-AD 400-401

Senior Capstone Research Project

Offered every Fall and Spring

Fall 2015, Spring 2016

Prof. J. Harris, Prof. L. Peisakhin

Students develop a research question, construct a research design that allows them to test potential answers to that question, collect relevant data, analyze the results, and write a senior thesis.

SOCSC-AD 300

Sophomore-Junior Seminar for Social Scientists

Prerequisite: SOCSC-AD 112

Crosslisted with Social Research and Public Policy, Economics

SOCIAL RESEARCH AND PUBLIC POLICY

Designing and evaluating policy depends on social science theory and research. The program in Social Research and Public Policy (Social Research And Public Policy) offers rigorous training in both, with courses in economics, political science, sociology, and anthropology, as well as courses in quantitative and qualitative research methods, which enable students to critically evaluate research findings and produce original research. Social Research and Public Policy is attractive to students who are concerned with the major social problems of our times such as international migration, unequal economic development, poverty, racism and sexism, inequality, ethnic conflict, as well as health inequality and population dynamics.

The program aims to inspire students' critical theoretical imagination and helps them to make better sense of the world around themselves. SOCIAL RESEARCH AND PUBLIC POLICY majors will be regarded as excellent candidates for law school, and for graduate programs in the social sciences, in public policy, business school, public health, education, urban planning, and social work. Graduates land positions working for NGO's, in public service, urban planning, and community action.

Its breadth and its emphasis on critical thinking and hands-on empirical research, especially research linked to policy questions, distinguish the major in Social Research and Public Policy. Social Research and Public Policy majors will produce a piece of original research to meet the capstone requirement. Student may collect their own data, conduct simulations, or reanalyze available data to make a contribution to the research in the field of their choice. Students will work with a faculty mentor to develop and implement the research design. Students who wish to do fieldwork abroad should develop the project in the spring of junior year and obtain approval from the faculty mentor to collect data during the summer before senior year. NYUAD's Institutional Review Board must approve all projects that involve human subjects before data collection begins. Seniors will attend a bi-weekly colloquium, which is moderated by a faculty member and serves as a forum for peer review and feedback on progress with the senior thesis.

Majors in Social Research and Public Policy take five required courses (Statistics for the Social and Behavioral Sciences; Foundations of Modern Social Thought; Logic of Social Inquiry; Survey Research; and Ethnographic Field Research); three foundational electives; three general Social Research And Public Policy electives, and two semesters of capstone project. Depending on the research interests of the student, Survey Research and Ethnographic Field Research may be replaced with suitable methods electives, subject to approval by the major mentor and program director.

Concentration in Social Research and Public Policy

The concentration in Social Research and Public Policy is open to all NYUAD students. Students who elect to pursue the concentration are required to take four Social Research and Public Policy courses: Foundations of Modern Social Thought; Logic of Social Inquiry; and two additional courses in Social Research and Public Policy as electives. Students should obtain approval from the program director to apply courses in other disciplines and at other NYU sites toward the Social Research And Public Policy concentration.

REQUIREMENTS FOR THE CONCENTRATION IN SOCIAL RESEARCH AND PUBLIC POLICY

4 courses, distributed as follows:

- 1 Foundations of Modern Social Thought
- 1 Logic of Social Inquiry
- 2 Electives

SOCIAL RESEARCH AND PUBLIC POLICY (SRPP)

SAMPLE SCHEDULE

Remember that this is only one possible path to complete this major.

YEAR 1

Fall Semester	CORE	CORE	FOUND. OF MOD. SOCIAL THOUGHT	STATISTICS FOR SOCIAL SCIENCES	January Term	GENERAL ELECTIVE
Spring Semester	CORE	CORE	GENERAL ELECTIVE	LOGIC OF SOCIAL INQUIRY		GENERAL ELECTIVE

YEAR 2

Fall Semester	CORE	GENERAL ELECTIVE	ETHNO-GRAPHIC FIELD	FOUNDATIONAL ELECTIVE	January Term	GENERAL ELECTIVE
Spring Semester	CORE	GENERAL ELECTIVE	SURVEY RESEARCH	FOUNDATIONAL ELECTIVE		

YEAR 3

Fall Semester	CORE	GENERAL ELECTIVE	GENERAL ELECTIVE	ELECTIVE	January Term	GENERAL ELECTIVE
Spring Semester	CORE	GENERAL ELECTIVE	ELECTIVE	ELECTIVE		

YEAR 4

Fall Semester	GENERAL ELECTIVE	GENERAL ELECTIVE	FOUNDATIONAL ELECTIVE	CAPSTONE SEMINAR		
Spring Semester	GENERAL ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE	CAPSTONE PROJECT		

REQUIREMENTS FOR THE MAJOR

13 courses, distributed as follows:

- | | |
|--|---------------------------------|
| 5 Required Courses: | Field Research |
| Statistics for the Social and Behavioral Sciences; | 3 Foundational Electives |
| Foundations of Modern Social Thought; Logic of Social Inquiry; Survey Research; Ethnographic | 3 Electives |
| | 2 Capstone: Project and Seminar |

SOCIAL RESEARCH AND PUBLIC POLICY COURSES

REQUIRED FOR MAJORS

SRPP-AD 120
Survey Research
Offered every year
Fall 2015
Prerequisite: SOCSC-AD 110 or SOCSC-AD 113 or MATH-AD 150
Crosslisted with Political Science, Economics
 This course will teach students how to design and implement a survey, and what to do once the data is in. The course is practice oriented: we will use a lot of examples, you will create your own survey design, and we will spend more than a quarter of the course learning Stata. At the end of this course you will be able to design and implement your own, high quality survey. Moreover, you will question much of the data that is collected by others because you know all the things that can go wrong in the process. For this course I assume that you are comfortable with basic statistics.

SRPP-AD 125
Ethnographic Field Research
Offered every year
Fall 2015
Recommended prerequisite: SOCSC-AD 112
Crosslisted with Anthropology, Arab Crossroads Studies
 The course offers a practical introduction to the theoretical and methodological issues of ethnographic field research. The course offers students hands-on experience to carry out ethnographic field research, conduct in-depth interviews and carry out participant observations.

SOCSC-AD 116
Foundations of Modern Social Thought
Crosslisted with Political Science, Economics
 This course provides an introduction to the major discoveries in the field of social networks, particularly advances during the last decade. It also provides students with an

SOCSC-AD 112
Logic of Social Inquiry
Crosslisted with Political Science, Economics

METHODS ELECTIVES

SRPP-AD 115J
Social Networks
Offered every year
January 2016
Prof. P. Bearman
Recommended prerequisite: SOCSC-AD 112
Crosslisted with Political Science, Economics
 Social networks are the subject of some of the most exciting recent advances in the natural and social sciences. This course provides an introduction to the major discoveries in the field of social networks, particularly advances during the last decade. It also provides students with an

SOCSC-AD 113
Statistics and Probability for the Social Sciences
Prerequisite: MATH-AD 110 or MATH-AD 111 or SOCSC-AD 101
Crosslisted with Political Science, Economics

SOCSC-AD 210
Introduction to Econometrics
Prerequisite: SOCSC-AD 110 or SOCSC-AD 113
Recommended prerequisite: MATH-AD 110 or MATH-AD 111 or SOCSC-AD 101
Crosslisted with Political Science, Economics

introduction to the methods and software used to analyze and visualize social networks. Topics include the small-world puzzle (six degrees of separation), the strength of weak ties, centrality, complexity, thresholds ('tipping points'), and the spread of diseases and fads. Case studies used in the course include topics such as the contagion of suicides, social influence on musical taste, sexual relationships among adolescents, interorganizational networks, and the network structure of the internet. Course readings are an engaging blend of popular social science texts, journal articles, and scientific papers.

BUSOR-AD 115
Management & Organizations
Crosslisted with Political Science, Economics, Business and Organizational Studies

ECON-AD 210
Introduction to Game Theory
Prerequisites: MATH-AD 110 or MATH-AD 111 or SOCSC-AD 101
Crosslisted with Political Science, Mathematics, Economics

POLSC-AD 113
Advanced Game Theory
Prerequisite: POLSC-AD 112
Crosslisted with Political Science, Economics

POLSC-AD 209
Data Analysis
Prerequisite: SOCSC-AD 110 or SOCSC-AD 113 or MATH-AD 150
Crosslisted with Political Science

SOCSC-AD 112
Logic of Social Inquiry
Crosslisted with Political Science, Economics

SOCSC-AD 113
Statistics and Probability for the Social Sciences
Prerequisite: MATH-AD 110 or MATH-AD 111 or SOCSC-AD 101
Crosslisted with Political Science, Economics

SOCSC-AD 210
Math for Social Scientists II
Prerequisite: SOCSC-AD 101 or MATH-AD 110 or MATH-AD 111
Crosslisted with Economics

FOUNDATIONAL ELECTIVES

SRPP-AD 110

The World System

Offered every other year

Crosslisted with History

Since the 17th century there have been a series of different hegemonic powers within a transnational capitalist economy. This course surveys (a) the history of the capitalist system from Dutch and British hegemony through the American 20th century, the growth of corporations, various approaches to economic development, and the current opening up of the world to new economic powers, and (b) the related political history of European colonialism, nationalism, postcolonial societies, the Cold War, and the emerging multipolar world of today. It considers the nature of crises and social change, efforts to establish stability in the face of conflicts and disruptions, and possible futures open to the contemporary world. The course includes several field trips in the U.A.E.

SRPP-AD 111

Social Policy

Offered every other year

Recommended prerequisite: SOCS-AD 112

Crosslisted with Political Science

The aim of this course is to study human conditions, social arrangements, and social processes which are sites of social, political, cultural, and moral contestations in contemporary societies. They are perceived as 'social problems' and divide public opinion about the appropriate ways to protect society from their deleterious effects. Lectures first focus on sociological perspectives on social problems and examine the role of social structure and social processes in their production and reproduction. Subsequent lectures focus on exploring selected social problems such as: suicide, suicide terrorism, euthanasia, aging, genocide, incest, genomics, and religious fundamentalism. The selected social problems are examined in a global perspective, focusing on contemporary industrialized societies.

SRPP-AD 112X

Islam and Society

Offered every year

Crosslisted with Arab Crossroads Studies

In this seminar, students will come to understand the diverse and dynamic roles that religious and cultural Islam can play in contemporary societies, especially those in the "Middle East" and North Africa. After critically examining what might be meant by Islam and Muslims in the first place, students will use social scientific case studies to investigate how Islam does (or does not) come to matter in various sectors of society, including government and the state, the legal system, politics and social movements, gender relations, sexuality,

education, the economy, popular culture, and everyday life. By the end of this course, students will be able to critically analyze the ways that religious and cultural Islam can impact society and social life. Each student will be expected to complete a final research project exploring the core questions posed by the course.

SRPP-AD 113

Globalization and Education

Offered occasionally

Crosslisted with Education

What is globalization, and what are the implications of living in a "global world" for education? How can education be used as a tool to promote global social justice and prosperity? This course explores these questions by first examining various theoretical perspectives on globalization, then analyzing several major themes associated with globalization and education. Draws on case studies from Asia, Africa, Latin America, the Middle East, and North America to provide concrete examples of how global forces are changing the content and context of education internationally.

SRPP-AD 117

Religion and Society

Offered every other year

In this seminar, students explore the diverse and dynamic manifestations of religion in social life—as a personal and collective experience, an individual and group identity, and a code for moral behavior—and examine how these social uses of religion impact various spheres of society. After considering classic social theories of religion, we will look at substantive cases from the United States, Egypt, Iran, China, and Venezuela to investigate how and why religious meanings and identities come to matter (or not) in arenas of gender equality, political mobilization, nationstate structures, everyday intergroup interactions, and the law and punishment. Overall, this course aims to provide students with the theoretical frameworks and substantive background necessary to analyze the workings of religion and religious identity in modern societies.

SRPP-AD 119J

Wealth & Inequality

The course offers an overview of the causes, patterns and consequences of social inequality. Topics include: the concepts, theories, and measures of inequality; power, income/wealth and prestige, race, ethnicity and gender; social mobility and social change; institutional support for stratification, including family, schooling, and work; political power and role of elites; and comparative patterns of inequality, including capitalist, socialist, and post-socialist societies.

SRPP-AD 121J

Race and Ethnicity

January 2016

Prof. A. Morning

This course explores the concepts of race and ethnicity both in international comparative perspective, and with a special focus on their meaning and manifestations in the United Arab Emirates. Race and ethnicity are both ways of classifying human groups that arise under certain historical circumstances, with race in particular emerging in the contexts of imperialism and slavery. Students will consider how migration, state policies, and economic organization shape the classification and characterization of racial and ethnic groups. In both the classroom and a series of encounters scheduled with members of diverse ethnic groups in the U.A.E., students will also learn and apply social scientific methods like ethnography and content analysis in order to gauge stratification, prejudice and discrimination in diverse areas of social life.

SRPP-AD 126

Immigration

Offered every other year

Recommended prerequisite: SOCS-AD 112

After a brief historical overview of immigration trends, this course focuses on the causes and processes of contemporary international migration; the economic incorporation or exclusion of immigrants in the U.S. and other countries of the world; formulation and practice of immigration laws.

SRPP-AD 131

Gender and Society

Offered every other year

In every society, whether one is born male or female affects how one is expected to behave and the opportunities one confronts. However, how gender is organized varies between societies and across time. This course draws upon research from sociology, economics, psychology, and anthropology to examine gender, providing information on how gender is organized in various parts of the world. Topics include how male and female children are socialized, women's and men's roles in the family, trends in women's education and employment, the sex gap in pay, and how gender is affected by public policies.

SRPP-AD 133J

Wealth and Inequality in the Global City

January 2016, New York

Prof. J. Manza

Crosslisted with Urbanization

The rapid increase in wealth and income inequality in many countries, often concentrated and most severe in the world's leading cities, is the subject of this course. Using New York City as our laboratory, we explore some of the ways in which wealth and

power are created and maintained, as well as examining some of the social consequences of high levels of inequality for families and communities. Readings and lectures explore the social and political economy of inequality through the work of contemporary social science. We will deepen our understanding of key issues through field trips, films, guest lectures, and meetings with key leaders in the world of finance and business, government, and nongovernmental groups working to alleviate some of the most serious consequences of poverty and inequality in New York.

SRPP-AD 134J

21st-Century International Human Rights

Crosslisted with Leadership and Social

Entrepreneurship, Law

This course asks: How can human rights advocates better operationalize 20th century tools to achieve better 21st century human rights outcomes? It examines case studies at the intersection of law, politics, policy and institutions to determine how to achieve better human rights policy outcomes. Too often, human rights advocates—both inside and outside governments—fail to achieve their desired outcomes because they cannot manage politics, harness incentives and institutions, or deploy law in a way that operationalizes the principles they value. This course begins with an overview of the institutions, strategy, law, and process of human rights. We then explore a number of case studies that illustrate cutting-edge human rights problems, and the various tools that may be employed for their resolution. The course will close with a series of student presentations identifying current issue areas ripe for new and better human rights strategies that might help attack these.

SRPP-AD 135

Modern Welfare State

Offered every other year

Introduction to the foundations and development of the modern welfare state, with an emphasis on Western democracies. The course provides students with the conceptual tools to understand welfare states and the twin pressures they have faced in recent times: population change and globalization. Life courses of individuals and households, for example, pathways in and out of poverty, provide a useful framework for thinking about welfare states and what they do or not do. In addition, much can be learned from a comparative perspective. Topics include poverty, inequality, fertility, health care, education, retirement, and immigration.

SRPP-AD 136X

State Formation: The Case of the U.A.E

Offered every other year

Crosslisted with Arab Crossroads Studies

Commonly (and wrongly) people take for granted the existence of such political and cultural units as

France and Germany, or Japan and India. But in the Middle East states and national cultures are at the same time ancient and recently created. Here the complex processes of state-formation are still current, and the United Arab Emirates, which is barely forty years old, serves a rich and richly varied example for the comparative understanding of state-building, cultural imagination, and economic development.

SRPP-AD 141
Urban Poverty and Social Policy

Offered every third year
Crosslisted with Urbanization
This course explores theoretical and empirical connections between economic development, urbanization, urban poverty and distress and state/non-state responses to urban poverty and distress. It begins with an exploration of theoretical and conceptual perspectives on urbanization and welfare state policies, then moves on to examine illustrative cases from global north and south cities that challenge and complicate reigning theories and concepts. The course begins with an historical and contemporary analysis of urban poverty in Global North cities (New York, Paris and London), then moves on to an examination of emergent urban poverty patterns and cases in rapidly-changing “semi-peripheral” regions (China, for example), and finally explores urban poverty in a wide variety of Global South cities (spanning Africa, Latin America, and Southeast Asia). The course will use examples from the U.S. to explore certain key topics/concepts for debate, such as “underclass,” “informality,” “feminization of poverty,” “culture of poverty,” “prison industrial complex,” and “neo-liberal welfare state retrenchment.” Students will be asked to compare and contrast historical and contemporary patterns of urban poverty across global north and south regions, with a focus on the limits and possibilities of social policies (state- and non-state-sponsored) for addressing urban distress.

SRPP-AD 143
Immigration, Ethnicity, and Public Policy

Offered occasionally
Fall 1 2015 (7 weeks)
Blurb TBC

SRPP-AD 144
Family Change and Social Inequality

Spring 2016
Prof. J. Li
Family as a social institution has kept changing across time and space. People from different family backgrounds experience diverse family lives. The diversity in family experiences is not only the consequence of social inequality but also reproduces social inequality in various domains and across generations. Social inequality may even occur within families—with spouses, parent-child,

siblings and other relatives possessing interests potentially in conflict with each other. We will examine these issues in both public and private spheres: the interaction and often tension between public policy and personal decisions, between tradition and modernity, and between morality and individual freedom.

SRPP-AD 150
Introduction to Public Policy

Offered every year
Fall 2015
Public policy affects our lives in profound ways even when we are not aware of them. What we eat, how we recycle, or when we disclose personal information on the internet are all examples of choices largely determined by public policies. This course is an introduction to public policy, why it is important, and how it involves simultaneous ethical, political, and problem-solving processes. The course introduces students to the ways in which a variety actors and institutions at the national and transnational levels interactively contribute to public policy. The course is divided into two parts. The first part provides an overview of the basic concepts underlying the public policy process and the second part provides critical perspectives on public policy-making in

CORES-AD 16
Family and Kinship

Crosslisted with Core: Structures of Thought and Society, Anthropology

EDUC-AD 116J
Inequality and Education

Crosslisted with Political Science, Education

ELECTIVES

SRPP-AD 116
Revolutions and Social Change

Offered every other year
Revolutions mean purposive and contentious efforts to re-engineer whole societies according to the visions of justice and progress. What social theories better explain these exuberant, extraordinary events? How did the revolutionaries, their strategies, and programs evolve during the modern epoch? What typically happened after taking power? Why are there so many wars and revolutionary dictatorships? This course introduces the recent theoretical advances in understanding contentious mass politics in relation to the formation of modern states, democratization, socialism, and nationalism. Empirical examples include: the American Independence of 1776 and the French Revolution of 1789; the communist revolutions in Russia and China; the anti-colonial movements of the 20th century in India, South Africa and Cuba; and the youth revolts of 1968 in the West, 1979 in Iran, 1989 in the Soviet bloc, and the newest rebellions of the 2010s in the Middle East.

SRPP-AD 118J
Public Policy and Social Problems: Homelessness, Mental Illness and Child Welfare in NYC

This course is an introduction to the study of social problems through exploration of three primary issues in New York City: homelessness, mental illness and child welfare. It encompasses: the history of each social condition; a review of research in each area and micro and macro (governmental) approaches to these problems. Students have the opportunity to visit agencies, to meet with professionals and consumers of service and to compare the government and American public policy response to these problems with that of their home country. Presentations are made by guest speakers who are experts in each of these areas.

SRPP-AD 122
Entrepreneurship

Offered occasionally
Whether as heroes or agents of creative destruction, entrepreneurs and their innovations have had a transformative influence on modern economic growth and the wealth of nations. The first part of the seminar introduces the classical and contemporary writings on the rise of entrepreneurial capitalism in the West and the global diffusion of modern entrepreneurial spirit and firm. Classical approaches pioneered the study of modern entrepreneurship in its rational orientation to profit-making through innovative activity. Contemporary approaches shift the emphasis away from analysis of individual attributes and agency to focus on examining

the role of social networks, organizational forms, and institutional environment in facilitating entrepreneurial activity. In the part of the seminar, we focus on research on entrepreneurship using secondary sources and data available through the internet.

SRPP-AD 123
Science and Society

Offered occasionally
Social scientists who study science often make a simple, but controversial claim: that science is fundamentally shaped by social forces. This premise challenges contemporary understanding of science as producing true, objective knowledge that is independent of culture and social structure. We will study debates about the nature of science versus religion, Western versus non-Western knowledge, and the physical versus social sciences in order to form our own conclusions about the relationship between science and society.

SRPP-AD 124
Relationships, Sex, and Love

Offered every other year
This course examines very personal areas of life—Romantic relationships, marriage, and sexuality. Behavior in these private realms is strongly affected by culture, economics, and politics, and varies across societies and subgroups within societies. Topics include how young adults find romantic partners, changing standards of permissible sexual behavior, attitudes toward same-sex relationships, changing meanings of marriage, and public policies directed at these behaviors.

SRPP-AD 127
Wealth and Inequality

Offered every year
Fall 1 2015 (7 weeks)
Recommended prerequisite: SOCS-AD 112
The course offers an overview of the causes and consequences of social inequality. Topics include: the concepts, theories, and measures of inequality; race, gender, and other caste systems; social mobility and social change; institutional support for stratification, including family, schooling, and work; political power and role of elites; and comparative patterns of inequality, including capitalist, socialist, and post-socialist societies.

SRPP-AD 129
Work in Modern Society

Evaluation of definitions, nature, and development of occupations and professions, occupational associations such as guilds, trade unions, and labor unions. Concepts of mobility and career patterns; how occupations maintain control over member's behavior; how they relate to the wider community; and how they influence family life.

SRPP-AD 130

Law, Society, and Public Policy

*Offered occasionally
Crosslisted with Law*

The course offers sociological perspectives on law and legal institutions: the meaning and complexity of legal issues; the relation between law and social change; the effects of law; uses of law to overcome social disadvantage. Topics include: limits of law; legal disputes and the courts; regulation; comparative legal systems; legal education; organization.

SRPP-AD 137X

Demography of the Muslim World

Prerequisite: SOCSA-AD 110

Are Muslims distinct in their wellbeing? In this class students will examine the cumulative trajectories of wellbeing among Muslim populations through the interplay of three core demographic processes: fertility, mortality, and migration. Using Muslim populations as case studies, students will develop skills to create a population profile, learn about past and present characteristics of citizens and migrants, and acquire the knowledge to assess basic measures of population change. This course is designed to help students with conducting their own independent research in the social sciences.

SRPP-AD 139

Social Science Analysis of Global News

*Offered occasionally
Fall 2015*

Enrollment restricted to Sophomores, Juniors, and Seniors

How does one ‘read the news’? It might be trickier than it sounds. The construction of what becomes ‘news’, its dissemination and interpretations are complex and inherently contentious social processes. Finding your way in the realm of mass communication, propagandistic conflicts, and public debate requires both theoretical lenses and good practical skills which this course intends to supply.

SRPP-AD 140X

Women and Work in the Gulf

*Offered every year
Spring 2016*

Crosslisted with Arab Crossroads Studies

This course critically examines how women feature in contemporary debates about employment, development, and nationalism in the context of the Gulf Cooperative Council countries. The first section of the course provides a philosophical foundation for debates about women, work, and difference based on feminist theories. In particular, we will explore postcolonial perspectives on feminism and difference, feminist Marxist critiques of capitalism, and feminist Islamist critiques of modernity. The second part of the course provides an overview of how women in the Gulf feature

in contemporary discourses as participants in “globally competitive” economies, mothers of “future generations of citizens”, and symbols of “tradition and culture”. The third part of the course provides an overview of the public policy and legal frameworks shaping women’s work. In particular, this section of the course explores how different categories of “women” are produced through public policy programs such as workforce nationalization, education policy, social policy, and the interplay of national and international laws governing domestic work, human trafficking, and domestic abuse. The course will host a number of academics, activists, and policymakers involved in policies shaping women’s work experiences in the Gulf.

SRPP-AD 142

Renewable Energy Law and Policy

Crosslisted with The Environment, Law

Energy’s role in global climate change is increasing its importance. This course focuses on two major and interrelated themes: climate change and energy. The class will look at implications of new climate change and renewable energy mandates for the electric power sector. Energy is considered a prerequisite for economic growth and poverty alleviation. Electricity demand almost doubled from 1990 to 2011, and is projected to grow 81% from 2011 to 2035 in the existing policies scenario. Over 70% of the increased energy demand is from developing countries. At this time some two billion people (one third of world’s population) have no access to electricity. Population growth (United Nations predicts world population growth from 6.7 billion in 2011 to 8.7 billion by 2035) and increasing standards of living (the UN Population Division projects 70 % people will be living in urban areas by 2050) for many people in developing countries will cause enormous growth in energy demand. Many poorer countries lack this essential capacity. Meeting the energy needs of developing countries without compromising the environment is a challenge. Advancement of innovative energy solutions and implementation of smart policies to make the transition to clean energy in ways that fulfill growing needs and improve economy without hurting environment is very much needed. This introductory level course on renewable energy examines the historical and legal origins of energy regulations and emerging policies. The course provides an introduction to the renewable sources and basic terms and concepts, regulatory trends and other emerging issues. The primary focus of the course will be on renewable energy policies and laws of the developing countries. We will spend considerable time with Africa, Small Island States, United Arab Emirates (UAE), and examples from other countries. The centerpiece of this course is to focus on a specific renewable energy project (in a developing country) completed with international cooperation and assistance. The

course will also focus on global institutions and policymaking, the divide between industrialized countries and developing countries, the nexus between global climate change and renewable energy, sustainable energy sources, and challenges that global policymakers will face in future. The course will look at the wide variety of local and regional laws, regulatory techniques, and policy objects. The class will embark on a week- long trip to a developing country to study renewable energy project and to get hands-on experience of power generation from a renewable energy facility.

SRPP-AD 151

Introduction to Global Health

Offered occasionally

Crosslisted with The Environment

Despite the significant progress made towards achieving globally set targets for health in some countries, others—particularly in sub-Saharan Africa—are falling behind. This course introduces students to the main concepts of the public health field and the critical links between global health and social and economic development. Lectures explore major themes in global health, including the social determinants of health, the global distribution of disease burden and risk factors, key measures to address the disease burden in cost-effective ways, and the role of health systems and diverse global actors in responding to the health needs of populations worldwide. The course is global in coverage, but with a focus on low- and middle income countries and on the health of the poor.

SRPP-AD 152

Epidemiology

Fall 2015

Offered occasionally

Prof. R. Katz

This foundation course in epidemiology will provide the students with three separate—but interrelated—components: 1) a section that focuses on ethical issues in epidemiologic research; 2) a section that focuses on fundamental epidemiologic research designs and the interpretation of results from the array of designs; and, 3) a section that focuses on building skills in insightfully reading and interpreting published epidemiologic scientific articles. The overall goal of the course is to produce thinking world citizens who can use their epidemiologic knowledge and understanding for active decision-making about their own health as well as the health and welfare of the communities in which they live in the future.

SRPP-AD 153J

Connecting Neighborhoods and Health: An Introduction to Spatial Epidemiology

January 2016

Prof. D. Duncan

Epidemiology is the study of the distribution and determinants of diseases in human populations. Traditional epidemiology focuses on demographic (e.g. age) and behavioral (e.g. physical activity) determinants of health outcomes such as cardiovascular disease and cancer. This course will focus on Spatial Epidemiology, i.e. the spatial distribution and spatial determinants of health and wellbeing in human populations across the globe. For example, the course will elucidate connections between neighborhood (e.g. residential, social and work) characteristics (e.g. crime rate, density of fast food restaurants, distance to parks) and multiple health outcomes (e.g. obesity, mental health, substance use). The course will provide students with a historical, theoretical and methodological overview of the dynamic and re-emerging field of Spatial Epidemiology. This is an introductory-level course; as such, the course intentionally is broad, covering a range of issues and topics (e.g. neighborhood characteristic assessment methods, methods to examine neighborhood boundaries, identification of spatial clusters [“hot spots”] of disease, quantitative methods to evaluate connections between neighborhoods and health, and connecting neighborhoods to health disparities).

SRPP-AD 154J

Global Burden of Non-communicable Diseases

January 2016

Prof. B. Boden-Albala

Crosslisted with Pre-medical and Health Studies

Non-communicable diseases including heart disease, obesity, depression, and dementia were thought to impact the health of more developed, affluent countries while the major health issue for low and middle-income countries was acute infectious disease. Over the last decade, non-communicable diseases have begun to critically impact the health of most populations across the globe. This course seeks to identify a number of complex issues related to the emergence of non-communicable diseases (NCD’s) globally and compare the disease experience in low and middle-income countries to high-income countries. Students will examine current trends in non-communicable diseases and define health burden as the overall impact of these diseases at the individual and at the societal level using a set of diverse health, lifestyle and economic indicators including disability adjusted life years, quality of life, and unemployment rates. The course will identify the social determinants of non-communicable diseases and explore the recent impact of the “epidemiologic” transition in low-income countries with emphasis on West

Africa. With Ghana as the host country, students will participate in meetings, discussions and health department visits to understand NCD's and the impact of these diseases on the country's policy, culture and economy.

SRPP-AD 155J
Child Development and Social Policy in a Global Society: Knowledge for Action

January 2016, Abu Dhabi

Prof. L. Aber

The overarching goals of this course are to introduce students to: (1) the great variation in children's development in 21st century global society; and (2) how public (government) and private (family, non-governmental and business) sector policies affect children's health, education and economic well-being in low-, middle- and high-income countries. In the course, students will learn how to: critically examine international trends in demography, economics and politics that influence child development; understand the role of science and of participatory/ democratic processes in increasing the effectiveness of programs and policies affecting children; and analyze political/ cultural/communications challenges to improving programs and policies for children. The course will culminate in each student proposing policy changes in a particular country chosen by the student that could dramatically improve the wellbeing of children.

SRPP-AD 198
Directed Study

Topics relating to Social Research and Public Policy as arranged.

SRPP-AD 298
Directed Study

ACS-AD 101X
Anthropology and the Arab World
Crosslisted with Anthropology

ACS-AD 234X
Arabs, Sex and Modernity
Crosslisted with Arab Crossroads Studies

ANTH-AD 110
India: Topics in Anthropology & History
Crosslisted with SRPP

COREI-AD 41J
Protecting the World's Health: Triumphs and Challenges
Crosslisted with The Environment, Core: Science, Society and History

ECON-AD 101
Principles of Microeconomics
Crosslisted with Leadership and Social Entrepreneurship, Economics, Business and Organizational Studies

ECON-AD 102
Principles of Macroeconomics
Prerequisite: ECON-AD 101
Crosslisted with Economics

ECON-AD 106J
Understanding the Financial Crisis
Crosslisted with Political Science, Economics

ECON-AD 213J
Economic Development and Urbanization in Africa
Crosslisted with Urbanization, Economics

EDUC-AD 114JX
Education and Diversity: Historical and Comparative Perspectives
Crosslisted with Peace Studies, Education, Arab Crossroads Studies

EDUC-AD 115J
International Peacebuilding and the Role of Education
January 2016, Abu Dhabi
Prof. D. Burde
Crosslisted with Political Science, Peace Studies, Education

LAW-AD 114J
Punishment in Politics, Law and Society
Crosslisted with Political Science, Law

LAW-AD 212J
International Law
Crosslisted with Political Science, Peace Studies, Law

MDURB-AD 122J
Cities and Consumption
Crosslisted with Urbanization, Economics

POLSC-AD 130
Introduction to Political Thinking
Crosslisted with Political Science

POLSC-AD 133
Political Economy of Institutions
Crosslisted with Political Science

POLSC-AD 134
Political Economy of Development
Crosslisted with Political Science, Economics

POLSC-AD 142
Justice: Political Theory & Practice
Crosslisted with Political Science, Economics

POLSC-AD 157JX
Bridging the Divide Between the Arab World and the West
Crosslisted with Political Science, Arab Crossroads Studies

POLSC-AD 158
Comparative Legislatures
Prerequisite: POLCS-AD 130
Crosslisted with Political Science

POLSC-AD 185J
Gender Revolutions and the State in India
January 2016
Prof. R. Brule
Crosslisted with Political Science

PSYCH-AD 150
Social Psychology
Prerequisite: PSYCH-AD 101
Crosslisted with Psychology

SOCSC-AD 115
Varieties of Capitalism
Crosslisted with Political Science, Economics

CAPSTONE

SRPP-AD 400
Senior Capstone Research Project
Offered Every Year
Fall 2015

During this yearlong course, students develop a research question; design and analyze quantitative or qualitative data sets relevant to public policy.

SRPP-AD 401
Senior Capstone Research Project
Offered Every Year
Spring 2016

During this yearlong course, students develop a research question; design and analyze quantitative or qualitative data sets relevant to public policy.

SOCSC-AD 300
Sophomore-Junior Seminar for Social Scientists
Crosslisted with Political Science, Economics
Prerequisite is SOCSC-AD 112
0 credits

B.A.-M.P.A. PROGRAM

NYU Wagner and NYU Abu Dhabi (NYUAD) offer students the opportunity to simultaneously pursue the degrees of Bachelors of Arts and Master of Public Administration. Students admitted to the BA-MPA program can, with careful planning, earn both degrees in a shortened time and at less cost than is normally the case. This dual degree is designed for students with a strong commitment to public leadership and will allow such students both to enhance and focus their opportunities for learning, while helping them to build a meaningful career in public service.

NYUAD undergraduates in one of three majors may submit an NYUAD pre-application for the BA-MPA track once they have earned 48 credits; the majors are Economics, Political Science, and Social Research and Public Policy. At Wagner, students choose between the Public and Nonprofit Policy and Management Program and the Health Policy and Management Program and then further specialize within each program. Students may complete a maximum 28 of the 60 credits for the MPA while they are still undergraduates; initial courses should include the five Wagner school core courses along with two specialization requirements. The 28 credits may be a combination of Wagner graduate courses or their undergraduate equivalents (see equivalency table); students must earn a B or better in all Wagner or equivalent courses in order for these to be applied to the MPA. BA-MPA students must complete all requirements of their major as well as school-wide requirements prior to matriculating at Wagner.

In their senior year, students in the BA-MPA track must formally submit an MPA application to Wagner by the December admissions deadline.

Those students matriculating at Wagner with less than two years of full-time, relevant work experience must complete the Professional Experience Requirement while matriculated at Wagner. BA-MPA students who formally apply and are admitted to the MPA may choose to defer admission for up to two years in order to gain critical professional experience in the field.

Advising

Debra Cabrera, Wagner Director of Student Services
Hannah Bruckner, NYUAD Associate Dean of the Social Sciences

COURSE EQUIVALENCIES TABLE FOR BA-MPA

Wagner Graduate Course	Undergraduate Equivalents
CORE-GP 1011, Statistical Methods	<i>Or satisfied by one</i> ECON-UA 18, Statistics POL-UA 800, Quantitative Methods in Political Science SOC-UA 302, Statistics for Social Research SOCSC-AD 110, Statistics for Social and Behavioral Sciences
CORE-GP 1018, Microeconomics	<i>Or satisfied by either</i> ECON-UA 1 Introduction to Macroeconomics and ECON-UA 2 , Introduction to Microeconomics ECON-AD 101, Principles of Macroeconomics and ECON-AD 102, Principles of Microeconomics
CORE-GP 1020, Managing Public Service Organizations	<i>Or satisfied by</i> UPADM-GP 103, Introduction to Managing Public Service Organizations
CORE-GP 1021, Financial Management	No undergraduate course equivalent
CORE-GP 1022, Introduction to Public Policy	<i>Or satisfied by one</i> POL-UA 300, Power and Politics in America POLSC-AD 156, Power and Politics in America SRPP-AD 150, Introduction to Public Policy UPADM-GP 101, Politics of Public Policy
PADM-GP 2140, Public Economics and Finance	<i>Or satisfied by</i> ECON-AD 323, Public Economics
PADM-GP 2902, Multiple Regression and Introduction to Econometrics	<i>Or satisfied by</i> ECON-AD 210, Introduction to Econometrics
URPL-GP 2608, Urban Economics	<i>Or satisfied by</i> ECON-AD 323, Urban Economics

SCIENCE AND MATHEMATICS

Foundations of Science

BIOLOGY

CHEMISTRY

COMPUTER SCIENCE

MATHEMATICS

PHYSICS

PSYCHOLOGY

Science at NYUAD is designed to produce outstanding, creative intellectuals by offering an education that emphasizes the integration of the life, physical, mathematical, and computer sciences with other academic disciplines to produce future leaders with global awareness, cultural sensitivity, and ethical integrity. The Division of Science at NYUAD offers majors in biology, chemistry, computer science, mathematics, physics, and psychology, with areas of specialization in some majors.

In some of these majors, students begin their studies in an innovative three-semester sequence called *Foundations of Science* that covers the topics taught in traditional introductory courses but combines those separate disciplines into an integrated whole, with units in biology, chemistry, and physics threaded together to reinforce and build on one another.

Science majors culminate their undergraduate experience in a Capstone Project, in which individuals or multidisciplinary teams of students use their skills to identify and solve a problem in science. Research teams also have the opportunity to participate in the cutting-edge research projects led by scientists of international distinction.

The description of each major, below, includes a sample four-year schedule to indicate a possible pathway through the major in combination with other required and elective courses. The science majors require that some courses are taken in a particular sequence, as indicated in the sample schedules, but students still have multiple scheduling options, including study away semesters, and they will work with their faculty mentor to plan personalized curricula each semester.

The increasingly interdisciplinary nature of modern scientific research requires that biologists, chemists, computer scientists, mathematicians, physicists, and psychologists have a fundamental understanding of one another's areas. It is important for students engaged in these fields to experience and comprehend multiple scientific disciplines and their interrelationships.

Foundations of Science is an innovative program that responds to the nature of modern science. Instead of the traditional series of discipline-specific introductory courses, *Foundations of Science* integrates basic concepts from biology, chemistry, and physics in a demanding three-semester sequence. The program fosters discussion among students and creates a collaborative learning dynamic. Problem-solving and group work in laboratory sessions is stressed, while close contact among students and faculty is a major feature of the program. The interdisciplinary approach and experimental work foster a more comprehensive understanding of science.

Foundations of Science is geared to meet the current demand for scientists with well-integrated backgrounds who become the leaders in modern scientific scholarship and who pursue careers in research, education, industry, health care, law, business, and publishing.

Majors in biology, chemistry, and physics are required to take Foundations of Science, which is a six-course sequence. Students intending to major in biology, chemistry, and physics normally start *Foundations of Science* in either the first or second semester of the first year.

Students who begin the *Foundations of Science* series in their second year with the intention to major in the sciences have several options for completing their degree. They may take additional courses over the summer at sites within NYU's global network; they may take more than four courses per semester; or they may need an additional fifth year of study at NYUAD. These options must be considered carefully by the student and the faculty mentors.

Foundations of Science Grading

While each level of *Foundations of Science* is an integrated course, separate grades are provided for various components as a means to allow students to document their completion of the specific disciplinary and laboratory content that makes up these courses. Consistent with this integrated approach, students must earn an average grade of C for the components of each level of *Foundations of Science* to continue into the next level or to use the course to satisfy the prerequisites for other courses outside of *Foundations of Science*. Additionally, students majoring in biology, chemistry, or physics, must have grades of at least C in all *Foundations of Science* components in their specific, respective major fields. Finally, although continuation into other courses is based on the average performance in each level of *Foundations of Science*, students earn academic credits only for those graded components they pass or, for students subject to the transcript policy (pp. 381-382), only for those components with grades of at least C-. The number of earned credits for *Foundations of Science* components is particularly important for all engineering majors who must earn at least 16 credits in science.

Concentration in the Natural Sciences

Science in the 21st century is no longer easily compartmentalized: The physical sciences of chemistry and physics and the life sciences of biology and ecology have merged. *Foundations of Science* at NYU Abu Dhabi provides a fundamental yet rigorous overview of science, focusing on the interrelationships among physics, chemistry, and biology. The Concentration in the Natural Sciences introduces students to energy, forces, and matter, the essentials of atomic structure and basic chemical reactions, and the applications of these concepts to cell biology and biodiversity.

REQUIREMENTS FOR THE CONCENTRATION IN NATURAL SCIENCES

4 courses, distributed as follows:

-
- 1 Foundations of Science 1: Energy and Matter
 - 1 Foundations of Science 2: Forces and Interactions
 - 1 Foundations of Science 3: Systems in Flux
 - 1 Foundation of Science 4: Form and Function

FOUNDATIONS OF SCIENCE COURSES

SCIEN-AD 101, 102, 121

Foundations of Science 1: Energy and Matter

Offered every Semester

Fall 1 2015 (7 weeks), Spring 1 2016 (7 weeks)

Science faculty

Pre- or Co-requisite: MATH-AD 110 or MATH-AD 111

Sections: Physics (1.5 credits), Chemistry (1.5

credits), Laboratory (1 credit)

Energy and Matter provides a comprehensive introduction to these two fundamental concepts that are so famously unified in the equality $E=mc^2$. Following an introduction to the physical sciences, the course focuses on velocity, acceleration, forces, and energy, while simultaneously introducing students to atoms and molecules. Chemical reactions are examined, and the energy changes associated with them are investigated via a thorough analysis of the three laws of thermodynamics. Laboratory exercises focus on the guiding principles of the scientific method and an introduction to experimental design, and scientific presentation, including technical writing. Weekly discussion sections are designed to hone proficiency at solving problems in a collaborative, team environment.

SCIEN-AD 103, 104, 122

Foundations of Science 2: Forces and Interactions

Offered every Semester

Fall 2 2015 (7 weeks), Spring 1 2016 (7 weeks)

Science faculty

Prerequisite: Foundations of Science 1

Sections: Physics (1.5 credits), Chemistry

(1.5 credits), Laboratory (1 credit)

Forces and Interactions introduces students to fundamental forces, including gravity and electrical forces. Concurrently, atomic theory, the theory of molecular bonding, and atomic and molecular structures and shapes, in which forces and energy play a role, are investigated. Students apply these concepts to understanding molecules related to the life sciences. Laboratory exercises focus on acquisition of data and analysis with a continued emphasis on technical presentation. Weekly discussion sections are designed to hone proficiency at solving problems in a collaborative, team environment.

SCIEN-AD 105, 106, 109, 123

Foundations of Science 3: Systems in Flux

Offered every Semester beginning Spring 2016

Spring 1 2016 (7 weeks)

Science faculty

Prerequisite: Foundations of Science 2

Sections: Physics (1 credit), Chemistry (1.5 credits),

Biology (1.5 credits), Laboratory (1 credit)

Systems in Flux focuses on changes in systems in the physical and living worlds. Capacitors,

current, and basic circuits are explored with an eye toward understanding their applications to chemical reactions and the behavior of living cells. The rates and directions of chemical reactions are explored as chemical kinetics and chemical equilibrium are investigated with a special focus on acid-base chemistry. These fundamental physical and chemical principles are used to describe basic cellular monomers and polymers including DNA, RNA, and protein, and the sequence of events that leads to information flow and its regulation in the cell nucleus. Laboratory exercises focus on fundamental protocols and tools needed to sharpen basic laboratory skills. Weekly discussion sections are designed to hone proficiency at solving problems in a collaborative, team environment.

SCIEN-AD 107, 108, 110, 124

Foundations of Science 4: Form and Function

Offered every Semester beginning Spring 2016

Spring 2 2016 (7 weeks)

Science faculty

Prerequisite: Foundations of Science 3

Sections: Physics (1 credit), Chemistry (1.5 credits),

Biology (1.5 credits), Laboratory (1 credit)

Form and Function explores a question applicable to all branches of science: How does the form or shape of a physical entity set its function? This leads to another question: If a specific function is desired, can a form or shape be engineered or modified to execute or improve the execution of that function? The course examines the form/function concept in magnetic and electrical fields, the behavior and design of small molecules, and the activity of proteins as the workhorse in biological systems. Laboratory exercises require students to design experiments related to crystals and crystallography to examine chemical forms macroscopic and microscopic levels. Focused disciplinary tutorials in biology, chemistry, and physics provide an opportunity for in-depth analysis and discussion of classic papers, enhanced understanding of fundamental concepts, and development of practical skill sets. Weekly discussion sections are designed to hone proficiency at solving problems in a collaborative, team environment.

SCIEN-AD 111, 112, 125

Foundations of Science 5: Propagating Change

Offered every Fall, Offered every Semester

beginning AY 2016-17

Fall 1 2015 (7 weeks)

Science faculty

Prerequisite: Foundations of Science 4

Sections: Biology (1.5 credits), Physics (1.5 credits),

Laboratory (1 credit)

Propagating Change focuses on disturbances in physical and living systems that bring about change. In physics, disturbances generate waves that are associated with the transmission of light

and sound. These same waves generate responses in living organisms as sensory systems detect them, including nerves in some species. Electromagnetic waves, interactions among light, matter, and living systems are examined. Change during the growth of cells is explored at the molecular level as well. Laboratory exercises fuse physics, chemistry, and biology as students engage in projects related to recombinant DNA technology, gene cloning, and protein synthesis and characterization.

SCIEN-AD 113, 114, 126

Foundations of Science 6: Oscillations and Uncertainties

Offered every Fall, Offered every Semester

beginning AY 2016-17

Fall 2 2015 (7 weeks)

Science faculty

Prerequisite: Foundations of Science 5

Sections: Biology (1.5 credits), Physics (1.5 credits),

Laboratory (1 credit)

Oscillations and Uncertainties examines how repetitious or cyclical events, although presumably predictable, are associated with inherent uncertainty in their outcomes. This is embodied in physics and chemistry in quantum theory and the Heisenberg uncertainty principle. But living systems provide countless examples of oscillatory events that possess inherent uncertainty when scientists try to predict outcomes. Indeed, this final chapter in Foundations of Science challenges students to consider the very nature of studying complex problems and systems and assessing the uncertainty associated with the scientific method. The laboratory exercises involve collaborative projects in which teams of students must apply their acquired knowledge and skills to design experiments focused on answering a question or solving a problem, keeping uncertainty in mind as they report their results and discuss additional data that would be needed to provide a better answer or solution. Focused disciplinary tutorials in biology, chemistry, and physics provide an opportunity for in-depth analysis and discussion of classic papers, enhanced understanding of fundamental concepts, and development of practical skill sets. Weekly discussion sections are designed to hone proficiency at solving problems in a collaborative, team environment.

Biology is concerned with the workings of life in all its varied forms. In recent years, the life sciences have been revolutionized by the development of molecular, cellular, genomic, and bioinformatic techniques that are being applied to study fundamental processes in organisms. As a result, there has been a transformation in the understanding of life, from the genetic networks that guide how embryos develop to uncovering natural genetic variation and how life adapts to diverse environments at unprecedented resolution. These and other discoveries in biology are shaping society by improving human health, enhancing rational management of our environment, developing forensic science, and augmenting the production of renewable energy with the concomitant sequestering of pollutants. In addition, the rapid growth of the life sciences has fueled new ethical and legal issues that impinge on biological discoveries and their applications.

Recent developments in the biological sciences have led to a focus on systems biology, which aims to integrate the vast amount of molecular data that can now be captured, providing new insights into how and why biological systems are adaptable and robust. These developments have brought to light the interdisciplinary nature of modern biology, requiring an integrated exposure to fundamental concepts in biology, chemistry, computer science, engineering, mathematics and physics.

The major in biology offers students the opportunity to learn introductory science in an integrated format in the Foundations of Science program and to use contemporary tools and approaches to solve problems in areas of the current life sciences. Intermediate and advanced courses provide a broad and intensive background in modern biology for those interested in careers in research, health-related fields, biotechnology, and education, among others. The advanced courses emphasize the fundamental concepts and principles mastered in the Foundations of Science sequence, continuing the emphasis on using interdisciplinary approaches to understand the natural world.

The major in biology is taught by faculty who carry out research in state-of-the-art laboratories in various areas in the life sciences. The Program in Biology at NYUAD has strong interactive ties with the Department of Biology, the Center for Genomics and Systems Biology, and other laboratories located at NYU in New York and within the NYU Global Network.

Organic Chemistry 2 is not required for the major in biology. However, it is highly recommended for students who intend to apply to medical or dental school and for students interested in graduate school in the life sciences. In addition, majors in biology are encouraged to complete Introduction to Probability and Statistics.

SPECIALIZATION IN BRAIN AND COGNITIVE SCIENCES (FOR BIOLOGY MAJORS ONLY)

The biology major offers a specialization in brain and cognitive science (BCS), which emphasizes the function of the nervous system and places a special emphasis on the biological and psychological processes of how organisms gain and access knowledge.

BCS investigates some of the deepest mysteries facing science. These concern the higher functions of the central nervous system: perception, memory, attention, learning, language, emotion, personality, social interaction, decision-making, motor control, and consciousness. All psychiatric disorders, neurological diseases, and developmental disorders are characterized by dysfunction of the neural systems in the brain.

Experimental approaches in BCS vary from analyses of molecular and cellular mechanisms in nerve cells and groups of nerve cells to behavioral studies of whole organisms. Theoretical tools include mathematical and computational modeling approaches that have proved useful in other areas of science. Experimental questions include issues related to biophysical and neurochemical mechanisms within single nerve cells, functional neural circuits consisting of small numbers of neurons, the behavior of large systems of neurons, and the relationship between the activity of elements of the nervous system and the behavior of organisms, as well as the neural substrate of cognitive processes.

Students who elect to complete the major in biology with the BCS specialization replace three of the four electives in biology with the following required courses: Molecular Neurobiology, Behavioral and Integrative Neuroscience, and one BCS Laboratory Elective. The BCS specialization also requires completion of Introduction to Psychology and Cognition offered by the NYUAD Program in Psychology.

Biology majors who seek to complete the BCS specialization are highly encouraged to complete Organic Chemistry 2 and Introduction to Probability and Statistics, depending on their career goals or plans for graduate and professional school.

REQUIREMENTS FOR THE BIOLOGY MAJOR WITH A SPECIALIZATION IN BRAIN AND COGNITIVE SCIENCE

17 courses, distributed as follows:

- 6 Foundations of Science 1–6
- 8 Required courses: Calculus with Applications; Multivariable Calculus; Organic Chemistry 1; Organismal Biology; Molecular Neurobiology; Behavioral and Integrative Neuroscience; Introduction to Psychology; Cognition
- 1 BCS Laboratory Elective
- 1 Capstone Seminar
- 1 Capstone Research

BIOLOGY

SAMPLE SCHEDULE

Remember that this is only one possible path to complete this major. See www.students.nyuad.nyu.edu/grids for alternative options.

REQUIREMENTS FOR THE MAJOR

16 courses, distributed as follows:

- 6 Foundations of Science 1–6
- 4 Required courses: Calculus with Applications or Calculus; Multivariable Calculus; Organic Chemistry 1; Organismal Biology
- 4 Biology electives
- 2 Capstones: Project and Seminar

YEAR 1

Fall Semester				January Term GENERAL ELECTIVE
CORE	CORE	GENERAL ELECTIVE	CALCULUS WITH APP. OR CALCULUS	
Spring Semester				
CORE	FOUNDATIONS OF SCIENCE 1	FOUNDATIONS OF SCIENCE 2	MULTIVARIABLE CALCULUS	

YEAR 2

Fall Semester				January Term GENERAL ELECTIVE
CORE	GENERAL ELECTIVE	FOUNDATIONS OF SCIENCE 3	FOUNDATIONS OF SCIENCE 4	
Spring Semester				
CORE	FOUNDATIONS OF SCIENCE 5	FOUNDATIONS OF SCIENCE 6	ORGANIC CHEMISTRY 1	

YEAR 3

Fall Semester				January Term GENERAL ELECTIVE
CORE	BIOLOGY ELECTIVE	CAPSTONE SEMINAR	ORGANISMAL BIOLOGY	
Spring Semester				
CORE	GENERAL ELECTIVE	GENERAL ELECTIVE	BIOLOGY ELECTIVE	

YEAR 4

Fall Semester			
GENERAL ELECTIVE	GENERAL ELECTIVE	BIOLOGY ELECTIVE	CAPSTONE PROJECT
Spring Semester			
GENERAL ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE	BIOLOGY ELECTIVE

BIOLOGY COURSES

REQUIRED COURSES

SCIEN-AD 101-126

Foundations of Science 1-6

BIOL-AD 101

Organismal Biology

Offered every year

Fall 2015

Biology faculty

Prerequisites: Foundations of Science 1-6

This course uses fundamental concepts from the Foundations of Science curriculum to examine essential elements of animal physiology, from the nervous system to the various functions of the human body. After an initial introduction to the basic principles of physiology, the course emphasizes normal and pathological functions in humans. It explores how the nervous and the endocrine systems allow communication among cells and organs to enable an organism to maintain homeostasis and to respond to environmental changes. The anatomy of the nervous system is also used to address structure, function, homeostasis and adaptability.

CHEM-AD 101

Organic Chemistry 1

Fall 2015

Prof. A. Trabolsi

Prerequisites: Foundations of Science 1-4

Crosslisted with Chemistry

MATH-AD 111

Calculus with Applications

Fall 2015

Mathematics faculty

Prerequisite: MATH-AD 102

Crosslisted with Mathematics, Engineering

Note: This course may be replaced with MATH-AD 110

MATH-AD 112

Multivariable Calculus

Fall 2015

Mathematics faculty

Prerequisite: MATH-AD 110 or MATH-AD 111

Crosslisted with Mathematics

BIOLOGY ELECTIVES

BIOL-AD 140

Behavioral and Integrative Neuroscience

Offered every year

Spring 2016

Prof. D. Chaudhury

Prerequisite: BIOL-AD 101

The behavioral response of an animal to a stimulus is the summed effect of a variety of internally coordinated processes starting at the molecular level and resulting in a change of activity in associated neural circuits. This course covers the molecular, physiological and anatomical bases of behavior, with particular emphasis on mammalian sensory, motor, regulatory, and motivational mechanisms. We also consider higher mental processes such as those involved in language and memory.

BIOL-AD 212

Developmental Biology

Offered occasionally

Prerequisite: BIOL-AD 101

Multicellular organisms undergo a series of complex temporal and spatial changes in gene expression following fertilization, which results in the highly organized, coordinated cell divisions needed for growth and development. This course introduces students to the principles and experimental strategies of developmental biology. It covers the cellular and molecular basis for patterning in the embryo; the determination of cell fate; cell differentiation; the genes controlling these events; how the genes are identified and studied; and the cellular proteins that effect shape, movement, and signaling among cells.

BIOL-AD 213

Evolution

Offered every other year

Prerequisite: BIOL-AD 101

This course provides a concept-driven overview of the most fundamental concept in biology: evolution. The course explores the principles of evolutionary biology through lectures, discussion and basic genetic data analyses. Topics include variation, speciation, fitness, adaptation, mutation, genetic drift, natural selection, phylogenetic systematics and evolutionary medicine. The course focuses on developing students' understanding of these concepts while reviewing the evidence supporting evolutionary theory.

BIOL-AD 214

Genetics

Offered every other year

Spring 2016

Prof. Y. Idaghdour

Prerequisites: Foundations of Science 1-6

Why do offspring often exhibit physical features

of their parents? Why do combinations of certain features in offspring translate into specific characteristics that either enhance or diminish the organism's fitness? The course covers the concepts, principles and research methods used in the field of genetics. Students learn about the major types of genetic variation and how they are generated, distributed and maintained across genomes and between individuals. The course covers concepts such as mutation, recombination, transmission systems, cytoplasmic inheritance, population genetics and multifactorial inheritance. Emphasis is placed on patterns of Mendelian and non-Mendelian inheritance in humans and the use of genetic methods to analyze protein function, gene regulation and disease.

BIOL-AD 215

Genome Biology

Offered every other year

Prerequisites: Foundations of Science 1-6

What is personalized medicine? What is the microbiome and why should you care? How do we know about human migration patterns in ancient times or the domestication of plants? What can our DNA tell us about heritable diseases? Fueled largely by the Human Genome Project, modern biological science has entered a new, revolutionary era in the 21st century. Genomics and Bioinformatics—the collection and analysis of vast amounts of sequence and functional data—are transforming the way we think, enabling us to solve long-standing mysteries and ask new kinds of questions. New scientific discoveries from genome sciences are impacting society and our every day lives on all levels: public policy, medicine, health, and the environment. Familiarity with these fields is thus vital for any educated citizen in our globally interconnected world. This course introduces students to fundamental concepts and hot topics in genome science through seminars, critical review of current research articles, student presentations, and interactive discussion.

BIOL-AD 216

Systems Biology

Offered every other year

Prerequisite: BIOL-AD 101

Organismal complexity is reflected in part by the way the individual biochemical pathways, organelles and cells function together to permit environmental adaptation. This course covers the computational techniques used to access, analyze, interpret, and integrate the diverse data of complex networks and pathways developed from genomics, proteomics, and metabolomics and to understand how they work together forming a system with definable phenotypes. Global approaches as well as mathematical and statistical modeling to data collection and analyses are performed.

BIOL-AD 217

Molecular Neurobiology

Offered every year

Fall 2015

Prof. J. Blau

Prerequisite: BIOL-AD 101

Can we understand how the brain works at the level of individual cells, genes and even molecules? This seminar course provides students with broad exposure to current questions and experimental approaches in molecular and cellular neuroscience. Classes are organized into three modules: the control of neuronal cell form and its developmental determinants; neuronal cell function; and the mechanisms underlying neuronal signaling and synaptic plasticity. Particular emphasis is placed on understanding the primary scientific literature and on developing critical thinking and novel research ideas.

BIOL-AD 230

Biophysics

Offered every other year

Prerequisites: Foundations of Science 1-6, MATH-AD 110 or MATH-AD 111

Crosslisted with Physics

Biophysics uses the laws of physics and their associated mathematical principles to gain an understanding of living systems, primarily by examining forces and interactions among molecules found in cells. This course begins with a thorough review of cells, with a special emphasis on eukaryotes and their different compartments. This is followed by an investigation of the structures and functions of biological macromolecules, including proteins, nucleic acids, carbohydrates and lipids. Students gain a deep understanding of information flow in cells via detailed biophysical analysis of replication and gene expression. Ultimately, the principles of biophysics are applied to disease states with an eye towards the rational design of therapeutics.

BIOL-AD 298-299

Directed Study in Biology

Fall 2015, Spring 2016

Prerequisites: BIOL-AD 101, Biology elective,

Biology Laboratory elective, and permission

of instructor

This course is intended for students who are highly motivated and seek the opportunity to work in field or laboratory research with a faculty sponsor from the NYUAD Program in Biology. Students with the necessary background in course work and who, in the opinion of a faculty sponsor, possess intellectual independence and ability may register for this course. The student must approach a faculty member in his or her field of interest to obtain sponsorship. Typically, this course is only open to students with a minimum overall GPA of 3.3 and a minimum major GPA of 3.5, and registration requires permission of the sponsoring faculty

member. Forms for Directed Study in Biology are available from the Office of the Dean of Science.

BIOL-AD 320

Special Topics in Biology

Offered occasionally

This course covers current topics and approaches in the life sciences. Topics can include bioinformatics, new laboratory and computer approaches in the life sciences, and current problems. Emphasis is placed on reading and evaluating primary literature and examining how the topic is addressed in the popular press.

CHEM-AD 301

Biochemistry: Macromolecular Structure and Function

Prerequisite: CHEM-AD 101

Crosslisted with Chemistry

CHEM-AD 302

Biochemistry: Metabolism

Prerequisite: CHEM-AD 301

Crosslisted with Chemistry

BIOLOGY LABORATORY ELECTIVES

BIOL-AD 211

Experimental Neurobiology

Offered every year

Fall 2015

Prof. K. Salehi-Ashtlani and D. Chaudhury

Prerequisites: Foundations of Science 1-6

This course will explore the role of individual molecules and the morphological and physiological properties of single neurons in the nervous system. Both molecular and cellular neurobiology have revolutionized research on cognitive processes and psychiatric disorders. High-throughput and genomic techniques are forming the bases of molecular neurobiology. Cell neurobiology has lead to understanding the processes of neural coding at both the single cell and the circuit level. This course combines lectures, class discussions, and lab experiments to explore applications of molecular and cellular neurobiology in research. The molecular neurobiology component of the course will focus on high-throughput and systems biology while the cellular neurobiology component will focus on basic mechanisms of neural signaling. The course will emphasize neuropsychiatric disorders with a genetic basis and the functional dynamics of neural activity. Students will perform diverse techniques such as transcriptome sequencing of brain RNA and electrophysiological recordings. The course engages students in a guided research project as well as scientific writing and data reporting.

BIOL-AD 218

Synthetic Biology

Spring 2016

Offered every year

Prof. K. Salehi-Ashtlani

Prerequisites: Foundations of Science 1-6

Synthetic biology aims to use state of the art molecular tools to redesign biological systems using the approaches of engineering. The guiding principal in designing synthetic projects is often derived from a systems level understanding of cellular networks, with metabolic network analyses playing a key role in offering informed hypotheses on how to modify cellular wirings for a desired outcome. This course combines lectures, class discussions, and lab experiments (both wet and computational) to explore applications of advanced genomics and molecular biology tools to alter the metabolic circuits of *E. coli*. The course engages students in a guided research project to learn advanced molecular techniques, such as gene silencing through CRISPR/Cas or TALEN systems, and systems level analysis of metabolism through pathway and flux balance analysis using integrated computational tools such as PathwayTools. Students will become familiar with engineering concepts such as defining biological components as “parts” and cataloging them in synthetic biology parts registries. Students will also design novel genetic circuits, assemble new constructs and transform competent cells with in house cloned vectors. In addition, students will develop skills to formulate systems based hypotheses and write scientific research proposals.

ADDITIONAL COURSES REQUIRED FOR BRAIN AND COGNITIVE SCIENCES

PSYCH-AD 101

Introduction to Psychology

Crosslisted with Psychology

PSYCH-AD 110

Cognition

Prerequisite: PSYCH-AD 101

Crosslisted with Psychology

CAPSTONE EXPERIENCE

BIOL-AD 390

Capstone Seminar in Biology

Offered every Fall

Fall 2015

Biology faculty

The capstone seminar provides students with an overview of the diverse multidisciplinary research areas of NYUAD biology. Through exposure to NYUAD faculty research, students will identify areas of interest for their own capstone research and develop and write an in-depth research proposal over the course of the semester. The final capstone proposal is due at the end of the seminar series so that students can begin the Capstone Project in the fall semester of their senior year. Beginning in 2015-16 all biology majors are expected to take this course in their junior year.

BIOL-AD 400

Senior Capstone Research Project

Offered every Semester

Fall 2015, Spring 2016

Biology faculty

The senior Capstone Experience in biology requires students to engage in a long-term, mentored learning experience that cumulates in a piece of original research and/or scientific theory. The specific project is developed during their junior year as part of the Capstone Seminar. During the Capstone Project, the proposed work will come to fruition in the form of a research paper along the lines of those in the Proceedings of the National Academy of Sciences, USA. Students also participate in a capstone research symposium during which they present their work orally.

BIOL-AD 401

Senior Capstone Research Project

Offered every Spring

Prerequisite: BIOL-AD 400 and permission

A second semester of senior Capstone Experience for students whose project requires extended time.

CHEMISTRY

The focus of the Program in Chemistry is the study of the world of molecules, how they are created from atoms, how their structures affect their chemical and physical properties, and how they unite or assemble to form the matter that makes up the physical and natural world. Knowledge of chemistry is fundamental to an in-depth understanding of the structural properties and biochemical reactions that define all living systems. Chemistry interfaces with the life sciences, physics, mathematics, and engineering.

The range of applications of modern chemistry is broad, spanning many aspects of human activities such as the improvement of agriculture, the utility of alternative and renewable energies, the discovery of new drugs and medical diagnostics, and the creation of new materials by learning how molecules are assembled and how they recognize one another. Chemistry is at the heart of sustainability—meeting the needs of the present without compromising the ability of the earth to provide for future generations. It also drives the exciting field of nanotechnology, which generates new materials for devising ever smaller electronic devices with enhanced computing or information storage characteristics, invents novel materials for innovative applications in industry and daily life, and constructs novel photosensitive materials for solar energy conversion to electricity, to cite just a few examples.

The chemistry major builds on the Foundations of Science program and offers students the opportunity to pursue their interests in the traditional subdisciplines of chemistry: organic, inorganic, physical, and analytical chemistry. The major offers elective courses that explore the interdisciplinary areas of biochemistry, computational chemistry, chemical biology, and materials science. A degree in Chemistry prepares students for graduate work and rewarding careers in all sectors of scientific life, from basic research to commercial product development. It also enables the pursuit of exciting careers in education, law, medicine, business, and government.

SPECIALIZATION IN BIOCHEMISTRY (FOR CHEMISTRY MAJORS ONLY)

This specialization has been discontinued. Students entering Fall 2014 or earlier should see the program head to discuss completing requirements.

CHEMISTRY

SAMPLE SCHEDULE

Remember that this is only one possible path to complete this major. See www.students.nyuad.nyu.edu/grids for alternative options.

REQUIREMENTS FOR THE MAJOR

20 courses, distributed as follows:

6 Foundations of Science 1-6	Chem: Thermodynamics and Kinetics and Lab; Physical Chem: Quantum Mechanics and Spectroscopy and Lab; Biochemistry: Molecular Structure & Function
10 Required courses: Calculus with Applications or Calculus; Multivariable Calculus; Organic Chem 1 and 2; Inorganic Chem; Analytical Chem; Physical	

YEAR 1

Fall Semester				January Term
CORE	CORE	GENERAL ELECTIVE	GENERAL ELECTIVE	
Spring Semester				GENERAL ELECTIVE
CORE	CALCULUS WITH APPLICATIONS OR CALCULUS	FOUNDATIONS OF SCIENCE 1	FOUNDATIONS OF SCIENCE 2	

YEAR 2

Fall Semester				January Term
CORE	MULTI-VARIABLE CALCULUS	FOUNDATIONS OF SCIENCE 3	FOUNDATIONS OF SCIENCE 4	
Spring Semester				GENERAL ELECTIVE
CORE	FOUNDATIONS OF SCIENCE 5	FOUNDATIONS OF SCIENCE 6	ORGANIC CHEMISTRY 1	

YEAR 3

Fall Semester				January Term
CORE	PHYSICAL CHEMISTRY: THERMO	ORGANIC CHEMISTRY 2	CAPSTONE SEMINAR	
Spring Semester				GENERAL ELECTIVE
GENERAL ELECTIVE	BIO-CHEMISTRY: METABOLISM	INORGANIC CHEMISTRY	PHYSICAL CHEM: QM & SPECTRUM	

YEAR 4

Fall Semester			
GENERAL ELECTIVE	ANALYTICAL CHEMISTRY	CHEMISTRY ELECTIVE	CAPSTONE PROJECT
Spring Semester			
CORE	GENERAL ELECTIVE	GENERAL ELECTIVE	CHEMISTRY ELECTIVE

CHEMISTRY COURSES

REQUIRED COURSES

SCIEN-AD 101-126

Foundations of Science 1-6

CHEM-AD 101

Organic Chemistry 1

Offered every year

Fall 2015

Prof. A. Trabolsi

Prerequisites: Foundations of Science 1-4

Crosslisted with Biology

Organic chemistry is the study of carbon-containing compounds. Organic Chemistry 1 presents the structure and bonding, conformational analysis, stereochemistry, and spectroscopy of organic materials, subjects that partly trace their roots to the development of quantum theory. The topics covered include basic reaction mechanisms, such as substitution and elimination, and the reactions of aliphatic and aromatic hydrocarbons, alcohols, ethers, carbonyl compounds, and carboxylic acids. The course incorporates modern analytical methods that are the cornerstone of contemporary organic chemistry.

CHEM-AD 102

Organic Chemistry 2

Offered every year

Spring 2016

Prof. P. Naumov

Prerequisite: CHEM-AD 101

Organic Chemistry 2 offers a comprehensive and rigorous survey of aliphatic and aromatic compounds, with particular emphasis on reactions from both a synthetic as well as a mechanistic viewpoint. The topics include conjugated systems, aromatic compounds, including phenols and aryl halides as well as a thorough discussion of delocalized chemical bonding; aldehydes and ketones; amines; carboxylic acids and their derivatives; lipids such as fatty acids and triglycerides; and carbohydrates. The course is a continuation of Organic Chemistry 1, with an emphasis on multifunctional organic compounds, including topics of relevance to biochemistry and biological systems, such as carbohydrates, amino acids, peptides, and nucleic acids. The course continues the emphasis on modern analytical methods that are the cornerstone of contemporary organic chemistry, with added emphasis on their application to biology and biological chemistry.

CHEM-AD 103

Physical Chemistry: Thermodynamics and Kinetics

Offered every year

Fall 2015

Prof. S. Kirmizialtin

Prerequisites: Foundations of Science 1-6,

MATH-AD 112

Co-requisite: CHEM-AD 203

This course covers two fundamental concepts in physical chemistry: equilibrium thermodynamics and chemical kinetics, which examine the relationship between energy and matter and rates of reactions, respectively. The definition and the interpretation of basic issues in chemistry, including internal energy, transition states, chemical potential, reaction rates, phase transitions and catalysis, are described in detail. This course uses an extensive mathematical apparatus. The course provides a firm theoretical and practical knowledge necessary to resolve typical chemical problems by focusing on the deeper understanding of their physical foundation and meaning.

CHEM-AD 104

Physical Chemistry: Quantum Mechanics and Spectroscopy

Offered every year

Spring 2016

Prof. S. Amin

Prerequisites: Foundations of Science 1-6,

MATH-AD 112

Co-requisite: CHEM-AD 204

This course is primarily devoted to quantum mechanics, a theory that currently plays a central role in structural chemistry, theoretical chemistry, and spectroscopy. In contrast to classical mechanics, which describes the interaction of energy and matter on large bodies, quantum mechanics focuses on the interactions of energy and matter at the atomic and subatomic level. Hence, this course provides detailed insight into modern approaches that explain the structure and spectra of atoms and molecules. After completion of this course, students are able to understand the origins and meanings of key chemical concepts, including wave functions, atomic and molecular orbitals, energy levels, hybridization, atomic and molecular spectra, and electron spin. They are also able to interpret various spectra— electronic, rotational, infrared, and nuclear magnetic resonance—and to correlate these to the structures of atoms and molecules.

CHEM-AD 203

Physical Chemistry Laboratory: Thermodynamics and Kinetics

Offered every year

Fall 2 2015 (7 weeks)

Chemistry faculty

Co-requisite: CHEM-AD 103

2 credits

This laboratory-based course follows closely the lectures in CHEM-AD 103 and provides students with practical skills that are required for performing experiments in physical sciences. The course introduces the principles and practices of “classical” physicochemical methods in chemical thermodynamics and kinetics, and continues with modern experimental and computational methods that are widely used in contemporary analytical, organic, physical, and biological chemistry laboratories. The experiments include thermochemical techniques such as calorimetry to determine the heat exchange during chemical reactions or physical processes, construction and interpretation of phase diagrams of binary and ternary mixtures, measurement and prediction of kinetic rates of chemical reactions, determination of rate constants, characterization of colloids, and measuring the electrochemical properties of matter. The experiments will be supported by computer simulations, and are highly focused on the processes of experimentation, data recording, correct analysis, and meaningful interpretation of the observations. After completion of this course, the students will be able to approach a chemical problem, set up a hypothesis, perform accurate measurement, interpret the results, verify the hypothesis, draw conclusions, and communicate effectively the results orally and in writing.

CHEM-AD 204

Physical Chemistry Laboratory: Spectroscopy

Offered every year

Co-requisite: CHEM-AD 104

2 credits

This laboratory-based course is coupled to the lectures in CHEM-AD 104 and focuses on the principles and use of modern computational and experimental methods for predicting structure and energy, spectroscopic characterization, and structure determination. The students become familiar with modern instrumental methods such as absorption (ultraviolet-visible) spectroscopy, fluorescence spectroscopy, infrared spectroscopy, nuclear magnetic resonance, and structure analysis by single crystal X-ray diffraction. The students learn how to use and interface analytical equipment, acquire, process and analyze data, and interpret the results. The course also includes a computational component and makes use of quantum chemical calculations to predict energies, reaction rates, and structures of molecules. The theoretical results are correlated with the

experimental data to arrive at correct interpretation of the results. After the completion of this course the students will be able to characterize materials by using the common analytical methods.

CHEM-AD 301

Biochemistry: Macromolecular Structure and Function

Offered every year

Fall 2015

Prof. W. Rabeh

Prerequisite: CHEM-AD 101

Crosslisted with Biology

Biochemistry investigates the chemical structures, reactions, and processes that occur in living systems. Indeed, the very principles of chemistry, biology, physics, and math converge in the field of biochemistry, and biochemical concepts provide a focal point for many disciplines, including biology, healthcare, the pharmaceutical industry, environmental studies and ecology, and our understanding of evolution. This course opens the study of biochemistry with a rigorous investigation of biological macromolecules, including the structure and function of proteins, nucleic acids, carbohydrates, and lipids. This then leads to the investigation of enzyme structure, including their mechanism of action and their regulation, moving toward a deep understanding of information flow in cells via detailed biochemical studies of replication, transcription, and translation.

CHEM-AD 302

Biochemistry: Metabolism

Offered every year

Spring 2016

Prof. W. Rabeh

Prerequisite: CHEM-AD 101

Crosslisted with Biology

Biochemistry investigates the chemical structures, reactions and processes that occur in living systems. Indeed, the very principles of chemistry, biology, physics, and math converge in the field of biochemistry, and biochemical concepts provide a focal point for many disciplines, including biology, healthcare, the pharmaceutical industry, environmental studies and ecology, and our understanding of evolution. This course opens the study of metabolic pathways by which cells catabolize and metabolize carbohydrates, lipids, and proteins. We will examine the mechanisms of the different reactions that constitute these pathways and the regulatory mechanisms that control their efflux in living systems. Review of scientific literature will broaden our understanding of metabolism in the human body with special focus on human diseases as a result of defects in metabolic pathways.

CHEM-AD 311

Inorganic Chemistry

Offered every year

Spring 2016

Chemistry faculty

Prerequisites: Foundations of Science 1-6,

CHEM-AD 101

Studies of methods in inorganic chemistry that make use of symmetry to describe bonding and spectra of inorganic compounds with an interdisciplinary emphasis whenever feasible. Reactions and kinetics are also discussed for inorganic, organometallic, and bioinorganic compounds. Selected topics in main group chemistry are also included.

CHEM-AD 314

Analytical Chemistry

Offered every year

Fall 2015

Prof. S. Amin

Prerequisites: Foundations of Science 1-6

Pre- or co-requisite: CHEM-AD 101

This course introduces students to basic concepts in Analytical chemistry with a focus on modern analytical chemistry techniques. These techniques include chemical equilibria and titrations, spectrochemical methods, electrochemical methods, and analytical separation techniques. The course includes a strong laboratory component that will demand independence and creativity from students. Briefly, students will extract biological metabolites from microbes and purify one specific 'unknown' small molecule from this milieu to determine its structure and basic chemical properties using techniques discussed in lecture.

MATH-AD 111

Calculus with Applications

Prerequisite: MATH-AD 102 or Math Placement Test

Crosslisted with Science, Engineering

Note: This course may be replaced with

MATH-AD 110

MATH-AD 112

Multivariable Calculus

Prerequisite: MATH-AD 110 or MATH-AD 111 or Math

Placement Test

Crosslisted with Science, Engineering

CHEMISTRY ELECTIVES

CHEM-AD 298

Directed Study

Offered every semester

This course is intended for students who are highly motivated and seek the opportunity to work in field or laboratory research with a faculty sponsor from the NYUAD Program in chemistry. Students with the necessary background in course work and who, in the opinion of a faculty sponsor, possess

intellectual independence and ability may register for this course. The student must approach a faculty member in his or her field of interest to obtain sponsorship. Typically, this course is only open to students with a minimum overall GPA of 3.3 and a minimum major GPA of 3.5, and registration requires permission of the sponsoring faculty member. Forms for Directed Study in Research in Chemistry are available from the Office of the Dean of Science.

CHEM-AD 299

Directed Study

Offered every semester

Prerequisite: CHEM-AD 298

This course is intended for students who are highly motivated and seek the opportunity to work in field or laboratory research with a faculty sponsor from the NYUAD Program in chemistry. Students with the necessary background in course work and who, in the opinion of a faculty sponsor, possess intellectual independence and ability may register for this course. The student must approach a faculty member in his or her field of interest to obtain sponsorship. Typically, this course is only open to students with a minimum overall GPA of 3.3 and a minimum major GPA of 3.5, and registration requires permission of the sponsoring faculty member. Forms for Directed Study in Research in Chemistry are available from the Office of the Dean of Science.

CHEM-AD 304

Experimental Biochemistry

Offered occasionally

Pre- or co-requisite: CHEM-AD 301 or 302

This course provides a rigorous introduction to the molecular analysis of biomolecules. Selected experiments and instruction in analytical techniques used in biochemical research, including chromatography, spectrophotometry, and electrophoresis; isolation and characterization of selected biomolecules; kinetic analysis of enzymatic activity; and analysis of protein-protein and protein-DNA interactions that direct basic biochemical pathways.

CHEM-AD 310

Biophysical Chemistry

Offered occasionally

Prerequisites: CHEM-AD 101, CHEM-AD 102, CHEM-AD 104, CHEM-AD 301

Applications of physical and chemical principles to topics of biochemical and biological interest with an emphasis on the basic principles underlying biophysical techniques that are used to study important macromolecules such as proteins and nucleic acids. Topics include molecular spectroscopic techniques such as light absorption, fluorescence, and circular dichroism, as well as nuclear magnetic resonance and vibrational spectroscopy. Applications of these methods to important biophysical, biochemical, and biological

problems of current interest such as protein folding, imaging, and protein-DNA and protein-protein interactions are discussed.

CHEM-AD 313

Bioorganic Chemistry

Offered occasionally

Prerequisites: CHEM-AD 101, CHEM-AD 102

Covering a broad range of topics at the interface between organic chemistry and biology, this course focuses on current advances in bioorganic chemistry, chemical biology, molecular pharmacology, functional genomics, and molecular evolution. Students are expected to enter the class with previous coursework in the chemical structure and conformation of polypeptides and nucleic acids.

CHEM-AD 315

Special Topics in Chemistry

Offered occasionally

This course provides in-depth treatment of an area of current interest in chemistry. Lectures present background material and address current problems in the area related to the topic. Students read and discuss review articles and current literature on the topic. Course content is determined on a semester-by-semester basis and focus on interdisciplinary topics.

CAPSTONE EXPERIENCE

CHEM-AD 390

Capstone Seminar in Chemistry

Offered every year

Fall 2015

Prof. T. Dore

The capstone seminar provides students with an overview of the diverse multidisciplinary research areas that have captured the interest and fascination of NYUAD chemists and others in related fields. Through exposure to NYUAD faculty research, students will identify areas of interest for their own capstone research and develop and write an in-depth research proposal over the course of the semester. The final capstone proposal is due at the end of the seminar series so that students can begin the Capstone Project in the fall semester of their senior year. Beginning in 2015-16 all science majors are expected to take this course in their junior year.

CHEM-AD 400

Senior Capstone Research Project

Offered every year

Fall 2015, Spring 2016

Chemistry faculty

Prerequisite: CHEM-AD 390

The senior Capstone Experience in chemistry requires students to engage in a long-term, mentored learning experience that cumulates

in a piece of original research and/or scientific theory. The specific project is developed during their junior year as part of the Capstone Seminar. During the Capstone Project, the proposed work will come to fruition in the form of a research paper along the lines of those in the Proceedings of the National Academy of Sciences, USA. Students also participate in a capstone research symposium during which they present their work orally.

CHEM-AD 401

Senior Capstone Research Project

Offered every semester

Spring 2016

Chemistry faculty

Prerequisite: CHEM-AD 400

A second semester of senior Capstone Experience for students whose project requires extended time.

COMPUTER SCIENCE

Computer Science is a practical art that has led to revolutionary innovations in entertainment, the humanities, health, business, the news media, communications, education, scientific research, and the arts. It is also a science rooted in mathematics and engineering. Although it is a relatively young field, computer science has produced many of the advances of modern life that we now take for granted. It has given medical researchers tools to understand and cure diseases, enabled physicists to reshape our understanding of the universe, allowed neuroscientists to uncover the secrets of our brains, and helped biologists decipher the human genome. Computer science has rewritten the rules of the entertainment industry and has transformed the way humans communicate with each other.

The goal of the computer science major is to train students both in the fundamental principles of Computer Science and in related aspects of technology to broaden the knowledge base of computer science majors and demonstrate the relevance of computer technology to other disciplines. Computer science majors must complete a concentration or a major in one of the following areas: applied mathematics, economics, or natural science. (For a description of these concentrations, see pp. 235, 168, 227 respectively.) The Program in Computer Science embraces a rich variety of subjects and provides great flexibility, allowing students to tailor courses of study to their particular interests. Advanced undergraduate students can work on research projects with faculty members engaged in projects of mutual interest.

CONCENTRATION IN COMPUTER SCIENCE

The concentration in computer science provides a focused learning experience that emphasizes the design and analysis of algorithms incorporating appropriate data structures, the realization of these algorithms and data structures by means of programming languages, and the honing of programming skills through a variety of programming projects. The Concentration requires completion of four courses: Introduction to Computer Science, Data Structures, Algorithms, and one computer science elective.

REQUIREMENTS FOR THE CONCENTRATION IN COMPUTER SCIENCE

4 courses, distributed as follows:

- 1 Introduction to Computer Science
- 1 Data Structures
- 1 Algorithms
- 1 Computer Science Elective

COMPUTER SCIENCE

SAMPLE SCHEDULE

Remember that this is only one possible path to complete this major.

REQUIREMENTS FOR THE MAJOR

17 courses, distributed as follows:

- | | |
|--|--|
| <ul style="list-style-type: none"> 9 Required Courses: Intro to CS; Calculus; Discrete Mathematics; Data Structures; Computer Systems Organization; Algorithms; Operating Systems; Computer | <ul style="list-style-type: none"> Networks; Software Eng. 4 Concentration (Applied Mathematics; Economics; or the Natural Sciences) 2 Electives 2 Capstone: Project and Seminar |
|--|--|

YEAR 1

Fall Semester				January Term GENERAL ELECTIVE
CORE	DISCRETE MATHEMATICS	CALCULUS WITH APPLICATIONS OR CALCULUS	INTRO TO COMPUTER SCIENCE	
Spring Semester				
CORE	CORE	ALGORITHMS	DATA STRUCTURES	

YEAR 2

Fall Semester				January Term GENERAL ELECTIVE
CORE	COMPUTER SYSTEMS ORGANIZATION	COMPUTER SCIENCE ELECTIVE	CONCENTRATION 1	
Spring Semester				
CORE	GENERAL ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE	

YEAR 3

Fall Semester				January Term GENERAL ELECTIVE
CORE	SOFTWARE ENGINEERING	OPERATING SYSTEMS	CAPSTONE SEMINAR	
Spring Semester				
CORE	COMPUTER SCIENCE ELECTIVE	CONCENTRATION 2	CONCENTRATION 3	

YEAR 4

Fall Semester				
CORE	GENERAL ELECTIVE	COMPUTER NETWORKS	CONCENTRATION 4	
Spring Semester				
GENERAL ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE	CAPSTONE PROJECT	

COMPUTER SCIENCE COURSES

REQUIRED COURSES

CS-AD 101

Introduction to Computer Science

Offered every semester, occasionally

during summer

Fall 2015, Spring 2016

Profs. Y. Zaki and J. White, Prof. Y. Zaki

Crosslisted with Engineering

Computer Science is an innovative and exciting field that focuses on producing efficient solutions for solving problems in any field. This course introduces students to the foundations of computer science. Students learn how to design algorithms to solve problems and how to translate these algorithms into working computer programs using a high-level programming language. The course covers core programming concepts including basic computation; data structures; control structure; iterative structures; file input/output and exception handling; recursion, sorting, searching, and functions. Students also learn the elements of Object Oriented Programming (OOP), such as objects, classes, inheritance, abstraction, polymorphism, and interface. OOP is a programming paradigm used to solve complex systems. Students produce programs focusing on scientific concepts, graphics, games, and web common gateway interface (CGI) implementation. Students design, test, and develop innovative software applications such as games, interactive websites, and other projects related to different fields. In a final project, they develop a fully functioning, interactive, fun game that employs a clean design, intuitive graphical user interface (GUI), simple to moderate strategy, and event-handling techniques.

CS-AD 103

Data Structures

Offered every year

Spring 2016

Prof. S. Ray

Prerequisites: CS-AD 101, CS-AD 116

Organizing and managing large quantities of data using computer programs is increasingly essential to all scientific and engineering disciplines. This course teaches students the principles of data organization in a computer, and how to work efficiently with large quantities of data. Students learn how to design data structures for representing information in computer memory, emphasizing abstract data types and their implementation, and designing algorithms using these representations. Topics include recursion, asymptotic analysis of algorithms, lists, stacks,

queues, trees, hashing, priority queues, sorting, dictionaries, and Huffman Codes. This course is taught using the C++ programming language.

CS-AD 104

Computer Systems Organization

Offered every year

Fall 2015

Prof. J. Chen

Prerequisite: CS-AD 103

The course focuses on understanding lower-level issues in computer design and programming. The course starts with the C programming language, moves down to assembly and machine-level code, and concludes with basic operating systems and architectural concepts. Students learn to read assembly code and reverse-engineer programs in binary. Topics covered include the C programming language, data representation, machine-level code, memory organization and management, performance evaluation and optimization, and concurrency.

CS-AD 105

Algorithms

Offered every year

Spring 2016

Prof. G. Toussaint

Prerequisite: CS-AD 116

Co-requisite: CS-AD 103

Algorithms lie at the very heart of computer science. An algorithm is an effective procedure, expressed as a finite list of precisely defined instructions, for solving problems that arise in applications in any domain of knowledge. All computer programs are translations of algorithms into some programming language. Often the most difficult parts of designing an algorithm are to make sure that when it is programmed in a computer, it runs as fast as possible and does what it was designed to do. This course covers the foundations of the design and analysis of algorithms at an advanced level, focusing on proving the correctness of algorithms, analyzing their computational efficiency, and designing efficient algorithms. The algorithms studied are taken from a variety of applications such as robotics, artificial intelligence, heuristic search, pattern recognition, machine learning, music, bioinformatics, arithmetic, algebra, and geometry.

CS-AD 106

Operating Systems

Offered every year

Fall 2015

Prof. A. Abouzied

Prerequisites: CS-AD 104, CS-AD 105

A digital computer consists of hardware and software that users employ to solve problems in a wide variety of applications. The operating system in a computer is a collection of software functioning as the chief manager that oversees

the interactions between the users and the applications, the software and the hardware, and is responsible for scheduling the many tasks involved in an efficient and user-friendly manner. This course covers high-level design of key operating system concepts such as process scheduling and synchronization; concurrency, deadlocks and their prevention; memory management, including (demand) paging and segmentation; and I/O and file systems. Students learn about the design and implementation of the operating systems that run on your personal computers and smartphones. This is a hands-on course where students implement (in C, C++, Java, or C#) operating system components like those found in Windows, UNIX/Linux, and Android.

CS-AD 116

Discrete Mathematics

Offered every year

Fall 2015

Prof. G. Toussaint

Co-requisite: MATH-AD 110 or MATH-AD 111

Discrete mathematics concerns the study of mathematical structures that are discrete rather than continuous, and provides a powerful language for investigating many areas of computer science. Discrete structures are characterized by distinct elements, which are often represented by integers. Continuous mathematics on the other hand deals with real numbers. Topics include most of the following: sets, counting techniques, Boolean logic, threshold logic, logic circuits, types of induction, proof techniques, solving recurrence relations, order of magnitude analysis, number theory, probability, statistics, Bayes' Rule, relations, graph theory, and discrete geometry. These mathematical tools are illustrated with applications in computer science.

CS-AD 209

Software Engineering

Offered every year

Spring 2016

Prof. J. White

Prerequisites: CS-AD 103, CS-AD 105

As the need for web and mobile applications grows every year, it is crucial to use efficient software engineering techniques to design software applications. This course is an intensive, hands-on study of practical techniques and methods of software engineering. Topics include design patterns, refactoring, code optimization, universal modeling language, threading, advanced object-oriented design, user interface design, web and mobile development, and enterprise application development tools. All topics are integrated and applied during a semester-long group project. The aim of the project is to prepare students for dynamics in a real workplace, focusing on web and mobile applications.

CS-AD 217

Computer Networks

Offered every year

Spring 2016

Prof. Y. Zaki

Prerequisites: CS-AD 104, CS-AD 105

Have you ever wondered how the Internet or Facebook is able to support a billion simultaneous users? This course teaches students the design and implementation of such Internet-scale networks and networked systems. Students learn about the principles and techniques used to construct large-scale networks and systems. Topics include routing protocols, network congestion control, wireless networking, overlay networks and applications, network security, and peer-to-peer systems. Upon completing this course students are able to initiate and critique research ideas, implement their own working systems, and evaluate such systems. To make the issues more concrete, the class includes several multi-week projects requiring significant design and implementation. The goal is for students to learn not only what computer networks are and how they work today, but also why they are designed the way they are and how they are likely to evolve in the future. Examples are drawn primarily from the Internet.

MATH-AD 111

Calculus with Applications

Prerequisite: MATH-AD 102 or Math Placement Test

Crosslisted with Science, Engineering

Note: This course may be replaced with

MATH-AD 110

COMPUTER SCIENCE ELECTIVES

CS-AD 170

Computer Security

Offered every year

Spring 2016

Prof. Pöpper

Prerequisites: CS-AD 105, CS-AD 106

Technology increasingly permeates every aspect of our lives (including communication, finance, health, utilities, etc.), and the security of the computer systems that enable these services has become a critical issue. This course is an introduction to fundamental cybersecurity concepts, principles, and techniques. In this course students learn basic cryptography, security/threat analysis, access control, auditing, security models, distributed systems security, and the theory behind common attack and defense techniques. The course goes over formal models as well as the inner workings of real-world security exploits, with emphasis on building hands-on experience.

CS-AD 210

Unix Tools

Offered occasionally

Prerequisites: CS-AD 104, CS-AD 105

The contents of this course will be regularly revised to track developing technologies, so the following are only representative topics. Basic Unix tools, such as shells, windowing systems, awk, grep, and tar. Security using PGP and Truecrypt. Scripting languages, such as Perl. Collaborative tools such as version control systems and wikis. Typesetting systems such as LaTeX. Computational tools such as Matlab. Web development tools, such as HTML, JavaScript, and CGI.

CS-AD 211

Programming Languages

Offered occasionally

Prerequisites: CS-AD 104, CS-AD 105

An in-depth examination of the four major categories of programming languages: imperative, object-oriented, functional, and logic languages. Specific languages will be chosen for illustration. Fundamental issues of programming languages, such as type systems, scoping, concurrency, modularization, control flow, and semantics, are discussed.

CS-AD 212

Artificial Intelligence

Offered occasionally

Prerequisites: CS-AD 103, CS-AD 105

There are many cognitive tasks that people do easily and almost unconsciously but that have proven extremely difficult to program on a computer. Artificial intelligence is the problem of developing computer systems that can carry out these tasks. Topics to be covered include heuristic search (A* Algorithm); problem solving; automated reasoning; reasoning with uncertainty; machine learning; perceptrons; Bayesian networks; hidden Markov models; and applications to areas such as computer vision, natural language processing, music processing, computer games, robotics, and planning.

CS-AD 213

Computer Architecture

Offered occasionally

Prerequisites: CS-AD 104, CS-AD 105

Fundamentals of computer design. Topics include instruction-set architecture, pipelining, branch prediction, dynamic scheduling, hardware speculation and super scalars, VLIW, memory system (cache and main memory), multiprocessing (snooping protocol and directory protocol), interconnection networks, and case studies.

CS-AD 214

Database Systems

Offered every year

Spring 2016

Prof. A. Abouzied

Prerequisites: CS-AD 103, CS-AD 105

Information technology is ubiquitous in our modern society. We all use this technology routinely to obtain information about almost anything in our daily lives. A database is a site that stores information or data in an organized way, together with supporting data structures and database languages that permit users to effect operations such as visualizing data, searching data, deleting old data, and inserting new data, in a secure way. In this course students learn the basic techniques for designing and managing databases useful in a variety of applications ranging from websites and banking systems, to video games.

CS-AD 215

Compilers

Offered occasionally

Prerequisites: CS-AD 104, CS-AD 105

At the lowest level of data manipulation and computation in a computer, information is stored as binary sequences of ones and zeros. In order to make a computer execute any function, a program is required that manipulates these binary sequences. Such programs are written in a language called machine code or assembly language. Programming a computer in machine code is very cumbersome for human beings. However, humans are comfortable programming in high-level computer languages that resemble natural languages. A compiler is a computer program that translates (transforms) a program written in a high-level language to one in machine code. In this course students learn how to design state of the art compilers.

CS-AD 216

Computer Graphics

Offered occasionally

Fall 2015

Prof. S. Ray

Prerequisites: CS-AD 103, CS-AD 105

Human beings communicate with computers using text, sound, and a variety of other modalities. Computer graphics deals with almost everything other than text and sound, and is therefore dominated by the visual aspects of computing. It is concerned with the design of algorithms, programs, graphics languages, graphics data structures, display devices, and systems for creating realistic images, and processing visual inputs such as photographs, drawings, movies, animations, or simulations.

CS-AD 218

Theory of Computation

Offered occasionally

Prerequisites: CS-AD 104, CS-AD 105, MATH-AD 150

Can a digital computer solve any computation problem in principle? If it can, how long might it take to arrive at a solution? Indeed, what is meant by digital computation? These are the central questions that drive the theory of computation to shed light on the nature of computation. In this theoretical computer science course, a digital computer is considered as a precise mathematical model of computation. Such models are analyzed in terms of what they can and cannot do, and the computational complexity of the algorithms they use for solving a variety of important and fundamental problems.

CS-AD 219

Special Topics in Computer Science

Offered occasionally

Spring 2016

Prof. J. White

Prerequisites: CS-AD 116, basic

programming proficiency

Co-requisite: CS-AD 103

Advanced courses, varying each semester.

Topics may include: natural language processing; computer vision; cryptography and security; game programming; machine learning; software engineering; wireless networks; information retrieval; and user interfaces.

Information Retrieval

Spring 2016

Prof. J. White

Information retrieval is an active, multi-faceted, field of computer science. Broadly, it is concerned with obtaining relevant information from a collection of resources based on a specified information need. The field has become increasingly relevant as the amount of stored information continues to grow – both in its quantity and its diversity. This special topics course intends to give students a deep understanding of IR basics as well as broad exposure to the current state of the art.

CS-AD 220

Natural Language Processing

Spring 2016

Prof. N. Habash

Prerequisites: CS-AD 103, CS-AD 105

The field of natural language processing (NLP), also known as computational linguistics, is interested in the modeling and processing of human (i.e., natural) languages. This course covers foundational NLP concepts and ideas, such as finite state methods, n-gram modeling, hidden Markov models, part-of-speech tagging, context free grammars, syntactic parsing and semantic representations. The course will survey a range of NLP applications

such as information retrieval, summarization and machine translation. Concepts taught in class will be reinforced in practice by hands-on assignments.

CS-AD 298

Directed Study in Computer Science

Fall 2015

Prerequisites: CS-AD 103, CS-AD 105, permission from instructor

This course is intended for students who are highly motivated and seek the opportunity to work in field or laboratory research with a faculty sponsor from the NYUAD Program in computer science. Students with the necessary background in course work and who, in the opinion of a faculty sponsor, possess intellectual independence and ability may register for this course. The student must approach a faculty member in his or her field of interest to obtain sponsorship. Typically, this course is only open to students with a minimum overall GPA of 3.3 and a minimum major GPA of 3.5, and registration requires permission of the sponsoring faculty member. Forms for Directed Study in Research in computer science are available from the Office of the Dean of Science.

CS-AD 299

Directed Study in Computer Science

Spring 2016

Prerequisites: CS-AD 103, CS-AD 105, permission from instructor

This course is intended for students who are highly motivated and seek the opportunity to work in field or laboratory research with a faculty sponsor from the NYUAD Program in computer science. Students with the necessary background in course work and who, in the opinion of a faculty sponsor, possess intellectual independence and ability may register for this course. The student must approach a faculty member in his or her field of interest to obtain sponsorship. Typically, this course is only open to students with a minimum overall GPA of 3.3 and a minimum major GPA of 3.5, and registration requires permission of the sponsoring faculty member.

ECON-AD 217

Technology and Economic Development: Markets and Networks

Prerequisite: ECON-AD 101 or CS-AD 101

Crosslisted with Economics

CAPSTONE EXPERIENCE

CS-AD 390

Capstone Seminar in Computer Science

Fall 2015

Computer Science faculty

The capstone seminar provides students with an overview of the diverse multidisciplinary research areas that have captured the interest and fascination of NYUAD computer scientists and others in related fields. Through exposure to NYUAD faculty research, students will identify areas of interest for their own capstone research and develop and write an in-depth research proposal over the course of the semester. The final capstone proposal is due at the end of the seminar series so that students can begin the Capstone Project in the fall semester of their senior year. Beginning in 2015-16 all science majors are expected to take this course in their junior year.

CS-AD 400

Senior Capstone Research Project

Fall 2015, Spring 2016

Prerequisite: CS-AD 390

The senior Capstone Experience in computer science requires students to engage in a long-term, mentored learning experience that cumulates in a piece of original research and/or scientific theory. The specific project is developed during their junior year as part of the Capstone Seminar. During the Capstone Project, the proposed work will come to fruition in the form of a research paper along the lines of those in the Proceedings of the National Academy of Sciences, USA. Students also participate in a capstone research symposium during which they present their work orally.

CS-AD 401

Senior Capstone Research Project

Spring 2016

Prerequisite: CS-AD 400 and permission

A second semester of senior Capstone Experience for students whose project requires extended time.

Mathematics provides the logical and analytical tools for tackling many of the important problems of our time. By its very nature, mathematics provides the means to break many problems into manageable pieces that can be analyzed and solved. In fact, mathematical approaches have been central to solving problems and modeling phenomena in a wide array of disciplines. Probability and statistical analysis are fundamental for mapping and analyzing the human genome. Advanced mathematical theories provide the keys to analyzing the risk of rare events, a basic problem of the financial markets. In physics, geometry finds applications to particle physics, to string theory, and to cosmology. In neuroscience, exciting new research into the structure and functioning of the brain relies heavily on the insights provided by mathematical modeling. These are but a few of the contemporary problems relying on mathematical analysis. Mathematical thinking is grounded in rigor and abstraction, but draws its vitality from questions arising in the natural world as well as applications to industry and technology.

Mathematics majors acquire solid foundations in differential and integral calculus, as well as basic concepts of algebra and modern geometry. Students are introduced to classical subjects such as complex and real analysis, abstract algebra, number theory, and topology. Students interested in applications of mathematics to social and physical sciences may pursue courses in numerical methods, theoretical mechanics, probability, dynamical systems, and differential equations.

Mathematics majors at NYUAD attain a breadth of knowledge within the field, pursue their own interests in math electives, explore the role of mathematics as an applied discipline, and undertake a capstone project. The major offers a rigorous and broad foundation in mathematics through eight required courses: Calculus; Foundations of Mathematics; Linear Algebra; Multivariable Calculus; Ordinary Differential Equations; Real Analysis 1; Probability and Statistics; and Abstract Algebra 1.

Students select two electives. To attain greater depth in analysis or algebra, students choose Real Analysis 2, Abstract Algebra 2 or Vector Analysis. The second elective must be a course in applied mathematics, such as Numerical Methods, Cryptography, Mathematical Modeling or Introduction to Game Theory.

Mathematics majors must also complete a concentration or major in one of the following areas that use mathematics or mathematical modeling: computer science, economics or the natural sciences. (For a description of these concentrations, see pp. 226-227, 166, 192-193 respectively.) Requiring mathematics majors to complete a concentration provides them with a basic knowledge of how math is applied to a specific discipline and is intended to foster the requisite capstone projects in which math majors work closely with students from other areas to solve problems and answer questions.

Concentration in Applied Mathematics

Mathematics is often associated with science, particularly physics and chemistry, but it is indeed the language and tool of the contemporary life sciences, including ecology and environmental studies, as well as the world of business and the economy. The concentration in Applied Mathematics at NYU Abu Dhabi is designed to prepare students in science and the social sciences with the critical quantitative tools and reasoning skills needed to solve problems in those disciplines.

REQUIREMENTS FOR THE CONCENTRATION IN APPLIED MATH

4 courses, distributed as follows:

- 2 Calculus with Applications; Multivariable Calculus
- 2 Courses drawn from the following: Linear Algebra; Ordinary Differential Equations; Introduction to Probability and Statistics

MATHEMATICS

SAMPLE SCHEDULE

Remember that this is only one possible path to complete this major.

REQUIREMENTS FOR THE MAJOR

16 courses, distributed as follows:

- | | |
|----------------------------|-------------------------------|
| 8 Required Courses: | Abstract Algebra 1 |
| Foundations of Mathematics | 4 Concentration or major: |
| Calculus; Multivariable | Computer Science; |
| Calculus; Linear Algebra; | Economics; or the Natural |
| Real Analysis; Ordinary | Sciences |
| Differential Equations; | 2 Electives |
| Probability & Statistics; | 2 Capstone: Project & Seminar |

YEAR 1

Fall Semester				January Term GENERAL ELECTIVE
CORE	CORE	FOUNDATION OF MATH	CALCULUS	
Spring Semester				
CORE	CORE	LINEAR ALGEBRA	MULTI-VARIABLE CALCULUS	

YEAR 2

Fall Semester				January Term GENERAL ELECTIVE
CORE	CONCENTRATION 1	REAL ANALYSIS 1	ORDINARY DIFFERENTIAL EQUATIONS	
Spring Semester				
CORE	INTRO TO PROBABILITY AND STATS.	CONCENTRATION 2	CONCENTRATION 3	

YEAR 3

Fall Semester				January Term GENERAL ELECTIVE
CORE	GENERAL ELECTIVE	MATH ELECTIVE	CAPSTONE SEMINAR	
Spring Semester				
CORE	GENERAL ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE	

YEAR 4

Fall Semester				
GENERAL ELECTIVE	GENERAL ELECTIVE	ABSTRACT ALGEBRA 1	CAPSTONE PROJECT	
Spring Semester				
GENERAL ELECTIVE	GENERAL ELECTIVE	CONCENTRATION 4	MATH ELECTIVE	

MATHEMATICS COURSES

COURSES FOR NON-MAJORS

MATH-AD 101

Mathematical Functions

Offered every Fall and Spring

Fall 2015, Spring 2016

Math Faculty, Prof. D. Fall

A fundamental understanding of mathematical functions is critical before engaging in the rigors of calculus. This course examines single variable functions, including their algebraic and geometric properties. By necessity, the course begins with a rigorous exploration of the following question: What is a function, and how can it be represented geometrically as a graph? The course delves into standard function manipulations and examines a range of mathematical functions, including polynomial, rational, trigonometric, exponential, and logarithmic functions. Placement into Mathematical Functions is decided by discussion with mentors and the results of a mathematics placement examination.

MATH-AD 102

Introduction to Vector Mathematics

Offered every Fall and Spring

Fall 2015, Spring 2016

Math Faculty, Prof. A. Mimar

Prerequisite: MATH-AD 101 or Math Placement Test

A vector is a mathematical measure of change in magnitude and direction of a physical event. A displacement from one location to another in a two or three-dimensional space, and the quantity and direction of force applied to move an object are examples of vectors. This course studies the algebra of vector addition, subtraction, and the dot product and cross product multiplications. The course further provides an in-depth study of trigonometric functions, trigonometric equations and trigonometric identities, including double angle and half angle formulas and their application. The concepts of average rate of change, limit and derivatives for both scalars and vectors in two and three-dimensional coordinates are discussed and the merits of each are presented. Systems of linear equations are presented using matrices. Finite and infinite sequences are discussed. Some basic properties of real and complex numbers are reviewed and several applications of the algebra of complex numbers are presented to illustrate how to use them in applications.

MATH-AD 111

Calculus with Applications

Offered every Fall and Spring

Fall 2015, Spring 2016

Profs. E. Russell, F. Saied, and A. Fall; Profs. A. Gandolfi and J. Pycke

Prerequisite: MATH-AD 102 or Math Placement Test

Crosslisted with Biology, Chemistry, Computer Science, Engineering, Physics

This course presents the foundations of calculus by examining functions and their derivatives and integrals with a special emphasis placed on the utilitarian nature of the subject material. Applications to other disciplines are emphasized. Since the derivative measures the instantaneous rate of change of a function and the definite integral measures the total accumulation of a function over an interval, these two ideas form the basis for nearly all mathematical formulas in science, engineering, economics, and other fields. This course also provides instruction in how to model situations in order to solve problems. Applications include graphing, and maximizing and minimizing functions. In addition to two weekly lectures, students attend a weekly recitation focused on applications. Placement into Calculus with Applications is decided by discussion with mentors and the results of a mathematics placement examination.

MATH-AD 115

Linear Algebra Fundamentals

In many applications of mathematics a response of some systems is nearly a linear function of the input. These linear systems, which arise in elasticity, in electrical engineering, and in economics for example, involve linear equations in many unknowns. The associated matrix algebra is a rich and beautiful field of mathematics. It is also central to the analysis of linear ordinary and partial differential equations. The material in this course includes systems of linear equations, Gaussian elimination, matrices, determinants, Cramer's rule, vectors, vector spaces, basis and dimension, linear transformations, eigenvalues, eigenvectors, and quadratic forms.

REQUIRED COURSES

MATH-AD 103

Foundations of Mathematics

Offered every Fall

Fall 2015

Prof. J. Pycke

Mathematics is a convenient and powerful language, providing a deep, unified framework for all scientific developments. All existing results from the three fundamental categories of mathematics—geometry, algebra, and analysis—can be formally expressed in terms of set theory, predicates, quantifiers and logical connectives.

This course explores the axiomatic method, some elements of logic and formal languages, and set theory. In addition, the system of real numbers and all other fundamental number systems can be firmly established on the ground of natural numbers; therefore, the course introduces elementary arithmetic and the universal method of constructing new objects from already known sets by means of equivalence relations. Abstract concepts are introduced through basic but fundamental and universal examples or problems, carefully chosen as illuminates of broader ideas and sources of new theoretical and practical applications.

MATH-AD 110

Calculus

Offered every Fall

Prerequisite: MATH-AD 102 or Math Placement Test

This course presents the foundations of calculus by examining functions and their derivatives and integrals, with an emphasis on proofs and theorems and an introduction to basic mathematical analysis. While the derivative measures the instantaneous rate of change of a function, the definite integral measures the total accumulation of a function over an interval. Indeed, the relationship between differentiation (finding a derivative) and integration (determining an integral) is described in the Fundamental Theorem of Calculus. In addition to two weekly lectures, students attend a weekly recitation that provides opportunities for rigorous analysis of proofs and theorems associated with the material. This course is primarily intended for students considering Mathematics as a major. Placement into Calculus is decided by discussion with mentors and the results of a mathematics placement examination. With permission of the program in mathematics, Calculus with Applications may substitute for Calculus.

MATH-AD 112

Multivariable Calculus

Offered every Fall and Spring

Fall 2015, Spring 2016

Prof. T. Ghoul, Profs. S. Cai and J. Pycke

Prerequisite: MATH-AD 110 or MATH-AD 111 or Math Placement Test

Crosslisted with Biology, Chemistry, Engineering, Physics

Multi-variable calculus is the extension of calculus in one-variable to calculus in more than one variable. Integration and differentiation of functions of several variables require new concepts and techniques. The course has applications to science and engineering as well as economics. Specific topics include vectors in the plane and space; partial derivatives with applications; double and triple integrals; spherical and cylindrical coordinates; surface and line integrals; and divergence, gradient, and curl. In addition, the theorems of Gauss and Stokes are rigorously introduced.

MATH-AD 116

Linear Algebra

Offered every Fall and Spring

Fall 2015, Spring 2016

Profs. A. Mimar and A. Gandolfi, Prof. A. Mimar

Prerequisite: MATH-AD 110 or MATH-AD 111 or Math Placement Test

Crosslisted with Engineering, Physics

In many applications of mathematics, a response of some systems is nearly a linear function of the input. These linear systems, which arise in elasticity, in electrical engineering, and in economics for example, involve linear equations in many unknowns. The associated matrix algebra is a rich and beautiful field of mathematics. It is also central to the analysis of linear ordinary and partial differential equations. The material in this course includes systems of linear equations, Gaussian elimination, matrices, determinants, Cramer's rule, vectors, vector spaces, basis and dimension, linear transformations, eigenvalues, eigenvectors, and quadratic forms.

MATH-AD 121

Ordinary Differential Equations

Offered every Fall and Spring

Fall 2015, Spring 2016

Profs. S. Bouarroudj and T. Ghoul, Prof. T. Ghoul

Prerequisite: MATH-AD 112

Co-requisite: MATH-AD 116

Crosslisted with Engineering, Physics

Ordinary differential equations arise in virtually all fields of applied mathematics. Newton's equations of motion, the rate equations of chemical reactions, the currents flowing in electric circuits, all can be expressed as ordinary differential equations. The solutions of these equations usually evolve a combination of analytic and numerical methods. The course studies first- and second-order equations, solutions using infinite series, Laplace transforms, linear systems, numerical methods.

MATH-AD 150

Probability and Statistics

Offered every Spring

Spring 2016

Prof. A. Gandolfi

Prerequisite: MATH-AD 112

Crosslisted with Physics

An introduction to the mathematical treatment of random phenomena occurring in the natural, physical, and social sciences as well as in engineering and finance. The course is designed to acquaint the student with both probability and statistics. It requires familiarity with mathematical concepts and reasoning. In probability: mathematical treatment of chance; combinatorics; binomial, Poisson, and Gaussian distributions; law of large numbers and normal approximation; application to coin-tossing, radioactive decay; introduction to random vectors and Markov chains. In statistics: sampling; estimation; empirical distribution; testing of hypotheses from data;

confidence intervals; correlation and regression; introduction to R.

MATH-AD 201

Abstract Algebra 1

Offered every year

Fall 2015

Prof. S. Bouarroudj

Prerequisites: MATH-AD 116, MATH-AD 103

Algebra is a part of every field of mathematics, and has applications in the discrete systems of computer science. Fractions, together with their familiar laws of addition, multiplication, and division, provide an example of algebra. The complex numbers form another. This course introduces more general algebras, and their properties and applications. Topics considered in this course include groups, homomorphisms, automorphisms and permutation groups. Rings, ideals and quotient rings, Euclidean rings, and polynomial rings are also considered.

MATH-AD 231

Real Analysis 1

Offered every year

Fall 2015

Prof. I. Spitkovsky

Prerequisite: MATH-AD 110 or MATH-AD 111 or Math

Placement Test

Co-requisite: MATH-AD 103

Real Analysis builds a more rigorous foundation for calculus and prepares the way for more advanced courses. The emphasis is on the careful formulation of the concepts of calculus, and the formulation and proof of key theorems. The goal is to understand the need for and the nature of a mathematical proof. The course studies the real number system, the convergence of sequences and series, functions of one real variable, continuity, connectedness, compactness, and metric spaces.

MATHEMATICS ELECTIVES

MATH-AD 202

Abstract Algebra 2

Offered every Spring

Spring 2016

Prof. S. Bouarroudj

Prerequisite: MATH-AD 201

This course is a continuation of the study of algebraic structures started in Abstract Algebra 1. The notion of rings, and fields are thoroughly studied, as well as polynomials over rings such as the ring of integers. This course develops ideas to prepare the students to study Galois theory, one of the most important theories in Algebra. The topics include Euclidean domains, principal ideal domains, unique factorization domains, imaginary and real quadratic number fields, extension fields and roots of polynomials, constructions with straight edge and compass, and elements of Galois theory.

MATH-AD 210

Cryptography

Offered every other year

Prerequisite: CS-AD 105

This course will introduce both the theory and practice of cryptography. The modern study of cryptography generates techniques for facilitating interactions between entities in a distrustful context. Modern day examples include secure wireless networks, Internet banking, satellite communications as well as bank ATMs. Topics include: Symmetric-key encryption, message authentication, public-key encryption (RSA, ElGamal), digital signatures (RSA, Fiat-Shamir), applications to authentication (such as identification and zero-knowledge), and time permitting, other applications.

MATH-AD 211

Dynamical Systems

Offered every other year

Prerequisites: MATH-AD 116, MATH-AD 121

Crosslisted with Physics

Many of the complex systems of natural science can be formulated as a dynamical system—one whose changes are determined only by the current state. These systems are typically nonlinear, and often exhibit the random behavior associated with chaos. Topics of the course include dynamics of maps and of first-order and second-order differential equations, stability, bifurcations, limit cycles, dissection of systems with fast and slow time scales. The geometric viewpoint is stressed, including phase planes. Chaotic behavior is introduced in the context of one-variable maps (the logistic), and fractal sets. Applications are drawn from physics and biology.

MATH-AD 212

Functions of Complex Variables

Offered occasionally

Spring 2016

Prof. I. Spitkovsky

Prerequisites: MATH-AD 112, MATH-AD 116 or

permission of instructor

Crosslisted with Physics

Complex analysis, also known as the theory of functions of a complex variable, is the branch of mathematical analysis devoted to complex valued functions of complex variable. It is further used in other branches of mathematics, including algebraic geometry and number theory, and also has diverse applications in science and engineering: fluid dynamics, elasticity, nuclear and electrical engineering, to name just a few examples. The geometrical content of analysis in the complex plane is especially appealing. Topics covered include: complex numbers and complex functions; differentiation and the Cauchy-Riemann equations, Cauchy's theorem, and the Cauchy integral formula; singularities, residues, Taylor and Laurent series;

fractional linear transformations and conformal mapping; analytic continuation and Riemann theorem (time permitting).

MATH-AD 213

Introduction to Mathematical Modeling

Offered occasionally

Prerequisites: MATH-AD 112, MATH-AD 121

Often, the most difficult task of the applied mathematician is the formulation of an analyzable model in the face of a perplexing phenomenon or data set. This course gives students an introduction to all aspects of this process. It consists of several modules, each a self-contained problem, taken from biology, economics, and other areas of science. In the process the student experiences the formulation and analysis of a model and its validation by numerical simulation and comparison with data. The mathematical tools to be developed include dimensional analysis, optimization, simulation, probability, and elementary differential equations. The necessary mathematical and scientific background is developed as needed. Students participate in formulating models as well as in analyzing them.

MATH-AD 214

Numerical Methods

Offered occasionally

Fall 2015

Prof. F. Saied

Prerequisites: MATH-AD 112, MATH-AD 116

Crosslisted with Physics

This course explores how mathematical problems can be analyzed and solved using numerical methods. As such, the subject has very broad applications in applied mathematics, physics, engineering, finance, and the life sciences. Topics covered in this course include numerical algorithms for solving linear and nonlinear systems of equations, least squares problems, eigenvalue problems, interpolation, numerical quadrature, optimization, and differential equations. Theory and practical examples using Matlab are combined to study these topics.

MATH-AD 215

Number Theory

Offered occasionally

Prerequisite: MATH-AD 116

Number Theory is a branch of pure mathematics primarily devoted to the study of the set of whole numbers (positive integers). It has applications to cryptography and computer science in general. Simple statements notoriously hard to prove abound in the field: the recently proved Fermat's Last Theorem, the still conjectural Riemann Hypothesis etc. Topics to be covered include: divisibility theory and prime numbers, linear and quadratic congruences, the classical number-theoretic functions, continued fractions, and Diophantine equations (equations whose solutions are sought in the integers).

MATH-AD 216

Partial Differential Equations

Offered every year

Prerequisite: MATH-AD 121

Crosslisted with Physics

Many laws of physics are formulated as partial differential equations, e.g., the propagation of sound waves, the diffusion of a gas, and the flow of a fluid. This course discusses the simplest examples of such laws as embodied in the wave equation, the diffusion equation, and Laplace's equation. The course also discusses nonlinear conservation laws and the theory of shock waves. Applications to physics, chemistry, biology, and population dynamics are given.

MATH-AD 221

Vector Analysis

Offered every year

Prerequisites: MATH-AD 112, MATH-AD 116

This course is a review of the calculus of several variables where the notion of a manifold is introduced, emphasizing on vector methods. Topics to be treated include: functions of several variables; partial derivatives, chain rule, change of variables, Lagrange multipliers; inverse and implicit function theorems; vector calculus (divergence, gradient, and curl); theorems of Gauss, Green, and Stokes with applications to fluids, gravity, electromagnetism, and the like. The course also treats an introduction to differential forms and degree and fixed points of mappings with applications.

MATH-AD 232

Real Analysis 2

Offered every year

Prerequisite: MATH-AD 231

The second part of the analysis series is devoted to the calculus of functions of several variables. The transition from a single variable to many variables involves important new concepts, which are essential to understanding applications to the natural world. The course covers rigorous study of functions of several variables, limits and continuity, differentiable functions, the implicit function theorem, Riemann integral, Stokes formula and an introduction to Lebesgue integration.

MATH-AD 298

Directed Study in Mathematics

Fall 2015

This course is intended for students who are highly motivated and seek the opportunity to conduct field research with a faculty sponsor from the NYUAD program in Mathematics. Students with the necessary background in course work and who, in the opinion of a faculty sponsor, possess intellectual independence and ability may register for this course. The student must approach a faculty member in his or her field of interest to obtain sponsorship. Typically, this course is only open to students with a minimum overall GPA

of 3.3 and a minimum major GPA of 3.5, and registration requires permission of the sponsoring faculty member. Forms for Directed Study in Mathematics are available from the Office of the Dean of Science.

MATH-AD 320

Special Topics in Mathematics

Offered every Spring

Spring 2016

Prof. F. Saied

Prerequisite: Permission of instructor

This course is designed by an instructor to explore topics of interest to him and to students. The topics may vary from year to year, and are usually not covered in any elective course at NYU Abu Dhabi.

MATH-AD 331

Topology

Offered every other year

Fall 2015

Prof. A. Mimar

Prerequisite: MATH-AD 231

Topology is concerned with the geometry of sets of points in space of arbitrary dimension. One aspect of the subject deals with the classification of sets based upon their structure, not their specific shape. Topology has applications in physics, biology, and dynamical systems. The material includes metric spaces, topological spaces, compactness, connectedness, covering spaces, and homotopy groups.

PHYS-AD 300

Mechanics

Prerequisites: SCIEN-AD 101-114, MATH-AD 121

Crosslisted with Physics

POLSC-AD 112

Introduction to Game Theory

Prerequisite: MATH-AD 110 or MATH-AD 111 or

SOCS-AD 101 or Math Placement Test

Crosslisted with Economics, Political Science, Social Research and Public Policy

CAPSTONE EXPERIENCE

MATH-AD 390

Capstone Seminar in Mathematics

Offered every Fall

Fall 2015

Math Faculty

Prerequisites: MATH-AD 121, MATH-AD 231,

MATH-AD 150

The capstone seminar provides students with an overview of the diverse multidisciplinary research areas that have captured the interest and fascination of NYUAD mathematicians and others in related fields. Through exposure to NYUAD faculty research, students will identify areas of interest for

their own capstone research and develop and write an in-depth research proposal over the course of the semester. The final capstone proposal is due at the end of the seminar series so that students can begin the Capstone Project in the fall semester of their senior year. Beginning in 2015-16 all science majors are expected to take this course in their junior year.

MATH-AD 400

Senior Capstone Research Project

Offered every Fall and Spring

Fall 2015

Math Faculty

The senior Capstone Experience in mathematics requires students to engage in a long-term, mentored learning experience that cumulates in a piece of original research and/or scientific theory. The specific project is developed during their junior year as part of the Capstone Seminar. During the Capstone Project, the proposed work will come to fruition in the form of a research paper along the lines of those in the Proceedings of the National Academy of Sciences, USA. Students also participate in a capstone research symposium during which they present their work orally.

MATH-AD 401

Senior Capstone Research Project

Offered every Spring

Spring 2016

Math Faculty

Prerequisite: MATH-AD 390 and permission

A second semester of senior Capstone Experience for students whose project requires extended time.

Physics is a broad discipline, ranging from fundamental scientific questions to sophisticated technological applications. At its most basic, it is the study of matter and energy and their manifold interactions. Physicists study topics as wide-ranging as the underlying nature of space and time; the origins, large-scale structure, and future evolution of the universe; the behavior of stars and galaxies; the fundamental constituents of matter; the many different patterns in which matter is organized, including superconductivity, liquid crystals, or the various forms of magnetism in solids; the workings of biological matter, whether in molecules such as DNA, or cellular structures, or the transport of matter and energy in and across cells. Basic physics research has led to myriad technological advances. A small list includes: radio and television; computers; lasers; X-rays; magnetic resonance imaging and CAT scans; and the World Wide Web.

Physics is a hands-on discipline, and our students gain expertise not only in the classroom but also in the laboratory. Those trained in physics are found in many occupations, such as various fields of engineering, computer technology, health, environmental and earth sciences, communications, and science writing. They participate in activities ranging from the writing of realistic computer games to the modeling of financial activities, as well as the more traditional activities of physicists. A higher degree opens the possibility of creative research in industry, or teaching and research in colleges and universities. Outstanding and highly motivated students are offered special opportunities for independent study, summer laboratory research, internships, and other enhancements.

In addition to Foundations of Science 1-6 and six required courses in physics, the major requires four mathematics courses and one physics elective. Complex Analysis and Partial Differential Equations are especially relevant to physics. At least one additional physics elective is strongly recommended.

PHYSICS

SAMPLE SCHEDULE

Remember that this is only one possible path to complete this major. See www.students.nyuad.nyu.edu/grids for alternative options.

REQUIREMENTS FOR THE MAJOR

18.5 courses, distributed as follows:

6	Foundation of Science 1-6	Adv. Physics Lab
6	Required Courses: Mechanics; Electromagnetism and Special Relativity; Electricity and Magnetism; Quantum Mechanics; Statistical Mechanics & Thermodynamics;	4 Mathematics courses: Calc.; Multivariable Calc.; Linear Algebra; Ord. Diff. Eq. 1 Elective 2 Capstones: Project and Seminar

YEAR 1

Fall Semester				January Term GENERAL ELECTIVE
CORE	CORE	CORE	CALCULUS WITH APP. OR CALCULUS	
Spring Semester				
CORE	FOUNDATIONS OF SCIENCE 1	FOUNDATIONS OF SCIENCE 2	MULTI-VARIABLE CALCULUS	

YEAR 2

Fall Semester				January Term GENERAL ELECTIVE
LINEAR ALGEBRA	FOUNDATIONS OF SCIENCE 3	FOUNDATIONS OF SCIENCE 4	ELECT. & RELATIVITY	
Spring Semester				
MECHANICS	FOUNDATIONS OF SCIENCE 5	FOUNDATIONS OF SCIENCE 6	ORDINARY DIFFERENTIAL EQUATIONS	

YEAR 3

Fall Semester				January Term GENERAL ELECTIVE
CORE	ADVANCED PHYSICS LAB	QUANTUM MECHANICS	CAPSTONE SEMINAR	
Spring Semester				
CORE	GENERAL ELECTIVE	GENERAL ELECTIVE	ELECTRICITY AND MAGNETISM	

YEAR 4

Fall Semester			
GENERAL ELECTIVE	PHYSICS ELECTIVE	STATISTICAL MECHANICS	CAPSTONE PROJECT
Spring Semester			
CORE	GENERAL ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE

PHYSICS COURSES

REQUIRED FOR MAJORS

PHYS-AD 100 Electromagnetism and Special Relativity

Offered ever year
Prerequisites: Foundations of Science 1-2, MATH-AD 111
2 credits

This course is intended to give students a deeper understanding of electricity and magnetism at the introductory level, a bridge between Foundations of Science 3-4 and the intermediate level course Electricity and Magnetism. The topics include derivations of divergence, gradient and curl, Stoke's Theorem, the Vector Potential and origin of magnetic fields. The connection between electricity, magnetism, and Special Relativity is also explained, including time dilation, length contraction and other bizarre phenomena that occur when charges and other matter travel at velocities close to that of light.

PHYS-AD 300

Mechanics
Offered ever year
Fall 2015
Prerequisites: Foundations of Science 1-6, MATH-AD 116 or MATH-AD 121
Crosslisted with Mathematics

This course offers a deeper understanding of how physical systems respond to forces. The course starts with the Lagrangian and Hamiltonian formulation of mechanics and students will learn how to solve complicated problems with these powerful formalisms. Other topics include orbital mechanics, the dynamics of rigid bodies, small oscillations, and chaos theory.

PHYS-AD 301 Electricity and Magnetism

Offered ever year
Prerequisites: Foundations of Science 1-6, MATH-AD 112
Electromagnetism is one of the four fundamental forces of nature, and is at the basis of almost any kind of device that we use on a daily basis. The course introduces Maxwell's equations and their applications to physical problems. Topics include electrostatics, magnetostatics, the solution of the Laplace and Poisson equations, dielectrics and magnetic materials, electromagnetic waves and radiation, Fresnel equations, transmission lines, and wave guides.

PHYS-AD 302 Quantum Mechanics

Offered ever year
Fall 2015
Prerequisites: Foundations of Science 1-6, MATH-AD 116
Quantum mechanics is both a fundamental departure from the classical understanding of the universe and one of the foundational theories on which modern physics is based. Designed to provide a rigorous mathematical introduction to quantum mechanics, this course covers the Schrödinger and Heisenberg description of quantum systems, application to basic atomic structure and simple boundary condition problems, quantum statistics, perturbation theory, and scattering.

PHYS-AD 303 Advanced Physics Laboratory

Offered ever year
Prerequisites: Foundations of Science 1-6
Physics is an experimental science. In this course the students will assemble and perform some key experiments of modern physics, testing their experimental capabilities and refining their collaboration skills. Possible activities include: muon decay, two-slit interference, interferometry, Fabry-Perot cavity, nuclear magnetic resonance, gamma-ray spectroscopy, astronomical data collection and analysis. Elements of statistics, data analysis and Python programming will also be covered. Students will work in small groups (3 people maximum) and perform typically 3 or 4 experiments, carrying out all phases: initial step, data taking, analysis, writing a short paper and presenting to an audience.

PHYS-AD 305 Statistical Mechanics and Thermodynamics

Offered ever year
Fall 2015
Prerequisite: PHYS-AD 302 or permission of instructor
Understanding the behavior of macroscopic systems composed of many particles requires a statistical approach. Phenomena like the behavior of polyatomic gases, magnetism, thermal radiation, phase changes and many others can be understood through Statistical Mechanics. Topics include relation of entropy to probability and energy to temperature, the laws of thermodynamics, Maxwell-Boltzmann, Bose-Einstein, and Fermi-Dirac statistics, equations of state for simple gases and chemical and magnetic systems, and elementary theory of phase transitions.

MATH-AD 111

Calculus with Applications

*Prerequisite: MATH-AD 102 or Math Placement Test
Crosslisted with Biology, Chemistry, Computer
Science, Mathematics*

*Note: This course may be replaced with
MATH-AD 110*

MATH-AD 112

Multivariable Calculus

*Prerequisites: MATH-AD 110 or MATH-AD 111 or Math
Placement Test*

Crosslisted with Biology, Chemistry, Mathematics

MATH-AD 116

Linear Algebra

*Prerequisites: MATH-AD 110 or MATH-AD 111, or
Math Placement Test*

Crosslisted with Mathematics

MATH-AD 121

Ordinary Differential Equations

Prerequisite: MATH-AD 112

Co-requisite: MATH-AD 116

Crosslisted with Mathematics

ELECTIVES

PHYS-AD 298, 299

Directed Study in Physics

Fall 2015

*Prerequisite: Declaration of Physics major,
permission of instructor*

This course is intended for students who are highly motivated and seek the opportunity to work in field or laboratory research with a faculty sponsor from the NYUAD Program in physics. Students with the necessary background in course work and who, in the opinion of a faculty sponsor, possess intellectual independence and ability may register for this course. The student must approach a faculty member in his or her field of interest to obtain sponsorship. Typically, this course is only open to students with a minimum overall GPA of 3.0 and a minimum major GPA of 3.0, and registration requires permission of the sponsoring faculty member. Forms for Directed Study in Physics are available from the Office of the Dean of Science.

PHYS-AD 310

Solid State Physics

Prerequisite: PHYS-AD 302

What crystals are, and what determines their properties? Solid state physics cover the principles of crystallography; crystal structure; lattice vibrations; band theory for metals and insulators, semiconductors; magnetism; and superconductivity. These topics will be approached with a classical and quantum mechanical approach. Additional areas of current interest such as high temperature superconductivity, quantum Hall Effect, and fullerenes may be included, depending on interest.

PHYS-AD 312

Advanced Quantum Mechanics

Offered ever other year

Prerequisite: PHYS-AD 302

In this course, the quantum mechanical framework is applied to physical systems. Utilizing approximation techniques applicable across a wide range of the physical sciences, we will explore time-independent and dependent perturbation theory, the variational principle, the WKB approximation, the adiabatic approximation, scattering processes. Though these techniques are applied primarily to problems in quantum mechanics, many of these formalisms are also applicable to a wide variety of problems in atomic physics, nuclear physics, or astrophysics will be explored.

PHYS-AD 313

Computational Physics

Offered ever other year

Prerequisites: SCIEN-AD 101-114, MATH-AD 121

Modern physics needs computers to solve problems and simulate systems. The course focuses on fields of current research interest where numerical techniques provide unique physical insight. Topics are chosen from various branches of physics, including numerical solution of ordinary and partial differential equations, eigenvalue problems, Monte Carlo methods in statistical mechanics, field theory, dynamical systems, and chaos.

PHYS-AD 314

Astrophysics

Offered ever other year

Prerequisite: PHYS-AD 302

Co-requisite: PHYS-AD 305

This course deals with an emphasis on the origin of our universe its evolution. Topics include cosmology, stellar structure and evolution (main sequence stars as well as white dwarfs, neutron stars, black holes), galaxies, and cosmic rays. Also the experimental techniques of studying the sky will be covered: radio, optical, X and gamma-ray astronomy, and cosmic ray detection.

PHYS-AD 315

Particle Physics

Offered ever other year

Prerequisite: PHYS-AD 302

Particle physics is the study of the fundamental constituents of matter and their interactions. The course introduces the experimental underpinnings and the theoretical developments of elementary particle physics. Topics include the discovery of elementary particles, symmetries found in nature, and relativistic formulation of quantum mechanics, leading up to the Standard Model'. Recent discoveries and theories beyond the Standard Model will also be discussed as time permits.

PHYS-AD 316

Special Topics in Physics

Offered occasionally

Prerequisite: Permission of instructor

This course covers advanced topics in physics and astrophysics. Possible subjects are: cosmology, planetary systems, compact objects, galaxy formation and radio-astronomy. The topic may vary each semester, reflecting the research areas of faculty and based on the students' interest.

PHYS-AD 317

Multi-wavelength Astronomy

Offered ever other year

Fall 2015

Multi-wavelength Astronomy is more an observational science than an experimental one. The prime source of our information is light, and until the 20th century, that meant only optical light, but starting with the discovery of cosmic radio waves in 1931, the rest of the electromagnetic spectrum has been opened up to astronomers. Each region of the spectrum (radio, microwave, infrared, optical, X-ray, and gamma-ray) requires different detection technologies and analysis techniques. Each waveband tells us about different aspects of astronomical sources and the Universe as a whole. This course will provide an overview of multi-wavelength astronomy: the telescopes, techniques, emission mechanisms, sources, and primary science questions relevant to each observing band. A good understanding of basic physics will be assumed, but no specialized knowledge in astronomy or advanced physics topics is required.

BIOL-AD 230

Biophysics

Prerequisites: Foundations of Science 1-6, MATH-AD 110 or MATH-AD 111 or Math Placement Test

Crosslisted with Biology

CHEM-AD 203

Physical Chemistry Laboratory

Prerequisite: CHEM-AD 103 or CHEM-AD 104

Crosslisted with Chemistry

ENGR-AD 222

Electronics

Prerequisite: ENGR-AD 119

Crosslisted with Engineering

MATH-AD 150

Introduction to Probability and Statistics

Prerequisite: MATH-AD 112

Crosslisted with Mathematics

MATH-AD 211

Dynamical Systems

Prerequisites: MATH-AD 116, MATH-AD 121

Crosslisted with Mathematics

MATH-AD 212

Functions of Complex Variables

Prerequisites: MATH-AD 112, MATH-AD 116 or

permission of instructor

Crosslisted with Mathematics

MATH-AD 214

Numerical Methods

Prerequisites: MATH-AD 112, MATH-AD 116

Crosslisted with Mathematics

MATH-AD 216

Partial Differential Equations

Prerequisite: MATH-AD 121

Crosslisted with Mathematics

CAPSTONE EXPERIENCE

PHYS-AD 390

Capstone Seminar in Physics

Offered every Fall

Fall 2015

Physics faculty

The capstone seminar provides students with an overview of the diverse multidisciplinary research areas that have captured the interest and fascination of NYUAD physicists and others in related fields. Through exposure to NYUAD faculty research, students will identify areas of interest for their own capstone research and develop and write an in-depth research proposal over the course of the semester. The final capstone proposal is due at the end of the seminar series so that students can begin the Capstone Project in the fall semester of their senior year. Beginning in 2015-16 all science majors are expected to take this course in their junior year.

PHYS-AD 400

Senior Capstone Research Project

Offered every Fall and Spring

Fall 2015

Physics faculty

The senior Capstone Experience in physics requires students to engage in a long-term, mentored learning experience that cumulates in a piece of original research and/or scientific theory. The specific project is developed during their junior year as part of the Capstone Seminar. During the Capstone Project, the proposed work will come to fruition in the form of a research paper along the lines of those in the Proceedings of the National Academy of Sciences, USA. Students also participate in a capstone research symposium during which they present their work orally.

PHYS-AD 401

Senior Capstone Research Project

Offered every Spring

Prerequisite: PHYS-AD 390 and permission

A second semester of senior Capstone Experience for students whose project requires extended time

Psychology studies the mind and behavior. The major in Psychology introduces students to the main concepts, theoretical perspectives, empirical findings, and historical trends in the field. Students gain the ability to think scientifically, creatively, and critically about human behavior and mental processes; to acquire the basic skills for conducting research in these areas; and to develop a general understanding of psychology as both a natural science and a social science. Students grapple with overarching themes and persistent questions in psychology, such as the interaction of heredity and environment, variability and continuity of behavior and mental processes within and across species, free will versus determinism, the relation between mind and body, and applicability of general theories and measures to specific societal and cultural contexts. Topics of inquiry include cognition, sensation and perception, language and memory, child development and education, personality and individual differences, social interaction and group dynamics, intergroup relations, and the connection between the individual and society.

Students complete the major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings. NYUAD Psychology provides a solid preparation for graduate programs in basic and applied psychology, other psychology-related fields, and graduate programs in business, education, health, and law.

The Psychology major consists of twelve courses. These include four required courses that provide the foundation for more advanced courses in psychology; four elective courses that cover broader subareas of psychology; two advanced electives that go deeper into specific areas of research and inquiry and that emphasize the scientific research and writing process; and a two-course capstone experience.

REQUIREMENTS FOR THE CONCENTRATION IN PSYCHOLOGY

4 courses, distributed as follows:

- 1 Introduction to Psychology
- 3 Electives or Advanced Electives in Psychology

PSYCHOLOGY

SAMPLE SCHEDULE

Remember that this is only one possible path to complete this major.

REQUIREMENTS FOR THE MAJOR

12 courses, distributed as follows:

- | | |
|--|--|
| 4 Required Courses:
Introduction to Psychology;
Statistics for Psychology
Research Methods in
Psychology; Introduction to
Biopsychology | 4 Electives
2 Advanced Electives, at
least one of which has a lab
component
2 Capstone: Seminar
and Project |
|--|--|

YEAR 1

Fall Semester				January Term GENERAL ELECTIVE
CORE	CORE	GENERAL ELECTIVE	INTRO TO PSYCHOLOGY	
Spring Semester				
CORE	CORE	GENERAL ELECTIVE	RESEARCH METHODS IN PSYCHOLOGY	

YEAR 2

Fall Semester				January Term GENERAL ELECTIVE
CORE	GENERAL ELECTIVE	STATISTICS FOR PSYCHOLOGY	PSYCHOLOGY ELECTIVE	
Spring Semester				
CORE	GENERAL ELECTIVE	GENERAL ELECTIVE	INTRO TO BIO-PSYCHOLOGY	

YEAR 3

Fall Semester				January Term GENERAL ELECTIVE
CORE	GENERAL ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE	
Spring Semester				
CORE	PSYCHOLOGY ELECTIVE	PSYCHOLOGY ADVANCED ELECTIVE	CAPSTONE SEMINAR	

YEAR 4

Fall Semester			
GENERAL ELECTIVE	PSYCHOLOGY ELECTIVE	PSYCHOLOGY ADVANCED ELECTIVE	CAPSTONE PROJECT
Spring Semester			
GENERAL ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE	PSYCHOLOGY ELECTIVE

PSYCHOLOGY COURSES

COURSES FOR NON-MAJORS

PSYCH-AD 100
Introduction to Linguistics
Offered occasionally
Spring 2016
Prof. D. Almeida

This course offers an introduction to linguistics, the scientific study of language. The focus of linguistics within the cognitive sciences is to understand how it is that humans are able to speak and understand natural language, how they acquire this ability, and how they put it to use. The ability to speak and understand language is unique to humans and universally represented within the species. It affords us, together with other faculties of the mind, the ability to achieve levels of abstract thinking as well as social organization, which is unprecedented in the animal kingdom. Language is therefore one of the most characteristic features that we have as a species, and its study is of central importance to understanding what it is to be human. This course is open to all students but will not count towards the Psychology major.

REQUIRED COURSES

PSYCH-AD 101
Introduction to Psychology
Offered every year
Fall 2015, Spring 2016
Prof. A. Von Suchodoletz, Prof. P Henry
Introduction to Psychology covers the fundamental principles of psychology, including both historical and current theoretical traditions. The course emphasizes both the unity and diversity of a field that spans major theoretical and research areas, including biological bases of human behavior, perception, learning, memory, cognition, development, motivation, as well as personality, social, and abnormal behavior. Opportunities to apply knowledge gained in lectures and readings are available through computer-based demonstrations and in-class exercises.

PSYCH-AD 102
Research Methods in Psychology
Offered every year
Fall 2015, Spring 2016
Prof. F. Eyszel, Prof. O. Cheung
This course offers an overview of diverse research designs involving quantitative and qualitative methods. It is an introduction to essential elements of psychological research, including the formulation of questions and hypotheses, identification of variables and operational definitions, participant

sampling, data collection, and basic analytical techniques. Students get to know the main elements and logic of psychological research and develop a conceptual and critical understanding of rigorous analysis.

PSYCH-AD 105
Introduction to Biopsychology
Offered every year
Spring 2016
Prof. K. Sreenivasan

Biopsychology is concerned with the biological basis of behaviors. An understanding of how behavior is implemented in different organisms is critical for a full appreciation of the connection between mind and action. In this course, students discover connections between psychology and biology, pharmacology, endocrinology, and genetics. In particular, students explore the structure, function and development of the human nervous system and discuss how they give rise to basic sensory, motor, cognitive and motivational processes that characterize the human mind. Students develop a basic understanding of the methodologies used in biopsychology and important scientific findings in the field, allowing them to gain insights on how thoughts and behaviors can be rooted in physiological causes.

PSYCH-AD 106
Statistics for Psychology
Offered every year
Fall 2015
Prof. R. Volcic

Note: SOCSC-AD 110 Statistics for the Social & Behavioral Sciences may be substituted for this course if taken not later than Summer 2016.
Statistics form a critical component of research, and this course is designed to introduce students to the foundations of statistical principles in psychological science. This course will cover basic level statistics concepts such as central tendency and variability; the theory and logic underlying hypothesis testing and statistical decision making; the basic principles behind linear models commonly used in psychology, including correlations, t-tests, analysis of variance, and basic regression. The course will also introduce student to basic statistical computer programs.

PSYCHOLOGY ELECTIVES

PSYCH-AD 110
Cognition
Offered every year
Spring 2016
Prof. D. Fougnie
Prerequisite: PSYCH-AD 101
Crosslisted with Biology
Cognitive psychology is the scientific study of the human mind and human thinking. This course

provides a better understanding of how we humans perceive and think about ourselves and about the world. This is relevant to psychology because our perception and thought processes are fraught with biases that nonetheless routinely inform human actions. Knowing about these biases and understanding their effects is crucial in a world in which human societies are becoming increasingly more interconnected. The course covers perception, attention, memory, language, concepts, reasoning, problem solving, expertise, creativity, and decision-making, while emphasizing how psychologists use experiments to learn about the structure of the human mind, including how the mind and human thinking works, with all its successes and pitfalls.

PSYCH-AD 111

Developmental Psychology

Offered every year

Fall 2015

Prof. A. Von Suchodoletz

Prerequisite: PSYCH-AD 101

This course provides an introduction to the major theoretical issues and research in developmental psychology. It focuses on developmental processes and milestones from infancy through adolescence. Lectures interweave theory, methods, and findings about how we develop as perceiving, thinking, and feeling beings. The course covers physical development, cognitive processes, social and emotional development, language development, family contexts, risk and resilience, and nature/nurture issues. The course will explore the origins and development of human knowledge in the individual child with a focus on two core domains: knowledge of the physical world and knowledge of the social world. Within each domain, the course focuses on experimental data from developmental psychology but also draws on evidence from other disciplines, including comparative psychology, behavioral ecology, and cultural anthropology.

PSYCH-AD 112

Perception

Offered every year

Fall 2015

Prof. A. Watson

Prerequisite: PSYCH-AD 101

How do we construct a conception of physical reality based on sensory experience? This course provides a survey of basic facts, theories, and methods for studying sensation and perception. The major emphasis is on vision and audition, but other modalities may be covered. Representative topics include: receptor function and physiology; color; motion; depth; psycho physics of detection, discrimination, and appearance; perceptual constancies; adaptation, pattern recognition, and the interaction of knowledge and perception.

PSYCH-AD 150

Social Psychology

Offered every year

Fall 1 (7 weeks)

Prof. R. Bilali

Prerequisite: PSYCH-AD 101

Crosslisted with Social Research and Public Policy

Social psychology is concerned with how our thoughts, emotions, and behaviors are affected by the presence of others. Because humans are fundamentally social animals, understanding social psychology is important for understanding human psychology more generally. This course provides a comprehensive survey of research and theory in the psychology of social behaviors, emotions, motivations, and cognitions of individuals, including the study of perceiving others, attitude formation, decision making, group processes, altruism and helping, aggression, social influence, the self, attraction, affiliation, moral thought and action, and intergroup relations.

PSYCH-AD 152

Culture and Context

Offered occasionally

Prerequisite: PSYCH-AD 101

In-depth examination of the cultural and contextual factors and how these factors influence every aspect of psychological theory, practice and research. Major theories, assessment approaches, practice and research in psychology are critiqued by investigating universalistic principles, behavior and experience as it occurs in multiple cultures, as well as issues such as oppression, racism, prejudice, social class and value differences.

PSYCH-AD 153J

Culture, Context, and Psychology

Offered every January

January 2016

Prof. N. Way

Prerequisite: PSYCH-AD 101

The aim of this class is to explore and analyze classic theories of culture and context in the field of psychology, with a specific emphasis on understanding how these processes shape human development. We also examine research that focuses on cultural and contextual variability and similarity among youth and families from different parts of the world and how different forms of oppression and prejudice shape the developmental trajectories of youth.

PSYCH-AD 316

Motivation and Volition

Offered every other year

Prerequisite: PSYCH-AD 101

The course provides an overview of the major theories and findings in research on motivation and volition. It addresses the history of research on motivation and volition, classic phenomena of being motivated versus lacking motivation and

willpower, the psychology of goals (goal setting, goal implementation, effortful goal pursuits, disengagement, content and structure of goals, the mental representation of goals), disorders of self-regulation, and cognitive-neuropsychological research as well as the perspective of economics on motivation and volition.

ADVANCED PSYCHOLOGY ELECTIVES

PSYCH-AD 190

Special Topics in Psychology

Offered occasionally

Spring 2016 (Visual Cognition)

Prof. S. Kouider

Prerequisites: PSYCH-AD 101, PSYCH-AD 102, other courses as required by instructor

These courses are high-level seminars offered on a wide variety of topics, including the history of psychology, emotion, motivation, social influence, intergroup relations, clinical and counseling psychology, and other focal themes. The topics will change to reflect the areas of research of the faculty at NYUAD and the affiliated faculty from NYUNY.

PSYCH-AD 298

Directed Study in Psychology

Fall 2015

Prerequisites: PSYCH-AD 101, PSYCH-AD 102, PSYCH-AD 105, SOCSC-AD 110 or SOCSC-AD 113 or MATH-AD 150, permission of instructor

This course is intended for students who are highly motivated and seek a deeper understanding of a specific literature in psychology, with a faculty sponsor from the NYUAD Program in Psychology. Students with the necessary background in course work and who, in the opinion of a faculty sponsor, possess intellectual independence and ability may register for this course. The student must approach a faculty member in his or her field of interest to obtain sponsorship. Typically, this course is only open to students with a minimum overall GPA of 3.3 and a minimum major GPA of 3.5, and registration requires permission of the sponsoring faculty member. Forms for Guided Study in Research in Psychology are available from the Office of the Dean of Science.

PSYCH-AD 299

Directed Research in Psychology

Spring 2016

Prerequisites: PSYCH-AD 101, PSYCH-AD 102, PSYCH-AD 105, SOCSC-AD 110 or SOCSC-AD 113 or MATH-AD 150, permission of instructor

This course is intended for students who are highly motivated and seek the opportunity to work in field or laboratory research with a faculty sponsor from the NYUAD Program in Psychology. Students with the necessary background in course work and who, in the opinion of a faculty sponsor, possess

intellectual independence and ability may register for this course. The student must approach a faculty member in his or her field of interest to obtain sponsorship. Typically, this course is only open to students with a minimum overall GPA of 3.3 and a minimum major GPA of 3.5, and registration requires permission of the sponsoring faculty member. Forms for Guided Study in Research in Psychology are available from the Office of the Dean of Science.

PSYCH-AD 311

Cognitive Neuroscience

Offered occasionally

Prerequisites: PSYCH-AD 101, PSYCH-AD 102

The frontal cortex is thought to be a key cortical area important for the integration of sensory and motor information. Many cognitive and emotional facets of our behavior that make us unique as humans are thought to depend on the frontal cortex, which accounts for almost 1/3 of the cortical surface of the entire brain. In this course we cover important neuropsychological patient studies and theories as well as human and animal empirical studies into the structure and physiology of the frontal lobes as they relate to higher cognitive functions.

PSYCH-AD 312

Decision Making

Prerequisites: PSYCH-AD 101, PSYCH-AD 102

This course focuses in depth on a single aspect of thinking: decision-making. Decision-making is a critical part of every person's life, as we make decisions about major life events such as what college to go to (if any), whether to get married, or what career to follow, down to trivial decisions about which bagel to order or where to sit in a class. We examine formal theories of how people make decisions, as well as many studies on whether people are good or even rational decision maker.

PSYCH-AD 315

Psychology of Language

Offered occasionally

Prerequisites: PSYCH-AD 101, PSYCH-AD 102

Examines theories and research concerning the cognitive processes and linguistic representations that enable language comprehension and production. Topics include speech perception, visual processes during reading, word recognition, syntactic processing, and semantic/discourse processing.

PSYCH-AD 317

Prejudice and Stereotyping

Offered occasionally

Prerequisites: PSYCH-AD 101, PSYCH-AD 102

This course covers historical and contemporary scientific approaches to understanding prejudice, specifically prejudice that exists between social groups (for example, ethnic prejudice, religious

prejudice, etc.) across different cultures. Readings cover topics including the origins of prejudice, the justification of prejudice, the different forms of prejudicial expression, the identification of prejudice in individuals and institutions, the consequences of being a victim of prejudice, and the value (or not) of different prejudice reduction strategies.

PSYCH-AD 321

Lab in Cognitive Control

Fall 2015

Prof. K. Sreenivasan

Prerequisites: PSYCH-AD 101, PSYCH-AD 102

This course examines the mind and brain of cognitive control - the ability to flexibly adapt our behaviors to achieve our goals. Students will be introduced to key psychological and neuroscientific concepts in the fields of attention, memory, decision-making, and motor control. Discussions will focus on original research, and will involve interactive demonstrations and/or data collection to reproduce seminal research findings. Additionally, the course will cover the brain systems involved in cognitive control, as well as the various tools that researchers use to investigate cognition. As part of the course, students will present and critique research from primary sources, and will write a research proposal aimed at answering novel questions about cognitive control.

CAPSTONE EXPERIENCE

PSYCH-AD 390

Capstone Seminar in Psychology

Fall 2015

Psychology faculty

The capstone seminar provides students with an overview of the diverse multidisciplinary research areas that have captured the interest and fascination of NYUAD psychologists and others in related fields. Through exposure to NYUAD faculty research, students will identify areas of interest for their own capstone research and develop and write an in-depth research proposal over the course of the semester. The final capstone proposal is due at the end of the seminar series so that students can begin the Capstone Project in the fall semester of their senior year. Beginning in 2015-16 all science majors are expected to take this course in their junior year.

PSYCH-AD 400

Senior Capstone Research Project

Every Fall and Spring

Psychology faculty

Prerequisite: PSYCH-AD 390

The senior Capstone Experience in psychology requires students to engage in a long-term, mentored learning experience that cumulates in a piece of original research and/or scientific theory. The specific project is developed during their junior year as part of the Capstone Seminar. During the Capstone Project, the proposed work will come to fruition in the form of a research paper along the lines of those in *Psychological Science*. Students also participate in a capstone research symposium during which they present their work orally.

PSYCH-AD 401

Senior Capstone Research Project

Spring 2016

Prerequisites: PSYCH-AD 400 and permission

A second semester of senior Capstone Experience for students whose project requires extended time.

ENGINEERING

GENERAL ENGINEERING

CIVIL ENGINEERING

COMPUTER ENGINEERING

ELECTRICAL ENGINEERING

MECHANICAL ENGINEERING

Early Admissions Masters Program

Engineering challenges of the 21st century are varied, complex, and cross-disciplinary. Ranging from the nano-scale to mega-projects, they are characterized by sustainability concerns, environmental and energy constraints, global sourcing, and humanitarian goals. In the face of global competition, dwindling natural resources, and the complexity of societal needs, the leaders of technological enterprises will be those who can innovate, are inventive and entrepreneurial, and understand how technology is integrated within society.

Engineering at NYUAD is designed to create technological leaders with a global perspective, a broad education, and the capacity to think creatively. The uniqueness of the program lies in the integration of invention, innovation, and entrepreneurship (i2e) into all phases of study. Through i2e students enjoy a learning environment conducive to creativity, which is at the heart of tomorrow's technological innovations and enterprises.

NYUAD offers five degree programs: General Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, and Mechanical Engineering. Graduates receive a Bachelor of Science degree. The engineering programs provide a sound preparation for careers in research, academia, industry, or government.

A distinguished and diverse faculty engages in state-of-the-art research, innovation, invention, and entrepreneurship. Their

research is concentrated in three thematic areas: Information, Communication, and Electronic Systems; Urban Systems; and Biomedical and Health Systems. Faculty at NYUAD actively collaborate with faculty in other divisions at NYUAD and NYUNY as well as faculty in the departments of civil, chemical and biological, computer, electrical, and mechanical engineering at NYU Polytechnic School of Engineering.

The Engineering program draws upon courses across an array of disciplines. The liberal arts core provides the intellectual breadth, a "license to learn," preparing students to thrive in a multicultural globalized world and equipped to learn and adapt quickly in areas that evolve with ever-increasing swiftness. Students gain a firm grounding across various science and engineering fields that underscore the technical component of an engineering education, but they also draw upon courses across the curriculum to develop an understanding of cultural, political, economic, environmental, and public safety considerations that are integral to engineering solutions. In their engineering courses, students are involved in the design process and the progression of technological inventions from concept through product development and market feasibility.

Engineering majors take the four-course sequence Foundations of Science (see the note on Foundations of Science grading on p. 261). This is followed by Engineering Common Courses, a series of eight half courses and one full course (equivalent to five full courses). Engineering Common Courses explore fundamental engineering topics of importance to all engineering disciplines, including mechanics, conservation laws, materials science, digital logic, instrumentation, electrical circuits, experimental methods, simulation methods,

and design, and expose students to transdisciplinary technological fields that combine several traditional areas of engineering, complementing the in-depth knowledge acquired in an area of specialization.

Students take four courses in Mathematics that include Calculus and Multivariable Calculus. Civil, Electrical, and Mechanical Engineering majors take Ordinary Differential Equations and Linear Algebra, whereas Computer Engineering majors take Discrete Mathematics, a half-course in Linear Algebra, and Probability and Statistics for Engineers.

Students take six to seven upper-level engineering courses in one of the five degree programs: General Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, and Mechanical Engineering. Engineering courses may be crosslisted in more than one engineering discipline, and while some courses are required for individual programs, others may serve as allowable electives (as specified in the engineering course descriptions in subsequent pages).

Many of the elective courses are connected to one or more of NYUAD's engineering research areas: Information, Communication, and Electronic Systems; Urban Systems; and Biomedical and Health Systems. Students, in consultation with their academic mentor, are encouraged to cluster their engineering electives in one of the three research areas. Students in General Engineering are also strongly encouraged to specialize in one of these areas or in Chemical and Biological Engineering. (Please note that General Engineering students who enrolled in 2010 – 2011 or 2011 - 2012, upon approval, may cluster their engineering electives in one of the following traditional areas: Computer Engineering; Electrical Engineering; Civil Engineering; and Mechanical Engineering). All students are urged to consult the Engineering Curriculum Handbook that details the various pathways for all disciplines and specializations, as well as suggested course sequences for studying away. The Engineering Curriculum Handbook is available on the intranet and from the engineering division's office.

Outstanding and highly motivated students may participate in special opportunities for directed study, summer laboratory research, internships, and other enhancements. Upper-level students may become involved in research projects in faculty laboratories and participate in internship and incubator activities, gaining hands-on experience working side by side with faculty and companies. Interested students should discuss these options with their faculty mentor and seek approval from the Dean of Engineering.

GENERAL ENGINEERING

SAMPLE SCHEDULE

Remember that this is only one possible path to complete this major. See www.students.nyuad.nyu.edu/grids for alternative options.

REQUIREMENTS FOR THE MAJOR

22 courses, distributed as follows:

- | | |
|---|----------------------------------|
| 4 Foundations of Science 1-4 | 5 Engineering Common Courses |
| 4 Mathematics Courses | 6 Engineering Electives |
| Calculus; Multivariable Calculus; Linear Algebra; Ordinary Differential Equations | 2 Capstones: Project and Seminar |
| 1 Intro to Computer Science | |

YEAR 1

Fall Semester				
CORE	FOUNDATIONS OF SCIENCE 1	FOUNDATIONS OF SCIENCE 2	CALCULUS WITH APPS. OR CALCULUS	January Term
				ECC: DES. INNO.
Spring Semester				
CORE	FOUNDATIONS OF SCIENCE 3	FOUNDATIONS OF SCIENCE 4	MULTI-VARIABLE CALCULUS	Summer Term
				ECC: MATERIALS

YEAR 2

Fall Semester				
CORE	INTRO TO COMPUTER SCIENCE	LINEAR ALGEBRA	ORDINARY DIFFERENTIAL EQUATIONS	January Term
				CORE
Spring Semester				
ECC: EXP. MTHDS.	ECC: STATICS	ECC: CONS. LAWS	ENGINEERING ELECTIVE	
ECC: SIM. MTHDS.	ECC: DIG. LOGIC	ECC: CIRCUITS		

YEAR 3

Fall Semester				
CORE	GENERAL ELECTIVE	ENGINEERING ELECTIVE	ENGINEERING ELECTIVE	January Term
				GENERAL ELECTIVE
Spring Semester				
GENERAL ELECTIVE	ECC: INSTRUMENTATION	ENGINEERING ELECTIVE	ENGINEERING ELECTIVE	

YEAR 4

Fall Semester				
CORE	GENERAL ELECTIVE	ENGINEERING ELECTIVE	CAPSTONE SEMINAR	
Spring Semester				
CORE	GENERAL ELECTIVE	GENERAL ELECTIVE	CAPSTONE PROJECT	

DISCIPLINARY ENGINEERING

SAMPLE SCHEDULE

Remember that this is only one possible path to complete this major. See www.students.nyuad.nyu.edu/grids for alternative options.

REQUIREMENTS FOR THE MAJOR

23 courses, distributed as follows:

- | | |
|---|---|
| 4 Foundations of Science 1-4 | 5 Engineering Common Courses |
| 4 Mathematics Courses | 7 Discipline-specific Required and Elective Courses |
| Calculus; Multivariable Calculus; Linear Algebra; Ordinary Differential Equations | 2 Capstones: Project and Seminar |
| 1 Intro to Computer Science | |

YEAR 1

Fall Semester

CORE	FOUNDATIONS OF SCIENCE 1	FOUNDATIONS OF SCIENCE 2	CALCULUS WITH APPS. OR CALCULUS	January Term
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Spring Semester

CORE	FOUNDATIONS OF SCIENCE 3	FOUNDATIONS OF SCIENCE 4	MULTI-VARIABLE CALCULUS	January Term ECC: DES. INNO.
				Summer Term ECC: MATERIALS

YEAR 2

Fall Semester

CORE	INTRO TO COMPUTER SCIENCE	LINEAR ALGEBRA	DIFF. EQS. OR DISCRETE MATH	January Term
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Spring Semester

ECC: STATICS	ECC: EXP. METH.	ECC: CONS.	ENG. A	CORE
ECC: DIG. LOGIC	ECC: SIM. METH.	ECC: CIRCUITS	ENG. B	

YEAR 3

Fall Semester

CORE	ENG. C	ENG. E	ENG. G	January Term
	ENG. D	ENG. F	ENG. H	

Spring Semester

GENERAL ELECTIVE	ECC: INSTRUMENTATION	ENG. I	ENG. J	GENERAL ELECTIVE
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YEAR 4

Fall Semester

CORE	GENERAL ELECTIVE	ENG. K	CAPSTONE SEMINAR
		ENG. L	

Spring Semester

CORE	GENERAL ELECTIVE	GENERAL ELECTIVE	CAPSTONE PROJECT
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ENGINEERING REQUIREMENTS	CIVIL ENGINEERING	MECHANICAL ENGINEERING	COMPUTER ENGINEERING	ELECTRICAL ENGINEERING
ENG: A	Dynamics (ENGR-AD 239)	Dynamics (ENGR-AD 239)	Advanced Digital Logic (ENGR-AD 201)	Advanced Digital Logic (ENGR-AD 201)
ENG: B	Solid Mechanics (ENGR-AD 237)	Solid Mechanics (ENGR-AD 237)	Computer Systems Prog (ENGR-AD 202)	Advanced Circuits (ENGR-AD 214)
ENG: C	Structural Components Analysis (ENGR-AD 335)	Structural Components Analysis (ENGR-AD 335)	Computer Networks (ENGR-AD 208)	Engineering Analysis I (ENGR-AD 194)
ENG: D	Fluid Mechanics (ENGR-AD 231)	Fluid Mechanics (ENGR-AD 231)		Engineering Analysis II (ENGR-AD 195)
ENG: E	Project Management (ENGR-AD 296)	Thermodynamics (ENGR-AD 233)	Computer Organization and Architecture (ENGR-AD 206)	Analytical Methods (ENGR-AD 190)
ENG: F	Structural Systems (ENGR-AD 336)	Heat Transport (ENGR-AD 235)		Signals and Systems (ENGR-AD 203)
ENG: G	Transportation Engineering (ENGR-AD 344)	Vibrations (ENGR-AD 232) or Comp Aid Des (ENGR-AD 230)	Data Systems and Algorithms (ENGR-AD 204)	Electronics (ENGR-AD 222)
ENG: H		Machine Component Design (ENGR-AD 333)		
ENG: I	Environmental Engineering (ENGR-AD 339)	MechE Elective	Operating Systems (ENGR-AD 211)	Analog and Digital Communication (ENGR-AD 216)
ENG: J	Geotechnical Engineering (ENGR-AD 342)	MechE Elective	CompE Elective	ElecE Elective
ENG: K	Civ E Design Elective	Thermal Energy Systems (ENGR-AD 331)	Embedded Systems (ENGR-AD 313)	ElecE Elective
ENG: L	Civ E Design Elective			

Students declaring a major in Engineering are assigned a faculty mentor from the program. Students meet with that professor to design a program of study, determine course selections, and discuss career goals.

Concentration in Engineering for Non-Majors

The concentration in Engineering is open to all NYUAD non-engineering undergraduates who have taken Foundations of Science 1-4 and Calculus or Calculus with Applications. The Engineering concentration offers students an opportunity to bridge their background in science and mathematics with engineering principles. Such students complete 16 credits (eight half-courses, or six half-courses plus a full-course) of the 20-credit Engineering Common Courses program. This concentration must be approved, in writing, by the student's mentor and the Dean of Engineering.

REQUIREMENTS FOR THE CONCENTRATION IN ENGINEERING

9 courses, distributed as follows:

- 4 Foundations of Science 1-4
- 1 Calculus or Calculus with Applications
- 4 Engineering Common Courses (16 credits)

CO-CURRICULAR PROGRAM

All Engineering students are encouraged to participate in co-curricular programs distributed over the four-year curriculum, including field trips, seminars, workshops, and ethics discussions. Students examine the foundations of ethics, the broad scope and complexity of ethical claims, as well as ethical issues specific to engineering and technology and ethics in the profession. These co-curricular activities typically entail a commitment of a few hours each fortnight during the regular semesters.

STUDY AWAY FOR ENGINEERING MAJORS

The Engineering program is relatively structured, and study away opportunities are possible only at sites where relevant engineering courses are available. Engineering students have the widest range of engineering courses if they choose New York as the study away site. It is anticipated that all junior Engineering majors will study away at New York for both semesters.

Beginning with the class entering in the fall of 2015, students have the option of one or two semesters away. If students want to study away for one semester only, the recommended period is spring semester of junior (third) year. Students who want to study away for two semesters could study away during the fall semester of the sophomore (second) year along with either semester of junior year.

It is possible to study away for the sophomore fall semester at several NYU global sites, but semester study away during the junior year is only possible at New York. Students wanting to study away for two semesters may also be able to spend the entire junior year at New York.

Courses at NYU Polytechnic School of Engineering often earn different numbers of credits from courses at NYUAD. This is generally not an issue in meeting major graduation requirements. However, because of specific accreditation requirements, engineering majors must complete minimum of 48 credits of engineering courses, 16 credits of science courses, and 16 credits of mathematics courses, all with grades of C or higher.

Students should discuss study away plans with their faculty mentors well in advance in order to develop a program of study that allows them to pursue their interests while progressing towards timely completion of degree requirements. A study away semester in New York may be combined with summer research opportunities at the New York campus.

CAPSTONE DESIGN PROJECT

The goal of the Capstone Design Project is to provide students with a major design experience that leverages the knowledge and skills acquired through their undergraduate studies. Its structure includes a process of design with measurable metrics, and incorporation of appropriate engineering standards and multiple realistic constraints. Emphasis is placed on clearly framing the design problem and following the design process to result in an optimized design solution. Students are encouraged to build prototypes of their designs and seek validation of their solutions through simulations and experiments, as appropriate.

The Capstone Project aims to be collaborative and trans-disciplinary across several engineering streams. The emphasis is on students applying the design process to solve real-world problems in a 21st century, global context. The projects address engineering and technology topics that overlap with the sciences, social sciences, liberal arts or business. The Capstone provides an opportunity to integrate technical, human, aesthetic, business, and ethical concerns with engineering design. Students practice critical skills in communication, team-building, and project management. There is a mid-semester review of the projects. Students complete their design, as well as build and test their prototypes, if applicable, in spring semester. The senior year culminates in a comprehensive project report and design review by a committee of faculty and other professionals.

INTERNSHIPS

Prerequisites: Permission of faculty mentor

NYUAD Engineering students have the opportunity to engage in meaningful real-world work experience in one of the approved organizations in the U.A.E., U.S., or elsewhere. Internships are an important mechanism to gain specific skills and knowledge, make contacts and build confidence, as well as to explore career options prior to graduation. Depending on the student's career objectives, an internship may involve working in a large corporation, small company, high-tech start-up, non-governmental organization, or alongside a faculty research mentor on cutting-edge research projects at one of NYU's campuses. Through NYUAD's internship program, students can also test their educational skills and classroom knowledge on various service learning projects. Internships are usually without academic credit and can vary in length from a summer to a semester or a year.

ENGINEERING RESEARCH AREAS

At NYUAD research crosses the boundaries of traditional engineering disciplines and encompasses broad interdisciplinary areas that embody key characteristics of our age. The faculty are involved in new and emerging technological fields, such as bioengineering, nanotechnology, microfabrication, smart materials, and cyber security. Their research is built around the three thematic research areas discussed below.

Information, Communication, and Electronic Systems concerns electronic hardware and software technologies of the global information economy. These technologies are the enablers of social and economic change, and provide tools to manage such change and institutional complexity in a digital environment. Systems that use electronic and computational hardware and software permeate every sphere of human life and are at the core of every modern engineered system. This exciting area includes the design of circuits, chips, and devices, integration and interfacing of component building blocks into large systems and networks, development of data management and manipulation algorithms, database systems, communication protocols, computer architecture, signal processing, and the like. Applications such as network security, information and cyber security, telecommunications, automation, measurement and actuation, digital control, robotic systems, are also considered in the set of offerings in the curriculum.

Urban Systems concerns the technological challenges and innovations for the smooth functioning and sustaining of urban centers. Earth is increasingly becoming an urban planet; for the first time in history, more than 50 percent of the world's population now lives in

cities. The challenges associated with a sustainable, engaging, and harmonious urban environment require a multidisciplinary approach that integrates various technologies and disciplines. The program examines urban infrastructure design, monitoring, and management, smart materials, power systems, energy efficiency, transportation planning and management, security and safety, telecommunications, resource usage and recycling, supply chains, environmental engineering, and other engineered systems that have an impact on urban living.

Biomedical and Health Systems concerns the science of health and wellness to unlock the mysteries of disease and genetic maladies and the engineering technology that is the bridge to deliver healthcare to people. The engineering aspects of this vast field of study include the interfacing of engineered systems with biological and anatomical systems, the measurement of physiological parameters, bio-sensing and detection of disease, disease agents, and impending failures, imaging, delivery of targeted therapeutics, and others. The use of computational techniques in organizing and interpreting the great volume of data being collected worldwide, including genetic information, and algorithms to predict disease markers and therapeutic molecules is a new and powerful technological advance in this field. Biomaterials, biocompatible and bioresorbable materials, micro-biodesigns, and use of wireless and computer technologies in patient care round out some of the areas that draw from several different engineering disciplines.

ENGINEERING COURSES

ENGR-AD 110-119 ENGINEERING COMMON COURSES

Engineering Common Courses is a series consisting of eight half courses (2 credits each) and one full course (4 credits). Although alternative scenarios are possible, the recommended sequence for Engineering majors is as follows: **Design and Innovation** and **Engineering Materials**, in the January Term and the Summer Term, respectively, of the first year; **Engineering Statics**, **Engineering Conservation Laws**, **Digital Logic**, and **Circuits Fundamentals** in the second year; and **Experimental Methods**, **Simulation and Computational Methods**, **Instrumentation**, **Sensors**, and **Actuators** in the third year.

ENGR-AD 020
Tools for Engineers
Offered every year
Summer 2016 (1 week)
Prerequisite: ENGR-AD 110
Sections: Lecture, Laboratory
0 credits

Real-world engineering problems require engineers with theoretical mastery of their chosen field as well as dexterity with a broad range of digital tools. Students in this course solve an engineering design challenge that requires utilization of best-practice design methods, application of contemporary digital tools, and discussion of ethical principles. The course has two components, a lecture and a lab, held each day. In lecture, short crash-courses are presented on specific topics and tools to quickly and deeply expose students to new subject matter. During lab sessions, student groups work on their design projects. This course also introduces students to engineering ethics through lectures and case studies.

ENGR-AD 110J
Design and Innovation
Offered every year
January 2016 (Abu Dhabi)
Prof. R. Jagganathan
Sections: Lecture, Laboratory
2 credits

The course introduces students to the history and culture of design and development philosophies and practices, the modern principles of technology design, and concepts of innovation, sourcing, shaping, and evaluating ideas and inventions. The labs emphasize experiential learning and innovation, and require students to use existing innovations to create and build prototypes of new technology/design products, with real-life constraints. The course touches on social, cultural,

economic, ethical, and other factors that shape engineering solutions and how to approach incorporating them in conjunction with problem solving and designing systems, components, or processes.

ENGR-AD 111
Engineering Statics
Offered every year
Fall 2015, Spring 2016
Prerequisites: MATH-AD 110 or MATH-AD 111, Foundations of Science 1-4
Sections: Lecture, Laboratory
2 credits

This course introduces student to the field of mechanics through study of static equilibrium in two dimensions. Knowledge and understanding of static equilibrium is essential for future study of dynamics, robotics, fluid mechanics, astrodynamics, and vibrations. The methods, techniques, theory, and application of equilibrium in the solution of engineering problems are presented for two-dimensional systems. Students have the opportunity for extensive practice in applying these principles. Topics covered include collinear forces, coincident forces, general two-dimensional equilibrium, moments and torques, the method of sections, the method of joints, analysis of frames and machines, Coulomb friction, centroid, center of mass and moments of inertia.

ENGR-AD 112
Conservation Laws in Engineering
Offered every year
Fall 2015, Spring 2016
Prerequisites: MATH-AD 110 or MATH-AD 111, Foundations of Science 1-4
Sections: Lecture, Laboratory
2 credits

Conservation laws play a fundamental role in the analysis of engineering problems by providing a framework to derive relationships between various physical properties of closed and open systems and control volumes. This course aims to introduce the students to these laws namely—the conservation of mass, conservation of force and linear momentum, conservation of torque and angular momentum, conservation of energy, conservation of chemical species, and conservation of charge—will be derived in integral forms. Selected case studies are used to demonstrate the application of these laws for the simplification of complex engineering problems. In addition, this course also helps the students develop a deeper understanding of the concepts of work and heat.

ENGR-AD 113
Digital Logic
Offered every year
Fall 2015, Spring 2016
Sections: Lecture, Laboratory
2 credits

This module provides a rigorous introduction to topics in digital logic design mostly focusing on combinational circuits but also touching upon basic concepts in sequential circuits. Introductory topics include: classification of digital systems, number systems and binary arithmetic, error detection and correction, and switching algebra. Combinational design analysis and synthesis topics include: logic function optimization, arithmetic units such as adders and subtractors, and control units such as decoders and multiplexers. A brief overview of sequential circuits by introducing basic memory elements such as flip-flops, and state diagrams concludes the module.

ENGR-AD 114
Experimental Methods
Offered every year
Spring 2016
Sections: Lecture, Laboratory
2 credits

Experimental methods is presented as a process of investigation starting with an observation, leading to one or more hypotheses tested by experiments involving measurements, collection of results, analysis and conclusion. Students are first introduced to the historical significance of experimental discoveries, the importance of experimental design and measurement. Key examples are discussed. The importance of measurements, errors, uncertainty and its justification will be discussed in detail and students will learn how to estimate, use and report uncertainties. Techniques to compare, analyze and report different measurements are studied. Students are introduced to error propagation rules, random and systematic errors and standard deviation as the uncertainty in a single measurement. The measurement system in an engineering context and practical examples of measurement systems and how they work will be discussed, as will be professional ethics within this context. Students will be introduced to the basic concepts in dynamic measurements, first order systems, rejection of data and Chauvenet's criterion.

ENGR-AD 116
Instrumentation, Sensors, Actuators
Offered every year
Fall 2015
Prerequisite: ENGR-AD 119
Sections: Lecture, Laboratory

The course focuses on electrical circuits and components, passive and active filtering for signal conditioning, dynamic measurement system

response characteristics, analog signal processing, digital representation, data acquisition, sensors, actuators and actuator characteristics. Studies of measurement systems via computer simulation also are discussed. The laboratory experiments draw upon examples from all disciplines of engineering such as data acquisition, operational amplifiers, temperature measurement, and motion and force measurements.

ENGR-AD 117
Simulation and Computational Methods
Offered every year
Fall 2015, Spring 2016
Prerequisites: MATH-AD 110 or MATH-AD 111, CS-AD 101

Recommended prerequisite: MATH-AD 121
Sections: Lecture, Laboratory
2 credits
This course provides an introduction to the methods, techniques, theory, and application of numerical methods in the solution of engineering problems. Topics to be covered include the following: finding roots of equations, numerical differentiation and integration, time marching methods in solving ordinary differential equations, and optimization. MATLAB software is the primary computing environment.

ENGR-AD 118
Engineering Materials
Offered every year
Summer 2016 (4 weeks)
Sections: Lecture, Laboratory
2 credits

Designed as a first course in materials, this course will introduce students to engineering properties of materials, applying basic principles of the atomic and crystal structure of solids to the study of properties as well as to the selection and use of engineering materials. The course content includes examination of engineering materials such as metals, plastics, and composites with an emphasis on material selection. Through an immersive laboratory component, the course has an emphasis on experiential learning of the basic structure and properties of metallic, polymeric, semiconducting, ceramic, and composite materials.

ENGR-AD 119
Circuits Fundamentals
Offered every year
Fall 2015, Spring 2016
Sections: Lecture, Laboratory
2 credits

This course provides an introduction to electrical circuits. The topics covered include DC circuits, passive DC circuit elements, Kirchoff's laws, electric power calculations, analysis of DC circuits, nodal and loop analysis techniques, voltage and current division, Thevenin's and Norton's theorems, and source free and forced responses of RL, RC

and RLC circuits. The labs cover various electric circuits concepts such as demonstrating current and voltage division laws, Thevenin's and Norton's equivalent circuit, and RL, RC, and RLC circuits analysis.

REQUIRED MATH COURSES

MATH-AD 111
Calculus with Applications
Fall 2015, Spring 2016
Mathematics faculty
Note: This course may be replaced with MATH-AD 110

MATH-AD 112
Multivariable Calculus
Fall 2015, Spring 2016
Mathematics faculty
Prerequisite: MATH-AD 110 or MATH-AD 111
Crosslisted with Mathematics

MATH-AD 116
Linear Algebra
Fall 2015, Spring 2016
Mathematics faculty
Prerequisite: MATH-AD 110 or MATH-AD 111
Crosslisted with Mathematics

MATH-AD 121
Ordinary Differential Equations
Fall 2015, Spring 2016
Mathematics faculty
Prerequisite: MATH-AD 112
Co-requisite: MATH-AD 116
Note: Not required for Computer Engineering
Crosslisted with Mathematics

CS-AD 131
Discrete Mathematics
Fall 2015
Mathematics faculty
Co-requisite: MATH-AD 110 or MATH-AD 111
Note: Required for Computer Engineering in lieu of MATH-AD 121
Crosslisted with Mathematics

REQUIRED SCIENCE COURSES

Please see the descriptions under Science.

FOUNDATIONS OF SCIENCE 1-4

CS-AD 101
Introduction to Computer Science
Fall 2015, Spring 2016
Crosslisted with Computer Science

ENGINEERING REQUIRED AND ELECTIVE COURSES

ENGR-AD 180
Physiology for Engineers
Offered every year per student demand
Required for: Biomedical and Health Systems
Specialization in General
Prerequisites: Foundations of Science 1-4
Sections: Lecture, Laboratory
The course recognizes the vast diversity and adaptability of the organisms that are observed globally and evaluates the essential components of animal physiology, including their ability to adapt to the diverse global environments. The students will learn the organism's structure/function relationships, the evolutionary and developmental processes associated with organism's structure and the impact of the environment on their structure.

ENGR-AD 190
Analytical Methods
Offered every year
Fall 2015
Required for: Electrical
Elective for: Civil, Computer, Mechanical
Prerequisites: MATH-AD 110 or MATH-AD 111,

ENGR-AD 194
Sections: Lecture, Laboratory
2 credits
This module provides an introduction to topics in signals and systems, covering analytical techniques for analyzing, characterizing and synthesizing engineering systems. Systems approaches where the entire system or each of the sub-systems are considered as single units are introduced. The focus is mostly on discrete time systems while basic concepts in continuous time systems are also visited. Introductory topics include: sinusoids, phase and time shift, and complex exponentials. Operations on sinusoidal signals include addition of signals with the same frequency via the phasor addition rule, conversion between time-shift and phase, and addition of signals with different frequencies via the introduction of the frequency spectrum concept. Topics on discrete time systems include: FIR and IIR filtering, impulse response, causality, linearity, time invariance, and convolution. Time and frequency domain

representations of systems and conversions between these representations are also studied. Z-transform domain, the concept of poles and zeros, stability and their relevance to the time and frequency domains are also covered. A brief overview of continuous time signals concludes the module.

ENGR-AD 194
Engineering Analysis I: Complex Variables
Offered every year
Summer 2016
Required for: Electrical
Elective for: Civil, Computer, Mechanical
Prerequisite: MATH-AD 112
Sections: Lecture, Recitation
2 credits

The course covers functions of a complex variable. The topics covered are: Derivatives and Cauchy-Riemann equations, Integrals and Cauchy integral theorem, Harmonic functions, the exponential function, trigonometric functions, logarithmic functions, Contour integrals, anti-derivatives, Cauchy-Goursat theorem, Cauchy integral formula, Liouville's theorem, fundamental theorem of algebra, Power and Laurent Series, and Residue theory.

ENGR-AD 195
Engineering Analysis II: Discrete Math Fundamentals
Offered every year
Summer 2016
Required for: Electrical
Prerequisite: MATH-AD 110 or MATH-AD 111
Sections: Lecture, Recitation
2 credits

The course covers discrete mathematics. Logic, truth tables, mathematical induction and other proof techniques are covered. Sets, relations and functions, recursive functions, basic algorithms, counting techniques, inclusion-exclusion principle and basic graph theory and trees are also covered.

ENGR-AD 201
Advanced Digital Logic
Offered every year
Spring 2016
Required for: Electrical, Computer
Elective for: Mechanical
Prerequisite: ENGR-AD 113
Sections: Lecture, Laboratory
2 credits

This course follows Digital Logic and tops it up by covering sequential circuit design. In-depth discussions on memory elements such as various types of latches and flip-flops, finite state machine analysis and design, random access memories, FPGAs, and high-level hardware description language programming such as VHDL or Verilog. The course touches upon concepts such as formal verification and testing of logic designs.

ENGR-AD 202
Computer Systems Programming
Offered every year
Spring 2016
Required for: Computer
Elective for: Electrical
Recommended prerequisite: CS-AD 101
Sections: Lecture, Laboratory
2 credits

This course provides a perspective of software-hardware interface of computer systems, bridging the gap between high-level programming techniques and the actual hardware system implementation. A low-level programming language is used to illustrate the course topics, which may be C or a similar programming language. The topics covered include basic if statements, loops, functions, arrays, strings, multi-dimensional arrays, structures, pointers, and recursion.

ENGR-AD 203
Signals and Systems
Offered every year per student demand
Fall 2015
Required for: Electrical
Elective for: Computer
Prerequisite: ENGR-AD 190
Sections: Lecture, Laboratory
2 credits

This course builds on Analytical Methods which covers the discrete-time signals and systems, and elaborates on the continuous-time signals, systems, and transforms. It covers analytical techniques for analyzing, characterizing and synthesizing engineering systems in the continuous time domain. The topics include: Continuous-time signals and systems, continuous-time convolution, the Laplace transform, Fourier analysis for continuous-time signals, and the Sampling theorem.

ENGR-AD 204
Data Structures and Algorithms
Offered every year per student demand
Required for: Computer
Elective for: Electrical
Prerequisite: ENGR-AD 202
Co-requisite: MATH-AD 131
Sections: Lecture, Laboratory

This course presents an overview of fundamental Data Structures, which are commonplace in programming, as well as associated basic algorithms. Complexity analysis, linked lists, stacks, queues, trees, hashing, sorting, and basic graphs algorithms are covered. Core topics such as Floyd's algorithm, minimum spanning tree algorithms, and branch and bound techniques are also covered. Practical Lab Exercises complement the lectures. The students further specialize and consolidate their knowledge through lab projects to demonstrate the operation and applications of various data structures.

ENGR-AD 206

Computer Organization and Architecture

Offered every year per student demand

Required for: Computer

Elective for: Electrical

Prerequisite: ENGR-AD 201

Sections: Lecture, Laboratory

The course introduces the principles of computer organization and basic architecture concepts. It discusses the basic structure of a digital computer and study in details formal descriptions, machine instruction sets design, formats and data representation, addressing structures, mechanization of Procedure calls, memory management, Arithmetic and Logical unit, virtual and cache memory organization, I/O processing and interrupts, fundamental of reliability aspects. The course also covers performance and distributed system models. The labs emphasize experiential learning of computer organization and architecture concepts, and require students to use learned knowledge to create and build prototypes and evaluate their performance.

ENGR-AD 208

Computer Networks

Offered every year

Summer 2016 (4 weeks)

Required for: Computer

Elective for: Electrical

Sections: Lecture, Laboratory

The course introduces the basic concepts of computer and communication networks, including flow control, congestion control, end-to-end reliability, routing, framing, error-recovery, multiple access, and statistical multiplexing. There are in-depth presentation of the different networking layers, with emphasis on the Internet reference model. Protocols and architectures such as the TCP, IP, Ethernet, wireless networks etc. are described in order to illustrate important networking concepts. The course includes an introduction to quantitative analysis and modeling of networks. The labs cover basic concepts of computer networking and applications, and require students to use existing networking APIs to create and build computer network prototypes and real-life applications.

ENGR-AD 211

Operating Systems

Offered every year per student demand

Required for: Computer

Elective for: Electrical

Prerequisites: ENGR-AD 204, ENGR-AD 206

Sections: Lecture, Laboratory

This course discusses the operating systems that run computers. The course is designed to familiarize students with operating systems, user and program interfacing concepts. Topics include an overview of user interface, process structure, creation and context switching; system calls; process cooperation, memory management; virtual memory, I/O management; interrupt handling, file

structures; directories, fault-tolerance. The course includes discussion of the role of the operative system in security systems and related ethical practice.

ENGR-AD 213

Database Systems

Offered every other year per student demand

Elective for: Computer

Prerequisite: ENGR-AD 204

The course covers modeling an application and logical database design, the relational model and relational data definition and data manipulation languages, design of relational databases and normalization theory, physical database design, query processing and optimization, transaction processing focusing on concurrency and recovery. The social and ethical responsibility of database architects and administrators are also discussed. Lab sessions emphasize experiential learning of database systems and applications and an insight into various database management systems and query languages.

ENGR-AD 214

Advanced Circuits

Offered every year

Spring 2016

Required for: Electrical

Elective for: Computer

Prerequisite: ENGR-AD 119

Sections: Lecture, Laboratory

2 credits

This course builds on the foundations of the Circuits Fundamentals Course. The topics covered include sinusoidal steady-state response, review of complex number analysis, complex voltage, current and the phasor concept; impedance, admittance; average, apparent and reactive power; polyphase circuits; node and mesh analysis for AC circuits; frequency response; operational amplifier circuits. The labs emphasize experiential learning of analyzing and designing advanced circuits.

ENGR-AD 216

Analog and Digital Communication Theory

Offered every year

Spring 2016

Required for: Electrical

Prerequisite: ENGR-AD 203

Sections: Lecture, Laboratory

The course introduces the principles of the various analog communication fundamentals. Topics covered include: amplitude modulation and demodulation; angle modulation and demodulation; noise performance of various receivers; and information theory with source coding theorem are also dealt with. The labs emphasize experiential learning of basic analog and digital communication theory concepts and applications, including experiments demonstrating analog and digital modulation techniques.

ENGR-AD 222

Electronics

Offered every year per student demand

Spring 2016

Required for: Electrical

Elective for: Computer, Mechanical

Prerequisite: ENGR-AD 119

Sections: Lecture, Laboratory

Crosslisted with Physics

This course focuses on fundamentals of electronics theory and design. The topics covered include semiconductor physics, diodes, limiters, clamps; Bipolar Junction Transistors; small-signal models, cut-off, saturation and active regions; common emitter, common base and emitter-follower amplifier configurations; Field-Effect Transistors (MOSFET and JFET); biasing; small-signal models; common-source and common gate amplifiers; and integrated circuit MOS amplifiers. The alternate-week laboratory experiments on BJT biasing, large signal operation and FET characteristics. The course studies design and analysis of small-signal bipolar junction transistor and field-effect transistor amplifiers; and, diode circuits. The labs provide experimental hand-on electronics theory and applications, with emphasis on small signal analysis and amplifier design.

ENGR-AD 230

Computer-Aided Design

Offered every year

Fall 2015

Required for: Mechanical

Elective for: Civil

Sections: Lecture, Laboratory

2 credits

This course provides an introduction to computer-aided design (CAD) using solid modeling. Students will learn to create solid object models using extrusions, revolutions, and swept paths, and learn to modify parts using cutting, patterns, fillets, chamfers, and other techniques. Assemblies of multiple parts will be used to demonstrate the need for geometric tolerances, and students will spend a large portion of class in hands-on use of software tools. The labs emphasize experiential learning of CAD concepts and applications using software tools.

ENGR-AD 231

Fluid Mechanics

Offered every year

Fall 2015

Required for: Mechanical, Civil

Prerequisite: ENGR-AD 112

Sections: Lecture, Laboratory

2 credits

This course introduces students to the basic principles and equations of fluid mechanics. This course will cover properties and definitions of fluids, hydrostatics, Bernoulli's Equation and the use of control volume analysis and conversation

laws previously introduced in the curriculum. These concepts are applied to internal flows such as within pipes or ducts to open channel flows and to external flows over flat surfaces.

ENGR-AD 232

Vibrations

Offered every year

Fall 2015

Required for: Mechanical

Prerequisites: ENGR-AD 239, MATH-AD 121

Sections: Lecture, Laboratory

2 credits

This course introduces students to vibrations of rigid bodies supported by an elastic component (i.e. simple spring-mass systems). The course covers response of systems subjected to free, transient, and forced vibration situations. Starting with single-degree-of-freedom systems, the course progresses to modeling and analyzing the response of multiple-degree-of-freedom systems using analytical and numerical methods. Practical applications of this material include vibration isolation, suspension systems, and active vibration control. The lab component includes vibration testing and modal analysis of structures subjected to impulse or harmonic excitation, and involves concepts such as digital acquisition of signals from accelerometers, signal conditioning and frequency spectrum analysis to determine the natural frequencies of the structure.

ENGR-AD 233

Thermodynamics

Offered every year

Fall 2015

Required for: Mechanical

Prerequisite: ENGR-AD 112

Sections: Lecture, Laboratory

2 credits

This course introduces students to the basic concepts of Thermodynamics and their applications to Engineering problems. The following topics are covered in this course: properties of pure substances; concepts of work and heat; closed and open systems; the fundamental laws of thermodynamics; Carnot and Clausius statements of the 2nd law; entropy and entropy production; heat engines, refrigerators, heat pumps; efficiencies, coefficients of performance.

ENGR-AD 235

Heat Transport

Offered every year

Fall 2015

Required for: Mechanical

Prerequisites: ENGR-AD 231, ENGR-AD 233

Sections: Lecture, Laboratory

2 credits

This course introduces students to the three basic modes of heat transfer, develop the pertinent

governing equations, and apply them to analyze and design heat transfer systems. Topics covered include: analysis of multidimensional geometries for the conduction mode; unsteady conduction; numerical methods of analysis; introduction to convection; internal and external convection; natural convection, boiling, and condensation; and principles of radiative heat transfer.

ENGR-AD 237

Solid Mechanics

Offered every year

Spring 2016

Required for: Mechanical, Civil

Prerequisite: ENGR-AD 111

Sections: Lecture, Laboratory

2 credits

Designed as a first course in the mechanics of materials, this course introduces students to the basic concepts of stress and strain in the normal and tangential directions, and the two dimensional transformations in various coordinate systems. Topics include stress-strain relationships for members subject to axial forces, torsion, and bending moments.

ENGR-AD 239

Engineering Dynamics

Offered every year

Spring 2016

Required for: Mechanical, Civil

Prerequisites: MATH-AD 110 or MATH-AD 111,

ENGR-AD 111, MATH-AD 121

Sections: Lecture, Laboratory

2 credits

This course introduces students to the principles of rigid dynamics. The course covers both kinematic (geometric aspects of motion) and kinetic (analysis of forces causing motion) approaches. The first section of the course focuses on particle dynamics, with rigid body dynamics covered in the second section. The applications of these methods to engineering problems are presented, and students have the opportunity for extensive practice in applying these principles. Specific topics include the following: rectilinear and curvilinear motion, equations of motion for a system of particles, work and energy for a system of particles, linear impulse and momentum for a system of particles, angular momentum, relative and absolute motion analysis, rigid body rotation, and general 2D rigid body motion.

ENGR-AD 262

Human Computer Interaction and Tangible Interfaces

Offered every year per student demand

Elective for: Computer, Electrical, Mechanical

Prerequisite: CS-AD 101

Sections: Lecture, Laboratory

The course introduces the basic concepts of psychological principles of human-computer

interaction, evaluation methods, usability engineering, user-centered design and prototyping, interaction paradigms and models, tangible interfaces that provide physical interaction with digital information. The labs cover practices of user interfaces design and evaluation, and require students to use existing platforms to create and build human computer interaction applications.

ENGR-AD 264

Engineering Game Theory

Offered every year per student demand

Elective for: Computer, Electrical, Mechanical

Prerequisite: CS-AD 101

Sections: Lecture, Laboratory

This course is an introduction to the fundamentals of game theory and mechanism design with a specific emphasis on applications in engineering. Topics include non-cooperative game theory; strategic form games; Nash equilibrium and existence properties; market equilibrium and pricing; Auction and mechanism design; optimal auctions; revenue-equivalence theorem; social choice viewpoint; cooperative game theory; network effects and games over networks.

ENGR-AD 270

Urban Infrastructure Systems

Offered every year per student demand

Spring 2016

Required for: Urban Systems Specialization

in General

Elective for: Civil, Mechanical

Sections: Lecture, Laboratory

The course provides a basic descriptive overview of key urban infrastructure systems and technologies with reference to management, operation, and maintenance of these systems. These systems include infrastructure of water supply; solid and liquid waste treatment and disposal, mass transit, power, communication networks, and buildings, roads and bridges.

ENGR-AD 271

Monitoring for Smart Cities

Offered every year per student demand

Required for: Urban Systems Specialization in

General

Elective for: Electrical, Civil, Mechanical

Sections: Lecture, Laboratory

This course covers approaches for instrumentation and monitoring for condition assessment of physical civil infrastructure and the natural environment in cities. These include sensors for monitoring strains, fracture, corrosion, and movements, environmental conditions including air and water quality and techniques for monitoring. The course includes lectures on hardware, signal conditioning, error analysis, data processing and archival methodologies.

ENGR-AD 275

Geographic Information System

Offered every year per student demand

Required for: Urban Systems Specialization

in General

Elective for: Electrical, Civil, Mechanical

Sections: Lecture, Laboratory

The course introduces the concepts and principles of Geographic Information Systems (GIS), techniques. Covering state-of-the-art GIS methods and tools including: spatial and terrain analysis, geostatistical analysis, time series analysis, and development of GIS models. The projects provide experiential insight to geographic information system concepts, and require students to use existing tools to create and build prototypes of real-life applications.

ENGR-AD 291

Probability and Statistics for Engineers

Offered every other year

Fall 2015

Required for: Computer

Elective for: Civil, Electrical, Mechanical

Prerequisite: MATH-AD 110 or MATH-AD 111

Sections: Lecture, Recitation

2 credits

Introductory course to probability and statistics with an emphasis on how these topics are relevant in engineering disciplines. Topics in probability theory include sample spaces, and counting, random variables (discrete and continuous), probability distributions, cumulative density functions, rules and theorems of probability, expectation, and variance. Topics in statistics include hypothesis testing, error types, confidence intervals, correlation, and linear regression. The course emphasizes correct application of probability and statistics and highlights the limitations of each method presented.

ENGR-AD 296

Project Management

Offered every year

Spring 2016

Required for: Civil

Elective for: Mechanical

Sections: Lecture, Recitation

2 credits

This course provides students with practical and best practice project management theory and concepts so that they may effectively contribute in and lead multicultural team projects framed for the new global economy. The practical component includes a team-based software development project that runs throughout the duration of the course.

ENGR-AD 297J

Innovation and Entrepreneurship

January 2016

Prof. O. Davis

Crosslisted with Leadership

& Social Entrepreneurship

By taking this course, students will gain the tools and knowledge to develop a comprehensive new venture that is scalable, repeatable and capital efficient. The course will help students formulate new business ideas through a process of ideation and testing. Students will test the viability of their ideas in the marketplace and will think through the key areas of new venture. The first part of the course will help students brainstorm about new ideas and test the basic viability of those ideas through of process of design and real world tests. After an idea is developed students will work towards finding a scalable, repeatable business model. We will cover customer discovery, market sizing, pricing, competition, distribution, funding, developing a minimal viable product and many other facets of creating a new venture. The course will end with students having developed a company blueprint and final investor pitch. Course requirements include imagination, flexibility, courage, getting out of the building, and passion.

ENGR-AD 303

Advanced Algorithms

Offered every other year per student demand

Elective for: Computer

Prerequisite: ENGR-AD 204

Sections: Lecture, Laboratory

This course covers techniques in advanced design and analysis of algorithms. Topics include: amortized analysis of algorithms; advanced data structures; binomial heaps; Fibonacci heaps; data structures for disjoint sets; analysis of union by rank with path compression; graph and algorithms: elementary graph algorithms, maximum flow, matching algorithms. Randomized algorithms theory of NP completeness and approaches to finding (approximate) solutions to NP complete problems. Selected additional topics may vary.

ENGR-AD 305

Robotics

Offered every other year per student demand

Elective for: Electrical, Computer, Mechanical

Prerequisite: MATH-AD 116

Sections: Lecture, Laboratory

This course presents an overview of robotics, covering a selection of topics including controls, localization, motion planning, sensing, kinematics, and human-robot interaction, and related social-ethical issues. Practical lab and simulation exercises complement the lectures. The students will further specialize and consolidate their knowledge through semester-long hands-on projects that involve the design, implementation, and testing of robotic systems and applications.

ENGR-AD 306

Intelligent Systems

Offered every year per student demand

Elective for: Electrical, Computer, Civil, Mechanical

Prerequisite: CS-AD 101

Sections: Lecture, Laboratory

This course gives an introduction to Artificial Intelligence (AI). Students learn about intelligent agents that can make near-optimal decisions in a timely manner with incomplete information and limited computational resources. The course will address search with single and multiple agents, Markov decision processes, reinforcement learning, and tracking. The course includes problem solving and search algorithms, reasoning and fuzzy and probabilistic methods, pattern recognition and neural networks, and genetic algorithms and a brief overview of natural language processing and computer vision. The course provides an engineering context to the mind, psychology, and neuroscience and will delve into potential ethical and social consequences of adoption of intelligent systems.

ENGR-AD 307

Very Large Scale Integration Circuit Design

Offered every other year per student demand

Elective for: Computer, Electrical

Prerequisites: ENGR-AD 201, ENGR-AD 214

Sections: Lecture, Laboratory

The course offers an overview of integrated circuit-design process: planning, design, fabrication and testing; device physics: PN junction, MOSFET and Spice models; inverter static and dynamic behavior and power dissipation; interconnects: cross talk, variation and transistor sizing; logic gates and combinational logic networks; sequential machines and sequential system design; subsystem design: adders, multipliers, static memory (SRAM), dynamic memory (DRAM). Topics include floor planning, clock distribution, power distribution and signal integrity; Input/Output buffers, packaging and testing; IC design methodology and CAD tools; implementations: full custom, application-specific integrated circuit (ASIC), field programmable gate arrays (FPGA). The course provides foundations of VLSI design and custom VLSI design methodology and state-of-the-art CAD tools.

ENGR-AD 308

Machine Vision

Offered every other year per student demand

Elective for: Computer, Electrical

Prerequisite: CS-AD 101

Sections: Lecture, Laboratory

This course presents an introduction to computer vision, and provides students with hands-on knowledge of various techniques enabling machines to enter the visual world of humans, towards various consumer, research, and industrial applications. Data-driven approaches relying on statistical and machine-learning techniques are

emphasized. Camera and calibration, transform domains, multi-resolution and pyramids, clustering and classification, grouping and fitting techniques, as well special detection and recognition techniques are covered. Practical Lab Exercises complement the lectures. The students further specialize and consolidate their knowledge through semester-long hands-on projects.

ENGR-AD 313

Embedded Systems

Offered every year

Spring 2016

Required for: Computer

Elective for: Electrical

Prerequisites: ENGR-AD 201, ENGR-AD 202

Sections: Lecture, Laboratory

This course presents an overview of embedded systems, covering a selection of topics including microcontroller architecture, assembler programming, interrupts, peripheral interfacing, embedded system design, higher-level languages on embedded systems, as well as a brief introduction to real-time operating systems. Practical Lab exercises complement the lectures. The students will further specialize and consolidate their knowledge through semester-long hands-on projects.

ENGR-AD 315

Control Systems

Offered every year

Spring 2016

Elective for: Mechanical, Computer, Civil, Electrical

Prerequisite: ENGR-AD 116

Sections: Lecture, Laboratory

The course introduces the principles of dynamic system modeling, analysis, and feedback control design with extensive, hands-on computer simulation. Topics include: modeling and analysis of dynamic systems; description of interconnected systems via transfer functions and block/signal-flow diagrams; system response characterization as transient and steady-state responses and error considerations; stability of dynamical systems (Routh-Hurwitz and Nyquist criteria); graphical methods for dynamical system analysis and design (root locus and Bode plot); and computer-aided feedback control design for mechanical, aerospace, robotic, thermo-fluid, and vibratory systems.

ENGR-AD 318

Digital Signal Processing

Offered every year per student demand

Elective for: Computer, Electrical, Mechanical

Prerequisite: ENGR-AD 203

Sections: Lecture, Laboratory

The course introduces the principle concepts of discrete-time signals and systems, frequency analysis, sampling of continuous time signals, the z-transform, implementation of discrete time systems, the discrete Fourier transform, fast Fourier transform algorithms, filter design

techniques. The labs cover experiential learning of digital signal processing concepts, and require students to use knowledge to create and build prototypes that demonstrate their understanding of the material covered in the lecture.

ENGR-AD 320

Multimedia Systems and Communication

Offered every year per student demand

Elective for: Computer, Electrical

Prerequisite: CS-AD 101

Sections: Lecture, Laboratory

The course introduces the basic concepts of multimedia enabling technologies, services, and applications. Topics covered in this course include image and video compression and standards, multimedia networking standards and protocols (such as RTP, RTSP, and IRTP), multimodality and synchronization, Multimedia Internet, Quality of Service and Quality of Experience, and Multimedia Security and digital watermarking. The labs cover practices of multimedia systems design, and require students to use existing platforms to create and build multimedia contents and applications.

ENGR-AD 322

Computer Graphics and Vision

Offered every year per student demand

Elective for: Computer, Electrical

Prerequisites: ENGR-AD 190, ENGR-AD 202

Sections: Lecture, Laboratory

The course introduces the basic concepts of computer graphics and vision. Topics covered in this course include 3D modeling and geometry, simulation, animation, and character animation, Graphics pipeline, Geometric transformations, lighting and light transfer, Illumination and color models, and computer vision theory including image transformation and filtering, color vision, feature extraction, and visual recognition. The labs cover practices of computer graphics and 3D modeling and authoring tools, and require students to use existing platforms to create and build 2D and 3D graphics models and applications.

ENGR-AD 331

Thermal Energy Systems

Offered every year

Fall 2015

Elective for: Mechanical

Prerequisite: ENGR-AD 235

Sections: Lecture, Recitation

This course focuses on the analysis and design of energy-conversion systems. It introduces students to power generation systems. Topics covered include gas and vapor power systems and their components; refrigeration and heat pump systems; combustion; radiation heat exchange; boiling heat transfer characteristics; design of heat exchangers and cooling systems. Students gain an understanding of the fundamentals of such systems and the issues related to their operation from economic, environmental, ethical and safety points of view.

ENGR-AD 333

Machine Component Design

Offered every year

Fall 2015

Required for: Mechanical

Prerequisite: ENGR-AD 237

Sections: Lecture, Laboratory

2 credits

This course introduces students to fundamentals of machine elements thus, enabling them to employ the knowledge gained to design machines for various practical applications. The course begins with a brief review of stress, deformation and failure, followed by friction and wear. Subsequently, loaded columns, pressurized cylinders and shafts are presented. Bearings, gears, screws, springs, brakes, clutches, and belts are discussed.

ENGR-AD 335

Structural Components Analysis

Offered every year

Fall 2015

Required for: Civil, Mechanical

Prerequisite: ENGR-AD 237

Sections: Lecture, Laboratory

2 credits

The course introduces students to the fundamentals of structural components analysis thus enabling them to employ that knowledge for structural analysis and for design of structural members. Topics include: three-dimensional analysis of stress; torsion of thin-walled sections; inelastic torsion; analysis of composite and unsymmetric beams; inelastic bending; beam deflections; elastic buckling of columns; and strength failure criteria.

ENGR-AD 336

Structural Systems

Offered every year

Fall 2015

Required for: Civil

Elective for: Mechanical

Prerequisite: ENGR-AD 335

Sections: Lecture, Recitation

2 credits

In-depth coverage of structural analysis techniques. Topics include: analysis of statically determinate beams, frames and trusses; deflection calculations using geometrical and energy methods; analysis of statically indeterminate structures using superposition; influence lines; slope deflection, moment distribution, and matrix analysis of structures. Structural design is introduced by a project that applies the analysis to design simple structures.

ENGR-AD 337

Steel Structures Design

Offered every year

Spring 2016

Elective for: Civil

Prerequisite: ENGR-AD 336

Sections: Lecture, Recitation

2 credits

This course examines structural design principles and techniques and codes of design and construction. A detailed treatment of material properties and design based on American Institute of Steel Construction (AISC) codes will be provided. Design of steel beams and columns, in addition to bolted and welded connections will be taught based on the Load Resistance Factor Design (LRFD). The course includes design projects in which students work in groups to simulate and solve specific problems using a 3D structural analysis and design software.

ENGR-AD 338

Concrete Structures Design

Offered every year

Spring 2016

Elective for: Civil

Prerequisite: ENGR-AD 336

Sections: Lecture, Laboratory

2 credits

This course offers a detailed treatment of reinforced concrete design: Material properties, American Concrete Institute (ACI) load factors and design strength; shear and diagonal tension in beams; reinforced concrete beams; one-way slabs and reinforced concrete columns.

ENGR-AD 339

Environmental Engineering

Offered every year

Fall 2015

Required for: Civil

Elective for: Mechanical

Prerequisite: ENGR-AD 231

Sections: Lecture, Laboratory

This course introduces water and wastewater treatment; stream assimilation and public health; introduction to air pollution and solid waste management; and laboratory analysis of water and wastewater samples and treatment process tests. Students gain an understanding of the interrelatedness of environmental problems around the world and how different socioeconomic, technological, ethical, and other factors can impact both the environment and the approach to solving environmental problems. Factors and parameters affecting design of environmental systems are discussed and design in environmental engineering is introduced.

ENGR-AD 340

Water and Wastewater Systems Design

Offered every year

Spring 2016

Elective for: Civil

Prerequisite: ENGR-AD 339

Sections: Lecture, Recitation

2 credits

This course introduces the students to the concepts of design related to solving problems in environmental engineering. It provides an exposure to real-world problems in water systems and wastewater treatment. Students work in small teams and experience the design process, including the definition of the design objectives and constraints, formation of the design concept, synthesis, and analysis of design options, as well as the development and testing of the proposed solution.

ENGR-AD 341

Finite Element Modeling, and Analysis

Offered every year per student demand

Fall 2015

Elective for: Mechanical, Civil

Prerequisites: MATH-AD 121, ENGR-AD 231,

ENGR-AD 237

Sections: Lecture, Laboratory

Students study the basic theory and equations involved in the finite element analysis (FEA) for simulating behavior of materials and structures. Topics include use of shape functions, numerical integration, assembly of finite elements into a structure, and solution of the resulting system of equations. The course emphasizes both theory and application of modeling for simulation. Students also learn to recognize modeling errors and inconsistencies that could lead to either inaccurate or invalid results.

ENGR-AD 342

Geotechnical Engineering

Offered every year

Spring 2016

Required for: Civil

Prerequisites: ENGR-AD 231, ENGR-AD 237

Sections: Lecture, Laboratory

This course introduces soil mechanics and foundation engineering, including origin of soils; phase relationships; classification of soils; permeability; effective stress; seepage; consolidation; shear strength; slope stability; and bearing capacity. Design in geotechnical engineering is introduced and parameters effecting design are discussed.

ENGR-AD 343

Foundation Engineering Design

Offered every year per student demand

Fall 2015

Elective for: Civil

Prerequisite: ENGR-AD 342

Sections: Lecture, Recitation

2 credits

This course introduces the development of foundation engineering, including site exploration, soil sampling, interpretation of boring logs, bearing capacity of footings, settlement of structures, lateral earth pressure. Design of retaining walls, design of braced excavations and sheet pile walls; and design of deep foundations are covered.

ENGR-AD 344

Transportation and Traffic Engineering

Offered every year

Fall 2015

Required for: Civil

Prerequisite: junior standing

or permission of the instructor

Sections: Lecture, Recitation

This course introduces the different modes of transportation and their characteristics with emphasis on road users, vehicles, highways and control devices and their impact on traffic operations. It also introduces the quantification of traffic stream characteristics and the design and use of traffic control devices, including a detailed treatment of traffic signal timing and design for both pre-timed and actuated signals. Coordination of signal systems on arterials and in networks is covered. A broad overview of highway traffic safety issues, policies, programs, and mitigation measures are included.

ENGR-AD 345

Design of Traffic Systems

Offered every year per student demand

Spring 2016

Elective for: Civil

Prerequisite: ENGR-AD 344

Sections: Lecture, Recitation

2 credits

This course provides an introduction to design of traffic systems with emphasis on highway design. Students are introduced to the basic design concepts of horizontal and vertical alignment, super elevation, and cross-section design. The course also covers fundamentals of intersection and interchange design, pavement design, design of parking facilities, as well as bikeway and walkway design.

ENGR-AD 346

Water Resources Engineering

Offered every year per student demand

Elective for: Civil

Prerequisite: ENGR-AD 231

Sections: Lecture, Recitation

This course provides a detailed overview of water resources engineering, including both analysis and design elements. Topics covered: open-channel flow; pipe networks; reservoir balances; hydrologic techniques; surface water and ground-water supplies; water demand; and development of water resources for multiple purposes.

ENGR-AD 349

Mechatronics

Offered every other year per student demand

Elective for: Computer, Electrical, Mechanical

Prerequisite: ENGR-AD 116

Sections: Lecture, Laboratory

The course introduces the principles of mechatronic system intended to provide the student with foundational concepts in mechatronics and practical familiarity with common elements making up mechatronic systems. Laboratory experiments are designed to give the student hands-on experience with components and measurement equipment used in the design of mechatronic products.

ENGR-AD 368

Selected Topics in Information and Computational Systems

Offered every year per student demand

Fall 2015

Elective for: Computer, Electrical

Prerequisite: Permission of academic mentor, other

prerequisites specified when offered

Sections: Lecture, Laboratory

This course explores advanced topics of special interest in computer systems and is designed to aid students in gaining extra knowledge in an area not covered in the program's mainstay courses. It may be repeated for credit. The course is open to junior and senior students.

Hardware Security

Fall 2015

Additional Prerequisite: ENGR-AD 201

This seminar-type course includes: trustworthiness of integrated circuits; counterfeit chips, hardware Trojans, reverse engineering and IP piracy. Design-for-Trust; hardware metering, logic encryption, split manufacturing, IC camouflaging Encryption hardware; AES, DES, etc. Testability vs Security; misuse of test infrastructure to attack encryption hardware and countermeasures. Encrypted architectures; homomorphic encryption, privacy-preserving computation. Signal processing in the encrypted domain. Malware detection through

hardware structures, side channel attacks, cyber-security for the smart grid. Lectures are complemented by hands-on lab exercises.

ENGR-AD 369

Selected Topics in Communication and Electronic Systems

Offered every year per student demand

Elective for: Computer, Electrical

Prerequisite: Permission of academic mentor, other prerequisites specified when offered

Sections: Lecture, Laboratory

This course explores advanced topics of special interest in electronic systems and is designed to aid students in gaining extra knowledge in an area not covered in the program's mainstay courses. It may be repeated for credit. The course is open to junior and senior students.

ENGR-AD 379

Selected Topics in Urban Systems

Offered every year per student demand

Elective for: Electrical, Civil, Mechanical

Prerequisite: Permission of academic mentor, other prerequisites specified when offered

Sections: Lecture, Laboratory

This course explores advanced topics of special interest in smart cities and applications and is designed to aid students in gaining extra knowledge in an area not covered in the program's mainstay courses. It may be repeated for credit. The course is open to junior and senior students.

ENGR-AD 381

Bio-sensors and Bio-chips

Offered every year

Spring 2016

Required for: Biomedical and Health Systems

Specialization in General

Elective for: Electrical, Mechanical

Prerequisite: ENGR-AD 116

Sections: Lecture, Laboratory

This course covers the principles, technologies, methods and applications of biosensors and bioinstrumentation beginning with an examination of the ethical, legal, cultural, religious, and social implications of nanotechnologies. The objective of this course is to link engineering principles to understanding of biosystems in sensors and bioelectronics. It provides the student with detail of methods and procedures used in the design, fabrication, and application of biosensors and bioelectronic devices. The fundamentals of measurement science are applied to optical, electrochemical, mass, and pressure signal transduction. Upon successful completion of this course, students are expected to be able to explain biosensing and transducing techniques, design, and construct biosensors instrumentation.

ENGR-AD 382

Bioimaging

Offered every year per student demand

Required for: Biomedical and Health Systems

Specialization in General

Elective for: Electrical, Mechanical

Prerequisite: ENGR-AD 203

Sections: Lecture, Laboratory

This course presents an introduction to image formation, processing, and related techniques, as they pertain to imaging of biological structures for medical and other applications. Ultrasound, Magnetic Resonance Imaging, X-Ray Tomography, and Nuclear Medicine are among the topics covered, together with a hands-on introduction to biomedical image processing and pattern recognition.

ENGR-AD 389

Selected Topics in Biomedical and Health Systems

Offered every year

Fall 2015, Spring 2016

Elective for: Computer, Electrical, Mechanical

Prerequisite: Permission of academic mentor, other prerequisites specified when offered

Sections: Lecture, Laboratory

This course explores advanced topics of special interest in biomedical and health care systems and applications and is designed to aid students in gaining extra knowledge in an area not covered in the program's mainstay courses. It may be repeated for credit. The course is open to junior and senior students.

Micro Electrical Mechanical Systems

Fall 2015

Prerequisite: junior standing or permission of instructor

This course introduces the exciting multi-disciplinary field of Micro-Electro-Mechanical Systems (MEMS) technology. It covers several existing MEMS devices and their applications and limitations. The course also covers fundamentals of micromachining and micro-fabrication techniques that are central to the production of MEMS devices. The course will cover the design and analysis principles of MEMS-based sensors and actuators, including capacitive & piezoelectric pressure sensors, mechanical resonators and filters, MEMS-based medical and surgical devices, biomedical lab-on-a-chip device, and microfluidic devices. This course will include laboratory demonstration sessions, and a project that involve design and simulation of MEMS devices.

CAPSTONE

ENGR-AD 400 – 402

Senior Capstone Design

Offered every year

Sections: Lecture, Laboratory

The goal of the two-semester Capstone Design course sequence is to provide students with a major design experience that leverages the knowledge and skills acquired through the curriculum. The Capstone is structured to immerse students in the process of design with measurable metrics, incorporating appropriate engineering standards and multiple realistic constraints. The process includes using knowledge, skills, tools, and analytical techniques to formulate and optimize the design. Capstone projects address engineering and technology topics that may also involve science, business, social sciences, and the arts. Students are challenged to design innovative engineering-based solutions after examining multiple aspects of project parameters. The Capstone provides an opportunity to integrate technical, human, aesthetic, and business concerns with engineering design. Simulations/physical prototypes as well as other types of validations are highly recommended for the solution designed. The course encourages collaborative and trans-disciplinary projects spanning across engineering streams and other disciplines that apply the design process to solve real-world problems.

Among the fundamental elements of the design process are the establishment of objectives and criteria, synthesis and analysis, construction, testing and evaluation. Further, engineering design is entailed to include a variety of constraints such as economic factors, safety and reliability, aesthetics, ethics, and social impact.

ENGR-AD 400

Senior Capstone Seminar

Fall 2015

2 credits

This course discusses project management, design process, decision, risk, and ethics in the context of design and project planning and implementation through lectures and skill building exercises. Applications of some of these topics are practiced via mini-projects, with the goal to integrate these in the actual capstone design project undertaken by each student.

ENGR-AD 401

Senior Design Capstone Project I

Fall 2015

Co-requisite: ENGR-AD 400

2 credits

The students focus on refining the problem definition and project specifications of their chosen project, reviewing literature, developing

the preliminary design, generating solution concepts and selection criteria, and reviewing and evaluating the chosen design. Students must consider social, economic, lifecycle, environmental, ethical, and other constraints, and must document the design process and the evolution of their design. Engineering and other appropriate codes and standards, and applicable regulations must be incorporated. This culminates with a final report and presentation that proposes the actual design selected for further development and/or prototyping and testing in the subsequent semester.

ENGR-AD 402

Senior Design Capstone Project II

Spring 2016

Pre-requisite: ENGR-AD 401

The students finalize the proposed design solution, and test and verify the solution. Design modifications based on the test data are incorporated. If applicable, prototypes are built and tested. A final report for the project is prepared and the students make a presentation of their project to peers, faculty, and other professionals.

Early Admission to Master's Degree Programs at NYU Polytechnic School of Engineering

Undergraduate engineering students with strong academic records may apply for early admission to master's degree graduate programs at the NYU Polytechnic School of Engineering. While NYU-Poly offers a wide range of graduate engineering programs, the NYUAD early admission track is limited to specific degree programs and will depend on the student's engineering major at NYUAD. Students apply for early admission at the end of the fall or spring semesters of junior year. Graduate Record Examination (GRE) scores, which are required for regular admission, are waived for NYUAD early admission applicants; however, GRE scores are required for NYU-Poly scholarship evaluations.

Masters of Science (M.S.) degrees at NYU-Poly typically require 30 credits for completion. To receive the M.S. degree, students must satisfy all of the requirements of both the Bachelors and Masters degrees, and there is no double-counting of courses. Students who spend the spring semester of junior year at NYU-Poly may enroll in graduate courses; if these courses are not counted toward the B.S., they may be counted toward the M.S. degree. The minimum admissions requirements are: (i) a cumulative GPA of 3.4 or better; (ii) completion of at least 72 credits of undergraduate course work at the time of application (fall or spring semester of junior year); and (iii) completion of the M.S. Early Admission Form, including signatures of approval from the undergraduate mentor and the NYUAD Dean of Engineering. To remain in the early admissions program once admitted, the student must maintain a cumulative GPA of 3.0 or better in all courses until graduation with a B.S. degree. A faculty member from NYU-Poly will be appointed as the advisor to the student, and prior approval from the graduate advisor will be needed for every graduate-level course taken to ensure that the course will meet graduation requirements for the NYU-Poly M.S. degree.

For further information, and to receive the latest application information, please contact the engineering division office.

Multi- Disciplinary Programs

ARAB CROSSROADS STUDIES

The Ancient World

The Environment

Interactive Media

Peace Studies

Urbanization

ARAB CROSSROADS STUDIES

Arab Crossroads Studies takes advantage of Abu Dhabi's geographical location in the Arabian Peninsula, at the crossroads of the three continents of the Eastern hemisphere: Africa, Asia, and Europe.

The historical, sociopolitical, and cultural interactions among these regions have opened engaging domains of study in both the humanities and social sciences. The flow of people, ideas, and commodities through the Gulf has made it a cosmopolitan and culturally hybrid setting for many centuries. The historical archives testify to this richness, which can also be gleaned from the artistic, architectural and musical developments, the variety of spoken languages, and the diversity of people who now live in the Gulf region.

Abu Dhabi is located in one of the most important regions in the world. The Arabian Peninsula is home to Islam's holiest sites, and contains at least sixty percent of the world's proven fossil fuel reserves. Having experienced foreign domination and experiencing political upheaval, Arab nations are evolving extremely rapidly. Abu Dhabi is a natural setting for studying the complex cultural, political, and economic dynamics of the Arab and Islamic worlds. The Arab Crossroads Studies program provides a portal for the global NYU community to study and engage with the cultural and intellectual diversity of this complex region, a space of multiple encounters and transactions.

Arab Crossroads Studies majors are required to take a minimum of 14 courses: four required courses (Emergence of the Modern Middle East; Anthropology and the Arab World; Introduction to Modern Arabic Literature and Society; and Problems and Methods in Arab Crossroads Studies); a minimum of four elective courses; and a two-semester capstone project. Additionally, Arab Crossroads Studies majors are required to take a minimum of four semesters of college Arabic or their equivalent, or demonstrate proficiency at this level.

Language: To fulfill the requirements of the Arab Crossroads Studies major, students must demonstrate intermediate ability in Arabic. This means either (1) studying Arabic through at least the intermediate level (four semesters) at NYUAD or within the broader Global Network University, (2) demonstrating the completion of comparable course work elsewhere, or (3) demonstrating a corresponding level of proficiency through examination at NYU Abu Dhabi.

Electives: Students take a minimum of four elective courses, selected from any or all of the following areas: history and religion; society and politics; and arts and literature. The electives provide both breadth and depth to the study of the region; familiarize students with a variety of disciplinary concerns; and enable students to develop a specialization in one of three distributional areas in preparation for the capstone project. At least one of the electives must be grounded in the period before 1800, and one course only may be taken during January Term.

History and Religion, which includes a broad and solid grounding in the pre-modern and modern social, cultural, religious and economic landscapes of the region. These courses focus on primary source documents to introduce students to the rich and varied history of the region as well as to the doctrinal and social aspects of the religious traditions that have shaped it.

Society and Politics, which includes a detailed and nuanced examination of the contemporary landscape of the region. These courses draw on anthropology, ethnography, political science, and sociology to elucidate the complex cultural, social, and political developments taking place today.

Arts and Literature, which includes a careful study of the literary, artistic and philosophical landscapes of the region. These courses explore the literatures, arts, and physical environments of the region within their broader historical and social contexts.

Upon completion of the major in Arab Crossroads Studies at NYUAD, students are expected to be able to:

- Identify the cultural, social, economic, political, philosophical, and religious forces that have shaped and continue to shape the intersection of the Arab and Islamic worlds;
- Demonstrate a familiarity with historical and contemporary cultural and philosophical approaches to the study of the Arab world and neighboring regions while being attentive to the multiple transnational connections, circuits, and crossroads that have shaped them;
- Understand the ways in which the field of Arab Crossroads Studies draws upon and contributes to other scholarly disciplines;
- Develop arguments in which they reassess and, where necessary, revise conventional scholarly and popular understandings of the region, while continually questioning and justifying their own methodological assumptions and practices;

- Conduct advanced research, including fieldwork, master the use of primary and secondary sources, library resources, and relevant new technologies as appropriate;
- Create strong scholarly arguments drawing on appropriate sources, literature, and evidence;
- Display competence in Modern Standard Arabic in reading, writing, and oral comprehension;
- Demonstrate expertise in a particular approach to Arab Crossroads Studies resulting in the production of a senior capstone project;
- Compete effectively for places at elite doctoral programs in the United States and around the world in Middle Eastern Studies, Islamic Studies, Anthropology, History, Arabic Literature, and Comparative Literature, and with additional coursework in the social sciences, in Sociology or Political Science.

Arab Crossroads Studies majors who are interested in studying abroad should plan to do so during the spring semester of their sophomore year. They should also plan to take as many of their required Arabic classes as possible before going abroad, ideally completing the four required classes. With the permission of their mentor and the approval of the Arab Crossroads Studies Program, ACS majors may also elect to study abroad during the fall of their junior year. All majors should expect to be in Abu Dhabi for the spring semester of their junior year and throughout their senior year.

Concentration in Arab Crossroads Studies

The goal of the concentration in Arab Crossroads Studies is to provide students with a strong foundation in the historical, social, and cultural realities of the region. Besides being personally and intellectually enriching, the concentration in Arab Crossroads Studies is a useful preparation for the many professions that benefit from a deeper knowledge of the Arab world and surrounding regions, including education, development, journalism, law, public service, diplomacy, politics, and business. Concentrators in Arab Crossroads Studies are required to take four courses: Emergence of the Modern Middle East; Anthropology and the Arab World; Introduction to Modern Arabic Literature and Society; and one non-language elective which must be approved in advance by the student's mentor.

REQUIREMENTS FOR THE CONCENTRATION IN ARAB CROSSROADS STUDIES

4 courses, distributed as follows:

-
- 1 Emergence of the Modern Middle East
 - 1 Anthropology and the Arab World
 - 1 Introduction to Modern Arabic Literature and Society
 - 1 Non-language elective

ARAB CROSSROADS

SAMPLE SCHEDULE

Remember that this is only one possible path to complete this major. See www.nyuad.edu/majorgrids for other options.

REQUIREMENTS FOR THE MAJOR

14 courses, distributed as follows:

4 Required Courses:	Studies
Emergence of the Modern Middle East; Anthropology and the Arab World; Intro to Modern Arabic Literature and Society; Problems and Methods in Arab Crossroads	4 Electives, one must be grounded in a pre-1800 period
	4 Arabic Language
	2 Capstone: Seminar and Project

YEAR 1

Fall Semester				January Term GENERAL ELECTIVE
CORE	CORE	ELEMENTARY ARABIC 1	ACS ELECTIVE PRE-1800	
Spring Semester				
CORE	CORE	ELEMENTARY ARABIC 2	ANTHRO. AND THE ARAB WORLD	

YEAR 2

Fall Semester				January Term GENERAL ELECTIVE
CORE	INTERMEDIATE ARABIC 1	MODERN ARABIC LIT. AND SOCIETY	EMERGENCE OF THE MOD. MIDDLE EAST	
Spring Semester				
GENERAL ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE	

YEAR 3

Fall Semester				January Term GENERAL ELECTIVE
GENERAL ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE	
Spring Semester				
CORE	INTERMEDIATE ARABIC 2	PROBLEMS AND METHODS IN ACS	ACS ELECTIVE	

YEAR 4

Fall Semester			
CORE	GENERAL ELECTIVE	ACS ELECTIVE	CAPSTONE SEMINAR
Spring Semester			
CORE	GENERAL ELECTIVE	ACS ELECTIVE	CAPSTONE PROJECT

ARAB CROSSROADS COURSES

REQUIRED COURSES

ACS-AD 101X
Anthropology and the Arab World
Spring 2016
Prof. N. Peutz
Crosslisted with Social Research and Public Policy, Anthropology
How have anthropologists encountered, written about, and produced the "Arab world" over the past century? Beginning with early Western travelers' imaginaries of Arabia and ending with a reflection on the role of anthropology in the Arab world (and more globally) today, this course provides an introduction to the anthropological project and to the everyday realities of people living in the region. Through ethnography, literature, film and fieldwork, we will explore such topics as Orientalism and its legacy; constructs of youth, gender, family and tribe; poetry and mediation; generational and social change; oil, development and globalization; transnational labor, migration and diaspora; Indian Ocean networks; pilgrimage and piety; the Islamic Revival; faith, medicine, and bioethics; displacement and dispossession; refugees and human rights; and the Arab uprisings.

ACS-AD 118X
Introduction to Modern Arabic Literature
Spring 2016
Prof. M. Kesrouany
Crosslisted with Literature and Creative Writing
This course provides an overview of Arabic literature since the nineteenth century. The transformation of poetic form and the emergence of modern genres, such as drama, the novel, and the short story, will be examined in relation to classical Arabic and European genres. We will also discuss the relationship between aesthetic developments and their historical, political, and intellectual contexts.

ACS-AD 131X
Emergence of the Modern Middle East
Spring 2016
Prof. M. Michael
Crosslisted with History
At the crossroads between Asia, Africa and Europe, the region that Europeans and North Americans labeled "The Middle East" presents a dynamic and heterogeneous landscape of peninsulas and isthmuses, republics and monarchies, oil producing countries, and labor exporting nations. This course examines the recent history of the region from the mid-18th century until the Arab uprisings of

2010-2012. We explore the last Islamic empires, the intrusion of European colonial powers, the modernist, nationalist and Islamic reactions to aggression, the creation of authoritarian systems of power and the multiform protests that have shaken them. The Egyptian, Iranian, Palestinian, and Saudi experiences are examined more closely.

ACS-AD 390X
Problems and Methods in Arab Crossroads Studies
Spring 2016
Prof. J. Stearns
Taken the junior year, this seminar introduces students to the main theoretical and epistemological trends in the study of the Arab crossroads region, and offers practical examples of the methodologies used by scholars in the humanities and the qualitative social sciences. We begin with the strengths and weaknesses of area studies, and the politics of producing knowledge on a region of global economic and political importance, then turn to specific areas of research that have attracted attention in the fields of history, anthropology, literature, and politics, before exploring the various methodological approaches used by practitioners of these fields. The course culminates in an extended research proposal for a capstone project.

MDANC-AD 112
Archaeology of the Near East from the Origins of Agriculture to Alexander the Great
Crosslisted with The Ancient World, History

HISTORY AND RELIGION ELECTIVES

ACS-AD 201X
Making of the Muslim Middle East
Fall 2015
Prof. J. Stearns
Crosslisted with History
Islam changed and shaped the Middle East, the Mediterranean world, and South Asia following its emergence in the seventh century. Muslims subsequently developed and expressed their faith in the disciplines of law, theology, and mysticism, even as their religious communities fractured into a variety of Sunni and Shi'a groups. This course focuses on primary sources to examine the richness of Islamicate civilization in the pre-modern world, including inter-religious relations as well as political and economic trends.

ACS-AD 202

Paradise Lost: Muslims, Christians and Jews in al-Andalus

Offered every other year

Prof. J. Stearns

Crosslisted with History

Fulfills pre-1800 requirement

From the beginning of the 8th to the beginning of the 17th century, Islam played a crucial role in the history of the Iberian peninsula. Today this period is often portrayed as one of inter-religious harmony, while al-Andalus is simultaneously mourned in contemporary Islamist discourse as a lost paradise. In this course we investigate the rich and complex history of al-Andalus, focusing on the changing relationships between Muslim, Christian, and Jewish communities.

ACS-AD 203X

Heritage, History and Memory in the Modern “Middle East”

Offered every other year

Prof. N. Peutz

Crosslisted with Museum and Cultural Heritage

Studies, Anthropology, History: Mediterranean World

How do those who live in “the Middle East” relate to their past(s), and what discourses do they draw on to represent and authorize it today?

How is “the past” recovered, commemorated, embodied, erased, marketed and consumed in the modern Middle East? This course focuses on various thematics of history, heritage, and memory practices: national commemorations and contested sites and events; embodied and gendered memories; invented traditions and structural nostalgia; the problems of writing oral histories; the politics of archaeology; museums and exhibitions; and the construction (and destruction) of tangible, intangible, and world heritage.

ACS-AD 204J

Interwoven Pasts of Spain and Morocco

Crosslisted with History

Prof. Stearns

Fulfills pre-1800 requirement

At the western end of the Mediterranean, the religious, political, and economic histories of North Africa and Iberia have always been intertwined. This was especially the case during the eight centuries from 711-1492 when various parts of the Iberian peninsula were ruled over by Muslims. In this course we look both at how what are today Morocco and Spain were connected in this period in both history and imagination, and at how the Spanish colonial presence in Morocco in the 20th century played a important role in the Spanish civil war. The course includes an extended trip through Morocco and Spain.

ACS-AD 205J

Arab Crossroads in China

January 2016, Shanghai

Prof. Z. Ben-Dor

Crosslisted with History

In this course we immerse ourselves in the lives and culture of the Arab merchant communities that settled in China from the early days of Islam until the early modern period. We learn about Arab seafaring and trade in the Indian Ocean and the creation of the “Arabian Seas.” We read the narratives of Arab merchants, such as Suleiman the Merchant and Abu Hassan al-Sirafi who came to China from the Gulf in the 9th and the 10th centuries, and the great travelogue by Abu Abdallah Ibn Battuta, who traveled to China all the way from North Africa in the 14th century. We study the history of the corresponding periods in Chinese history—the Tang, Song, and Yuan dynasties, and to complement the Arab travelogues, read the narrative of Ma Huan, the Chinese Muslim who sailed from China to Mecca and other cities in the region in the 15th century. The class visits Quanzhou, better known as Zaytoon, a city dominated by Arabs for several centuries, and other port cities in the Yangzi Delta and north in the Grand Canal on the way to Beijing.

ACS-AD 206X

Jews in the Muslim World in the Middle Ages

Prof. M. Cohen

Crosslisted with History

Fulfills pre-1800 requirement

This course examines the history and culture of the Jews in the medieval Islamic world, beginning with the historiographical debate about this contentious subject. The syllabus moves from the early encounter between Islam and the Jews at the time of the Prophet Muhammad, discussing the Qur’an and other foundational texts, to the legal and actual status of the Jews. We will examine how the famous Cairo Geniza documents illuminate Jewish (and Islamic) life, and how changes in the economy affected developments in Jewish law. The course will also examine the organization and functions of the Jewish community and will address the large question of how much autonomy the Jews actually had. We will also read literary sources showing how deeply influenced the Jews were by Arabic culture. Where relevant, comparisons will be drawn with the situation of the Christian minority in the Islamic world and with that of Jews living in Medieval Latin Europe.

ACS-AD 207JX

History of Modern Iran

Prof. J. Afary

Crosslisted with History

This course will cover major turning points in modern Iran, from the 1906 Constitutional Revolution to the 1979 Islamic Revolution and since. Throughout, we will be focusing on gender, class, ethnic, and religious cleavages. Part I will cover late

nineteenth-century religious practices as well as social and gender relations. Part II will explore the role of imperialist powers during the Constitutional Revolution and subsequent politics of oil in the Pahlavi period. Part III will turn to the social, cultural, and economic reasons for the emergence of Islamism. Here we concentrate on the links between Islamist and Leftist intellectual discourses during the 1970s, Khomeini’s appropriation of these discourses during the Islamic Revolution, and the Islamist state’s consolidation of power during the Iran-Iraq war of the 1980s. Part IV will focus on the process whereby, during the 1990s, many leftist Islamists gravitated towards a human rights discourse and declared themselves Muslim Reformists. Here we will give special attention to debates over democratization and human rights, gender/sexuality, and religious/ethnic diversity.

ACS-AD 208JX

Oasis, Coast and Mountain: Landscapes of History and Culture in the UAE and Oman

January 2016 (Abu Dhabi)

Profs. S. Caton and D. Scott

Crosslisted with History

Islamic Studies

This course challenges preconceptions of Arabian landscapes as mainly desert by exploring three distinct ecological zones in relation to each other: desert, maritime coast, and mountain chain. How have these zones been constituted naturally and historically, and how they are changing in the present era? Topics include the impacts of human settlement, especially on water resources, inter-regional and global trade, colonization, and urbanization. Finally, we will look at what governments and global institutions have done to address some problems emerging in these zones. Learning will take place through informal lectures, guided tours of key sites, activities such as walking, boating, and swimming to get an embodied sense for these zones, recording through sketching or photography, interviewing various people knowledgeable about the issues at hand, not to mention people affected by their changing surroundings. Daily diary writing is required, along with group discussions with instructors during the day, and a short final reflective paper.

HIST-AD 130J

Islam in Africa

Crosslisted with History

Islamic Studies

HIST-AD 172

The Crusades

Crosslisted with History

HIST-AD 173

Central Asia and the Middle East

Crosslisted with History

HIST-AD 179J

Science and the Sea

January 2016

Profs. L. Minsky and E. Staples

Crosslisted with History

Note: This course counts as a study away J-term.

PHIL-AD 221X

Classical Arabic Philosophy

Prerequisite: Introductory elective in Philosophy

(PHIL-AD 101-119)

Crosslisted with Philosophy, The Ancient World

Fulfills pre-1800 requirement

SOCIETY AND POLITICS ELECTIVES

ACS-AD 231JX

Oil and Energy in the Middle East

Offered every other year

Prof. B. Haykel

Crosslisted with Political Science, The Environment, Economics

This course provides an overview of the issues surrounding global energy supplies, oil’s unique economic properties, and its role in shaping the political economy of the Middle East and U.S. strategic interests in the region. We begin by discussing the basic science and availability of energy sources, the state of technology, the functioning of energy markets, the challenges of coping with global climate change and the key role of the oil reserves in the Middle East. The second part of the course focuses on the history of oil in the Middle East and its impact on societies in the region.

ACS-AD 232X

Society and Politics of Saudi Arabia

Offered every other year

Prof. P. Menoret

Crosslisted with Political Science

This course is an introduction to the study of Saudi Arabia and can be taken as a gateway course to the Arab Crossroads concentration. Its aim is to present various aspects of Saudi society and politics, from tribes and tribalism to oil, state building, Islamic activism and women. Saudi history has shifted since the 18th century, when a remote polity was confronting the Ottoman Empire and powerful Bedouin tribes. Since the creation of the modern state in 1932 and the discovery of oil in 1937, the country has become an essential albeit poorly understood player on the international scene.

ACS-AD 233X

War and Media in the Middle East

Offered occasionally

Prof. H. Tawil-Souri

Crosslisted with Peace Studies, Film and New Media

This course examines two simultaneous processes in the Middle East since the mid-20th century: 1) how war has become mediatized, and 2) how

media has been militarized. Beginning with the wave of independence and anti-colonial movements in the region, this course will analyze wars and political violence as mediated moments that rely on communicative acts and technologies. Simultaneously, the course will analyze how various media technologies – including radio, film, satellite TV, and internet – are formed through moments of war, conflict, and violence. Through these analyses, students will gain an understanding of the experiences of, conflicts over, and representations of notions such as territory, landscape, body, nation, gender, memory, terror, freedom, and spectacle.

ACS-AD 234X

Arabs, X and Modernity

Professor M. Michael

Crosslisted with Social Research and Public Policy

This course explores the centrality of sex to the construction of modernity through case studies drawn primarily from the Arab world. Attention will be paid to both the construction of the male and female sexes in relation to the notion of the modern, as well as the issue of modern desires and sexual identities, in an attempt to recast the relation between the Arab world and sex from a broader perspective, including imperial and colonial relations. The focus on specific case studies will allow us to reflect critically on Eurocentric theories of gender and sexuality. Major themes under exploration will comprise the question of the veil, the structure of the family, the use of sexual pleasures, the debates around female genital cutting, the conflicts over reproduction, and the politics of sexual identity. Writers include Michel Foucault, Judith Butler, Ann Laura Stoler, Lisa Pollard, Joseph Massad, Leila Abu-Lughod, Chandra Mohanty, Mohammed Mack, Beatriz Preciado, Joan Wallach Scott, Saba Mahmood, Farha Ghannam, Homa Hoodfar, Afsaneh Najmabadi, Ayan Hirsi Ali, Marcia Inhorn, Madawi al Rasheed, Douglas Northrop, Silvia Federici, and Goran Therborn.

ACS-AD 235X

Contentious Politics in the Arab World

Prof. P. Menoret

The Arab region currently lives through an intense period of repression. Surveillance and control engulf the daily lives of millions of citizens; political activists are silenced, jailed, tortured, sometimes executed; wars are waged against unruly political movements, regions, even entire countries. This unprecedented level of repression shows the resilience of authoritarianism. It also shows, paradoxically, the vitality and efficiency of political movements in the Arab World. How do citizens organize under surveillance and repression? What resources do they draw on, what strategies do they adopt to propose alternative political projects? Students will study contentious politics

in the region since 1945, from Arab nationalism to socialism, unionism, communism, and Islamism. They will explore the making of contention in the various sites where organized action crystallized, from fields, factories, and oilrigs to streets, universities, and mosques. They will analyze the 2011 uprisings and their aftermaths, including the latest episodes of repression and militarization.

ACS-AD 236J

Anthropology of the Arabian Peninsula

This course examines the ways in which anthropologists have studied the Arabian Peninsula since the 1950s. Once constructed as an isolated land of desert and Bedouins, the Arabian Peninsula has become since the 1973 oil boom a highly globalized region, where flows of people, ideas, capital, and commodities weave a rich and dynamic social fabric. First, we'll look at how imperial anthropologists, in particular these embedded in oil companies or development projects, constructed the dichotomies (traditional/modern, rural/urban, collective/individual) in which we operate today. Second, we'll read Arabian anthropologists, in particular on questions of gender and power. It is by starting with the "women's question" that Arabian anthropologists devised novel ways to think about power and contestation. Third, we'll examine current directions in Arabian Peninsula anthropology, in particular the study of structural violence through the experience of migrant workers and youth.

ECON-AD 214X

Economic History of the Middle East

Prerequisites: ECON-AD 101 or Economics

Placement Test

Crosslisted with History, Economics

EDUC-AD 114JX

Education and Diversity: Historical and

Comparative Perspectives

Crosslisted with Social Research and Public Policy,

Peace Studies, Education

LEAD-AD 115J

Critical Issues in Social Entrepreneurship:

Innovations in the Middle East

Crosslisted with Leadership and Social

Entrepreneurship, Economics, Business and

Organizational Studies

HIST-AD 119J

A History of OPEC

January 2016, Abu Dhabi

Prof. G. Garavini

Cross-listed with History

POLSC-AD 141X

Ibn Khaldun and Political Theory

Crosslisted with Political Science

POLSC-AD 152X

Comparative Politics of the Middle East

Crosslisted with Political Science

POLSC-AD 157JX

Bridging the Divide Between the Arab World and the West

Crosslisted with Social Research and Public Policy,

Political Science

POLSC-AD 159X

Public Policy Challenges in the Middle East

Crosslisted with Political Science

SRPP-AD 112X

Islam and Society

Crosslisted with Social Research and Public Policy

SRPP-AD 125

Ethnographic Field Research

Crosslisted with Social Research and Public Policy,

Anthropology

SRPP-AD 136X

State Formation: The Case of the U.A.E

Crosslisted with Social Research and Public Policy

SRPP-AD 140X

Women and Work in the Gulf

Crosslisted with Social Research and Public Policy

ARTS AND LITERATURE ELECTIVES

ACS-AD 111X

Emirati Literature and Culture

Offered occasionally

In this course, we discuss the salient features of Emirati culture and of the literature that expresses cultural life. Guest speakers who are experts on aspects of Emirati culture will participate in several class meetings.

ACS-AD 112X

UAE from Pre-History to 2030: History,

Environment, Society and Culture

Offered every other year

Prof. P. Kennedy

A selection of themes and topics providing a broad perspective of Emirati history and culture are covered in this introduction to the United Arab Emirates. The class consists largely of presentations by guest experts as well as a selection of readings designed to provide a deep insight into the past and future of the nation. Students are required to keep a journal and submit a research paper on a relevant topic of their choice.

ACS-AD 261J

Cities and Modern Arabic Literature

January 2016

Prof. E. Khoury

Crosslisted with Literature and Creative Writing

We use fiction as a tool to visit (figuratively) five cities: Cairo, Alexandria, Beirut, Haifa, and Baghdad. The novels are our guides in order to understand the multiple layers of a city, and to build knowledge about the relationship between literature and social life. We read works by Naguib Mahfouz, Sunalla Ibrahim, Huda Barakat, Hanan Al Sheikh, Tawfic Yussuf Awad, Sinan Antoun, and Ghassan Kanafani. We read the novels as both individual and collective experiences, and we discuss how the new literary genre reflected and participated in the process of social change.

ACS-AD 263J

Modern Architecture in Abu Dhabi

Offered occasionally

Prof. P. Menoret

Crosslisted with Art and Art History

This course is an exploration of modern architecture in the city. Gulf countries have witnessed an unprecedented construction boom since the beginning of oil exploitation. New cities have been built and old cities have been renewed, often with the help of such world-class architects as Le Corbusier, Frank Lloyd Wright, Walter Gropius, and Constantinos Doxiadis. In Abu Dhabi, infrastructures, public buildings, and residential projects have been designed by Roger Taillibert, Benjamin Thompson, Norman Foster, and Zaha Hadid, to name but a few. Students contribute to writing the story of modern architecture in the city. They visit and document remarkable buildings, explore local archives, and reconstitute the trajectories of architectural forms and patterns. The final project is an architectural guide designed for students, faculty, and the Abu Dhabi community.

ACS-AD 264J

The Orientalism Debates

January 2016

Prof. J. Stearns

In 1978 Edward Said published *Orientalism*, a book that presented a strong critique of Western scholarship on the Middle East. Thirty-five years later it is hard to find a discipline in the humanities and the social sciences that has not been influenced by the book, which is often credited with having founded the field of post-colonial studies. In this course we will read *Orientalism*, study Said's complex relationship with the work of Foucault, his long feud with Bernard Lewis, the influence of *Orientalism* on fields as disparate as art history and political science, and read the works of recent critics of Said such as Daniel Varisco and Robert Irwin.

ACS-AD 298

Directed Study

Under the supervision of a faculty member, students develop a research plan and complete a 25-page research paper, which is assessed based on the strength of research (both primary and

secondary materials), the robustness and originality of the argument, and the quality of the student's writing.

COREP-AD 1W
1001 Nights: Culture and Difference

FILMM-AD 104X
Understanding MENASA Film and New Media
Crosslisted with Film and New Media

LITCW-AD 121
Travel, Geography, and Imagination in Arabic and Islamicate Literatures
Crosslisted with The Ancient World, Literature and Creative Writing

MUSIC-AD 111X
Music of the Middle East and North Africa
Crosslisted with Anthropology, Music

MUSIC-AD 260
Intro to Maqam & Usul: Modality, Rhythm & Improvisation in the Art Music of the ME
Crosslisted with Music

THEAT-AD 134JX
Theater in the Arab World
Crosslisted with Theater

VISAR-AD 150X
Islamic Art and Architecture
Crosslisted with Art and Art History

VISAR-AD 151
Design and Ornament in Islamic Art
Crosslisted with Art and Art History
VISAR-AD 152
Orientalist Art
Crosslisted with Art and Art History

VISAR-AD 170
Contemporary Photography from the Middle East, South Asia, and the Far East
Crosslisted with Art and Art History

VISAR-AD 171X
Modern Art of the Arab World
Crosslisted with Art and Art History

The Ancient World multidisciplinary concentration focuses on the shared and overlapping periods in the development of cultures and civilizations around the Mediterranean basin, in the Near East, and across central Asia to the Pacific Ocean.

Abu Dhabi's location at the center of this geographical expanse makes it an ideal site for exploring the intellectual and material riches of the ancient world. This concentration encompasses a number of disciplines, including archaeology, art history, history, literature, and philosophy. In addition to regular coursework, students may also have the opportunity to participate in an archaeological excavation.

Requirements for the Concentration

Students who elect this multidisciplinary concentration select four courses approved by their mentor. The courses must be distributed across at least two disciplines and/or civilizations. Students are also encouraged to take a course in archaeology or material culture. NYU operates several archaeological excavations, including in the Dakhla Oasis of Egypt and in Aphrodisias, in Turkey. This fieldwork requires special training, and admission is by application. Other archaeological fieldwork opportunities are available in the UAE and the region. Students can learn more about fieldwork opportunities by consulting with the Ancient World faculty.

ANCIENT WORLD COURSES

MDANC-AD 110

Ancient Empires

This global history course presents the emergence of large territorial states in the ancient world. Starting from the earliest Eurasian civilizations in Egypt, Mesopotamia, the Indus Valley, and China, it aims to provide a thematic and comparative introduction to the major empires of the ancient world, including Qin and Han China, the Assyrian and Persian Empires, and the Roman Empire, as well as their successors. Topics include kingship, warfare, economy, law, ethnic identity, coreperiphery relations, and imperial ideologies.

MDANC-AD 111

Archaeological Field Work

Fieldwork options at present include NYU's excavations in the Dakhla Oasis of Egypt and may also include Aphrodisias, the ancient Greek City in Turkey. This program, which takes place from January to March each year, is offered either as a full semester program or as a 7-week module. Admission is competitive, and application is required in the previous spring.

MDANC-AD 112

Archaeology of the Near East from the Origins of Agriculture to Alexander the Great

Crosslisted with History, Arab Crossroads Studies
Fulfills pre-1800 requirement

This course offers an interdisciplinary approach to the material culture of the ancient Near East, from the rise of agriculture to the destruction of the Persian Achaemenid Empire by Alexander the Great—from the Neolithic to the Late Iron Age. Geographically the course covers the territory from the Levantine coast of Syria and Lebanon, through Iraq, to Iran. The course surveys major archaeological sites and monuments from the perspectives of archaeology, anthropology and art-history; it covers wide-ranging topics in a chronological framework, including the development of complex societies, urbanism, state formation, technology, landscapes and settlements, and art and architecture.

MDANC-AD 113

Intellectual History of the Ancient World

This course examines foundational texts in the intellectual life of ancient Greece and Rome in their historical context. Topics include political thought (democracy, republicanism, cosmopolitanism), religion (ritual and theology), and science (medicine, mathematics, astronomy).

MDANC-AD 114X

Alexander and the East: Central Asia and the Mediterranean from the Achaemenid Period to the Early Medieval Period (6th Century BCE–8th Century CE)

Fall 2015

Prof. F. Kidd

Crosslisted with History, Arab Crossroads Studies

Islamic Studies

Fulfills pre-1800 requirement

The course explores relations between the various steppe and oasis cultures in Central Asia and the Mediterranean world from the Achaemenid period up to the early Middle Ages. These relations are characterized by a broad spectrum of different forms of contact and exchange. Direct contacts were established, for example, by military campaigns, diplomatic exchanges, migrations or colonization. Less direct forms of cultural transmission resulted from complex transcontinental trade flows. The course will focus on the consequences which different forms of communication with the Mediterranean had on Central Asian art and material culture. We will consider topics such as urbanism, architecture, iconography, and historiography as well as specific aspects of material culture including ceramics, arms and costume.

MDANC-AD 198

Directed Study

Closely supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in a substantial paper.

AHC-AD 113

Before Globalization: Understanding Premodern World History

Crosslisted with Arts and Humanities Colloquia

COREI-AD 14

Innovation in the Ancient World

Crosslisted with Core: Science, Society and History

HIST-AD 115

Topics in Global History

Crosslisted with History

HIST-AD 171

The Ancient Mediterranean World

Crosslisted with History

HIST-AD 176

Topics in Mediterranean History

Crosslisted with History

LITCW-AD 111

Classical Literature and Its Global Reception

Crosslisted with Literature and Creative Writing

LITCW-AD 121

Travel, Geography, and Imagination in Arabic and Islamicate Literatures

Crosslisted with Literature and Creative Writing, Arab Crossroads Studies

PHIL-AD 220

Ancient Mediterranean Philosophy

Prerequisite: Introductory elective in Philosophy (PHIL-AD 101-119)

Crosslisted with Philosophy

PHIL-AD 221X

Classical Arabic Philosophy

Prerequisite: Introductory elective in Philosophy (PHIL-AD 101-119)

Crosslisted with Philosophy, Arab Crossroads Studies

PHIL-AD 223

Classical Indian Philosophy

Prerequisite: Introductory elective in Philosophy (PHIL-AD 101-119)

Crosslisted with Philosophy

The multidisciplinary concentration in The Environment affords an outstanding opportunity for making connections among fundamental scientific and engineering concepts, economic and sociological forces, and literary and artistic endeavors. This inherently interdisciplinary subject intimately connects to our existence and is especially relevant in Abu Dhabi, which has made a major commitment to environmental sustainability. The concentration is designed to integrate the fundamental sciences, including biology, chemistry, computer science, mathematics, and physics, with economics and the arts to provide an understanding of the Earth System and the current and future challenges imposed on it as the human population grows.

The curriculum emphasizes both quantitative reasoning and descriptive analysis in courses that emphasize science, economics, social concerns, the humanities and arts as a means to identify, explore, and solve fundamental problems and issues of environmental concern. Whenever possible, the courses utilize the local environment as a natural laboratory and studio for field trips and consider relevant local phenomena and issues.

Concentration in The Environment

The multidisciplinary concentration in The Environment requires four courses. In order to develop an interdisciplinary understanding of environmental concerns, students must take at least one course in each of the following areas: Environmental Studies; Environmental Policy; and Environment, Culture, and Society. The concentration in The Environment is designed for students with broad disciplinary backgrounds.

REQUIREMENTS FOR THE CONCENTRATION IN THE ENVIRONMENT

4 courses, distributed as follows:

- 1 Environmental Studies course
- 1 Environmental Policy course
- 1 Environmental Culture and Society course
- 1 Additional Elective

THE ENVIRONMENT COURSES

Courses vary from year to year.

ENVIRONMENTAL STUDIES

MDENV-AD 110

The Biosphere

Offered occasionally

This course introduces students to the fundamental dynamics of Earth's atmosphere and its oceans. These two systems are then integrated into a global picture of the biosphere. Topics include: the carbon cycle, climate feedbacks and anthropogenic influences; global ecology, energy transport, the paleoclimate record, the coupled atmosphereoceanic-land system, and climate modeling. The course addresses local and global issues such as desertification, carbon production by fossil fuels, and green technology as exemplified in Abu Dhabi's Masdar City, which is attempting to become the world's first carbonneutral, zero-waste city.

MDENV-AD 111

Global Climate Change

Offered occasionally

In this seminar students delve more deeply into the models and data that are the basis for our current understanding of Earth's climate, and how it is changing. The course weaves quantitative analysis with human impacts, economics, and policy-making.

COREI-AD 11J

State and Fate of the Earth

Crosslisted with Core: Science, Society and History

COREI-AD 28J

State and Fate of Biodiversity

Crosslisted with Core: Science, Society and History

COREX-AD 16

Where the City Meets the Sea: Studies in Coastal

Urban Environments

Crosslisted with Core: Experimental Discovery in the Natural World, Urbanization

COREX-AD 25J

Coastal Urbanization and Environmental Change

January 2016, Sydney

Prof. J. Burt

Crosslisted with Core: Experimental Discovery in the Natural World, Urbanization

ENVIRONMENTAL POLICY

MDENV-AD 112

Energy and the Environment

Economic analysis of major policy issues in energy and the environment, both domestic and international, is key for understanding the global impact of energy use. This course emphasizes market solutions to various problems and market limitations in the allocation of environmental resources. Energy issues focus on OPEC and world oil markets; taxation and regulation of production and consumption; conservation of natural resources; and the transition to alternative energy sources. Environmental issues include policies to reduce pollution. Substantial attention is paid to global warming caused by consumption of fossil fuels.

MDENV-AD 113

Environment and Society

A systematic survey of central concepts and issues relating to environment and society including environmental history and concepts of nature and the environment; the rise of environmentalism; environmental skepticism; anthropogenic global change; population and consumption, ecological footprint analysis, and other environmental indicators; environmental justice; and regulatory regimes.

ACS-AD 231JX

Oil, Energy, and the Middle East

Crosslisted with Arab Crossroads Studies, Economics, Political Science

COREI-AD 41J

Protecting the World's Health: Triumphs and Challenges

Crosslisted with Core: Science, Society and History, Social Research and Public Policy

ECON-AD 320

Environmental Economics and Energy Policy

Offered every other year

Prerequisite: ECON-AD 105

Crosslisted with Economics

POLSC-AD 184

UN Negotiation towards a New Binding & Universal Agreement on Climate Change

Prof. S. Kazmi

Fall 2015

Crosslisted with Political Science, Law

ENVIRONMENT, CULTURE AND SOCIETY

HIST-AD 111

Global Environmental History

Crosslisted with History

HIST-AD 147

Environmental History of China

Crosslisted with History

MDENV-AD 115

Global Politics of Green Growth

Prof. S. Kalantzakos

Crosslisted with Social Research and Public Policy

In March 2012, the OECD published its influential Environmental Outlook Report to 2050, confirming that the world is faced with an explosive new cocktail of geopolitical challenges: population explosion, environmental degradation, the failure to stop climate change, and the increased competition over limited natural resources. In response, governments are increasingly turning to renewables and high tech to diversify their energy mix and to reduce reliance on fossil fuels in order to stimulate stagnant economies and create new jobs. Ironically, the transition to a low fossil fuel economy through the use of RES and high tech applications has led to the creation of new global race over limited resources, such as rare earths, and this competition has already given rise to a series of fresh global political and economic realities, tensions, and disputes. We will examine how major industrial powers are approaching the asymmetric threat of climate change; the nature of contemporary resource competition; the way policy decisions are influenced by political rhetoric and public opinion; and the overall economic and political impact of climate change on international relations.

SRPP-AD 151

Introduction to Global Health

Crosslisted with Social Research and Public Policy

The ways that we communicate with one another change all the time. New media technologies are constantly transforming the means of social communication, making them accessible to more and more people. In this process of democratization of the tools of communication, what does it mean to become producers of experiences and not just consumers?

The Interactive Media concentration begins with the premise that access to newer and more expansive communication technologies creates new opportunities for human expression. But this concentration takes the tools as a means of expression—not an end in themselves. In Interactive Media courses, students are expected to engage with the ideas offered by their coursework in the core curriculum and in their majors and imagine how those ideas might be communicated with new media technologies. The goal of this endeavor is to augment and improve human experience, and to bring both meaning and delight to people's lives.

The program's curriculum will be ever-evolving, reflecting the spirit of experimentation and the potential in these emergent forms. Practical skills involving electronics, programming, design, and digital media will be developed in conjunction with theory to address the nature of a constantly changing media landscape.

The Interactive Media program is also designed as a meeting point for the arts, sciences, and humanities. This integrated approach is part of the program's DNA, facilitating an environment where people from diverse backgrounds can come together to imagine new possibilities for expression.

Requirements for the Concentration

This concentration requires four courses: Introduction to Interactive Media, Communications Lab and two other Interactive Media courses or appropriate courses offered at the NYU global sites.

INTERACTIVE MEDIA COURSES

REQUIRED COURSES

MDMED-AD 101

Introduction to Interactive Media

Offered every Fall

Fall 2015

Prof. S. Fitzgerald

Crosslisted with Film and New Media

With the advent of digital computation, humans have found a variety of new tools for self-expression and communication. Thinking about how we interface with these tools beyond the mouse and keyboard, we can approach software and electronics as artists and designers and explore new paradigms of interaction with machines and each other. This introductory course will provide students hands-on experience with screen-based and physical interaction design through programming and electronics using microcontrollers, electronics, and writing our own software. Fundamentals of programming and circuit design will supplement readings on human-computer interaction and design theory. Weekly lab exercises encourage students to experiment freely, creating their own novel interfaces and controls for working with machines.

MDMED-AD 102

Communications Lab

Offered every Spring

Crosslisted with Music

A production based course that surveys various technologies including digital imaging, video, audio, animation, and basic web development. The forms and uses of new communications technologies are explored in a laboratory context of experimentation and discussion. Principles of interpersonal communications and media theory are considered in this new context.

ELECTIVE COURSES

MDMED-AD 115

New Interfaces for Musical Expression

Offered occasionally

Prerequisite: MDMED-AD 101

Crosslisted with Music

This course approaches questions such as “What is performance?”, “What makes a musical interface intuitive and emotionally immediate?”, and “How do we create meaningful correlations between performance gestures and their musical consequences?” Over the semester, we look at many examples of current work by creators of musical interfaces, and discuss a wide range of issues facing technology-enabled performance.

Students will design and prototype a musical instrument—a complete system encompassing musical controller, algorithm for mapping input to sound, and the sound output itself. A technical framework for prototyping performance controllers is made available. Students focus on musical composition and improvisation techniques as they prepare their prototypes for live performance.

MDMED-AD 116

Mashups : Creating with Web APIs

Offered occasionally

Fall 2015

Prof. C. Protzel

As the World Wide Web continues to grow and pervade our everyday lives, an ever-increasing amount of data and digital services are becoming accessible to us through public web APIs (Application Programming Interfaces). Common to many web sites, including YouTube, Twitter, Google Maps, Wikipedia and more, these web APIs offer a way to programmatically request and re-purpose endless troves of information. How might we use these available resources to create unique, creative, and compelling web experiences of our own? Subscribing to a process-oriented approach, much of class time will be spent reviewing and writing code, primarily Javascript, for client-side (front-end) web development.

MDMED-AD 202

Experiential Video Art

Spring 2016

Prof. S. Fitzgerald

Crosslisted with Art and Art History, Film and New Media

Video heralded a mediated form of expression, quickly embraced by artists, journalists, and provocateurs. This course explores alternative methods of working with video signals in the context of performance and installation. Students develop their own work while examining technical, aesthetic, and theoretical concepts embedded in existing pieces, following video art from the late 1960s to contemporary practices. Topics include thinking about scale, projection mapping, using a camera as a sensor, real-time video manipulation, and alternative screens like LEDs. Previous video experience is encouraged, though not required.

MDMED-AD 203

Network Everything

Offered occasionally

This course explores the possibilities and challenges of designing alternate physical network interfaces. Through weekly readings, class discussions, and a series of projects, students can expect to make physical objects that talk to each other over distance. Various protocols such as Bluetooth, Zigbee, and WiFi, and GSM/GPRS are used in the context of creating novel “smart” devices. Topics of discussion include networking

protocols and network topologies; network time vs. physical time; mobile objects; and wireless networks.

MDMED-AD 204

Digital Fabrication and Design

Offered occasionally

This course leads students on a journey that takes an idea from an initial sketch to a physical prototype. With an iterative approach to design, students can expect to revise prototypes multiple times, redesigning and robustly testing each version. This course will cover software such as Sketchup, digital fabrication, and traditional shop work.

MDMED-AD 205

Intermediate Topics in Interactive Media

Offered every year

Building on the concepts presented in the foundation courses, these electives may incorporate networked objects, interface design, mobile technologies, social media, or working with large sets of information.

MDMED-AD 298

Directed Study

Offered by application

Supervised, individual research on a particular topic by arrangement with a faculty member, resulting in a final project of significant scope

The Peace Studies program examines the factors that foster or undermine peace within local and national communities and across nations. The program is motivated by the conviction that understanding the complex dynamics of peace and conflict can facilitate the work of making the world a more just and peaceful place.

The Peace Studies program draws on tools and methods from an array of disciplines in order to examine both the sources of conflict and the strategies and institutions that aim to resolve or prevent conflict, from methods of grass-roots local engagement to diplomacy, mediation, and international intervention. It analyzes peacemaking strategies across vastly divergent scales, from the contributions of individuals and small groups to the work of nations and multilateral organizations. In addition to the social, economic, and political dynamics affecting peace and conflict, the Peace Studies program also investigates the psychological factors that can cause or resolve conflict, such as the psychological roots of prejudice and aggression and the psychological origins of attitudes of reconciliation and cooperation that allow enemies to transcend seemingly intractable conflicts and societies to build bridges across painful and deeply-rooted divides.

Additional courses rooted in the humanities and arts aim to deepen our understanding of the philosophical and human dimensions of peace and conflict. They pose questions such as: Can war ever be just? Can the priority of peace ever be used as a tool to preserve unjust institutions? More generally, these courses raise the question of whether the exercise of artistic creativity or inquiry into the human condition can foster peacebuilding, cross-cultural communication, and a greater sense of empathy with other human beings.

The ideas and issues addressed by the Peace Studies concentration include:

- the challenges and strategies involved in promoting the peaceful resolution of conflict
- the costs of conflict and of the reconstruction of post-conflict societies from economic, social, psychological, and legal perspectives
- conflict and non-violence
- the psychological dimensions of conflict, prejudice, cooperation, and reconciliation
- peacekeeping
- transitional justice and post-conflict reconciliation
- post-conflict state-building
- migration and post-conflict economic development
- disarmament
- international law and governance
- the ethics of war and peace
- the history of wars and peacemaking
- artistic responses to war and roles for art in peacebuilding

The program draws on courses in the Arts and Humanities, Social Science, and Science as well as pre-professional courses in Law and in Leadership and Social Entrepreneurship. Students interested in international relations, comparative politics, economic development, social change and social justice, public service, anthropology, the arts and humanities may find special relevance in the Peace Studies program, as will students participating in Engineers for Social Impact, an activity organized by the Engineering program.

REQUIREMENTS FOR THE CONCENTRATION IN PEACE STUDIES

4 courses, distributed as follows:

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- 1 Foundations of Peace: Psychological Perspectives
 - 1 Foundations of Peace: Economic and Political Perspectives
 - 2 Electives offered by the Peace Studies program or cross listed with other programs

PEACE STUDIES COURSES

REQUIRED COURSES

PEACE-AD 101 **Foundations of Peace: Psychological Perspectives**

Offered every year

Fall 2015

Prof. P. Henry

This class will introduce students to the foundational theoretical approaches to peace from a psychological perspective. The class will focus on the study of conflict, aggression, civil unrest, violence, and terrorism, based on the idea that understanding the psychological roots of conflict is essential for understanding the means toward achieving peace within and between individuals, and achieving cooperation within and between groups. The class will consider the motives behind conflict, the origins of collective action, perceptions of justice in fueling conflict, the role of emotions, including anger and empathy, the role of ideologies and morality systems, the rationalization and justification of aggression and inequality, and the psychological consequences of conflict. The class will consider evidence relevant to Eastern philosophical approaches to peace and conflict, such as meditation, Buddhism, etc., including their neuropsychological and physiological markers. Finally, the class will critically evaluate attempts at understanding and reducing terrorism, as well as other conflict resolution strategies from a psychological perspective. In general, students will be able to integrate a range of perspectives to evaluate the current state of the science of peace psychology, including its strengths and shortcomings.

PEACE-AD 102 **Foundations of Peace: Economic and Political Perspectives**

Offered every year

Crosslisted with Political Science, Economics

This course surveys the political science and economics literature on social conflict and peacebuilding. The class will focus on major themes and issues such as the determinants of peaceful cooperation and sustainable peace; the root causes of armed conflict; the determinants of ethnic conflict; the political economy of civil wars; the variables affecting the duration and termination of wars; the phenomenon of different forms of political violence—including protests, riots, military coups, political assassinations, and terrorism; and the politics and economics of peacebuilding. The course is highly interdisciplinary and will cover a wide variety of cases from a comparative perspective.

PEACE STUDIES ELECTIVES

PEACE-AD 120

Transitional Justice

Fall 2015

Crosslisted with Political Science

How do societies emerging from authoritarian rule and intra-state armed conflict deal with past mass human rights violations? In their attempts to address past gross human rights violations, what types of justice mechanisms do such societies employ? Ruti Teitel first coined the term transitional justice in her book *Transitional Justice* (2000). Since then the term has circulated widely in scholarly and policy communities to describe a set of mechanisms and approaches to address past violence. This course analyzes the problems facing societies with past human rights violations, the numerous options they have at their disposal to engage these abuses and the political, economic, legal and ethical ramifications of each choice. The course is organized into two sections. The first section introduces theoretical approaches to study of transitional justice. The second section analyzes the most frequently used mechanisms, focusing on their potency in advancing democratization and reconciliation. Case studies include: the prosecutions of Nuremberg and Tokyo; the international tribunals of the former Yugoslavia and Rwanda; the hybrid tribunals of Timor Leste, Cambodia, and Sierra Leone.

PEACE-AD 121

International Organizations and Global Governance

Crosslisted with Political Science

The creation of international organizations (IOs) is a crucial moment in historical efforts at structuring and civilizing international affairs. Organizations such as the League of Nations and the UN have been at the heart of attempts to create a peaceful international order. In today's international system, international organizations perform a huge variety of challenging tasks: they provide safeguards against the military use of nuclear technology, destroy chemical weapons, convict war criminals, assist developing countries with loans, and deliver food to populations in need. This course will examine international organizations' origin, logic and impact within both global and local contexts. It will provide students with a better understanding of both the theory and the practice of international cooperation and global governance. Specifically, it will study why states cooperate in IOs, how member states and international bureaucracies interact, and how IOs contribute to peaceful conflict management and human development in today's international system.

PEACE-AD 122J

Truth, Reconciliation and Justice in Post-Conflict Situations

The focus will primarily be on the experience of the Truth and Reconciliation Commission in South Africa, why and how it came into being, how it was structured, how it functioned and its impact on the nation and national development. Sub-themes will include an analysis of four kinds of truth, the problem of denialism, and the difference and relation between restorative and punitive justice. The course will offer comparative reflections on how similar issues have been dealt with in Northern Ireland, Colombia and Sri Lanka.

PEACE-AD 123

Peacebuilding

Offered every Fall and Spring

Fall 2015

Prof. M. Harsch

Crosslisted with Political Science

This course will help students build an analytical understanding of the potentials and pitfalls of international intervention in conflict-affected societies. Postwar peacebuilding has become a growing, yet highly controversial international activity. The experiences with attempts to promote peace and increase state capacity are sobering, in particular in terrains such as Somalia, the DRC and Afghanistan. How can the international community promote peace in these hard cases? What are the flaws of the existing "best practices" approach to peacebuilding and what are promising alternatives to it? The course will examine the current debates on peacebuilding and will invite practitioners from international organizations to discuss their approach to promoting peace in some of the world's most challenging regions.

PEACE-AD 124

Causes and Prevention of Violence

This course will study violence as a problem in public health and preventive medicine – indeed, the most important problem, since it could potentially, in this age of nuclear weapons, cause the self-extinction of the human species. To do so, we will review writings that illuminate and illustrate the causes and prevention of violence, including wars and civil wars, inter-ethnic violence, revolutions, genocide, terrorism and structural violence. We will study how the moral emotions, shame and guilt, can motivate as well as inhibit both group and individual violence. We will also examine cognitive causes of violence, including the backlash, in the form of "political religions"—Nationalism, Imperialism, Totalitarianism, and most recently, Apocalyptic Fundamentalism—against the modern scientific world-view and its challenge to the credibility of the traditional sources of moral and political authority. Readings will include the Bible and works by Thucydides, Shakespeare, Buchner, Nietzsche, Dostoevsky, Joseph Conrad, Einstein, Freud, Kafka, Adorno, Frantz Fanon and Hannah Arendt.

ACS-AD 233

War and Media in the Middle East

Crosslisted with Film and New Media, Arab Crossroads Studies

COREA-AD 43

War

Crosslisted with Music, Core: Art, Technology and Invention

CORES-AD 27W

Peace

Crosslisted with Core: Structures of Thought and Society

CORES-AD 32

Global Justice and Authority

Crosslisted with Core: Structures of Thought and Society

EDUC-AD 114JX

Education and Diversity: Historical and Comparative Perspectives

Crosslisted with Social Research and Public Policy, Education, Arab Crossroads Studies

EDUC-AD 115J

International Peacebuilding and the Role of Education

January 2016, Abu Dhabi

Prof. D. Burde

Crosslisted with Social Research and Public Policy, Political Science, Education

FILMM-AD 157J

Cinema and War

Crosslisted with Film & New Media

HIST-AD 118J

World War I: A Case Study in the Causes and Consequences of War

Crosslisted with History

HIST-AD 144

Topics in Asia-Pacific History:

Crosslisted with History

LAW-AD 212J

International Law

Crosslisted with Social Research and Public Policy, Political Science, Law

POLSC-AD 171

International Conflict

Prerequisite: POLSC-AD 170

Crosslisted with Political Science

POLSC-AD 172
International Organization
Prerequisite: POLSC-AD 170
Crosslisted with Political Science

POLSC-AD 176J
Nation-Building
Crosslisted with Political Science

POLSC-AD 177
Civil War and International Intervention
Prerequisites: POLSC-AD 170, ECON-AD 210 or POLSC-AD 209
Crosslisted with Political Science

POLSC-AD 178J
Understanding Insurgency and Counterinsurgency
Crosslisted with Political Science

POLSC-AD 179J
Political Conflict and Economic Development
Crosslisted with Political Science, Economics

POLSC-AD 181
Ethnicity and Violence
Prerequisite: SOCS-AD 110
Recommended prerequisites: One or more of ECON-AD 101, ECON-AD 105, ECON-AD 210, POLSC-AD 209, SRPP-AD 120, SOCS-AD 113
Crosslisted with Political Science

POLSC-AD 184
UN: Negotiation towards A New Binding & Universal Agreement on Climate Change in Paris in Dec 2015
Crosslisted with Political Science, The Environment

POLSC-AD 186JX
Islamic Extremism
January 2016, Washington, DC
Prof. J. Traub
Crosslisted with Political Science
Islamic Studies

The terrorist attacks of 9/11 transformed the foreign policy of the United States and re-shaped its national psyche. Subsequent attacks in Europe, the Middle East and elsewhere have focused the world's attention on the problem of Islamic terrorism. In this class we will seek to understand both the causes of the sudden rise of violent extremism in the Muslim world and the response it has provoked. We will examine the evolution of the threat, from Al Qaeda, with its focus on mounting spectacular attacks on symbolic targets in the West, to the Islamic State, which has attracted thousands of men and women from around the world to its violent nation-building project in the heart of the Arab world. Western nations have deployed military, intelligence and police tactics against Al Qaeda with some success, but those methods may not work against ISIS. Arab nations have begun to mobilize to counter the threat, but their own repressive, and in some cases religiously intolerant, regimes may be exacerbating the very problem they seek to solve. In addition to reading about the origins and the spread of jihadism and the policies adopted by concerned states, we will meet with scholars, journalists, policy experts, diplomats and officials in the Obama Administration. Students will write a series of short papers as well as a longer project proposing a course of action to cure, or at least mitigate, the extremist threat.

The Urbanization concentration takes advantage of the setting in Abu Dhabi, a rapidly growing city which is making major investments in infrastructure, public transportation, and environmental sustainability, and drawing international attention as a model of advanced urban planning. Through course work, internships, and research projects, this program gives students first-hand exposure to the complex issues associated with urbanization.

At the start of the 20th century, only one person out of every ten lived in a city. Today, half the world population is urbanized. United Nations projections suggest that more than 70 percent will reside in cities by 2050, with the largest increases expected in the developing world.

The multidisciplinary concentration in Urbanization focuses on this process—the forces that drive it, the cities it creates, and their impacts on well-being and social interactions. Encompassing the social, economic, political, and physical dimensions of urbanization, the concentration provides students with a cross-disciplinary set of perspectives for understanding the urbanization process, across cultures, countries, and time.

The concentration is inherently global in nature, with a particular concern for the role of urbanization in the developing world, the multicultural nature of much of current urbanization, and the intersection of this process with the environment and associated issues.

Requirements for the Concentration

Students who elect to take this multidisciplinary concentration take four approved courses, with at least one course selected from the electives designed specifically for the Urbanization concentration. Students should develop their program in close consultation with their mentor.

URBANIZATION COURSES

MDURB-AD 114J

Planning Abu Dhabi

As Abu Dhabi strives to position itself as a global capital city, it has embarked on ambitious plans for urban, economic and social development. Since 2007, Plan Capital 2030 laid the foundation for a progressive and comprehensive approach with sustainability as an overarching principle. The course will introduce a full understanding of the evolution of the city, examine plans for Abu Dhabi, and learn about the main urban actors and the forces shaping its growth. Through reading key texts in urban theories, site visits, guest speakers, presentations and debates, students will be able to think critically about city planning and development in rapidly developing cities and key challenges in comparison to other regional and global examples.

MDURB-AD 115J

New York and Modernity

Crosslisted with Arts and Humanities Colloquia
Modernism was a broad movement in literature, arts, music, and architecture that flourished first in Europe and then the United States between from the turn into the twentieth century until just after the Second World War. This course examines the ways in which New Yorkers reshaped European modernism and created a distinctive legacy that marks the city to this day. Exploring the reciprocal relationship between modernism and the city, the course investigates how modernism was shaped by urban experience and how, in turn, modernism helped to mold our conception of the modern city.

MDURB-AD 116J

Metropolis: Culture, Climate, and Politics in the 21st Century City

*January 2016, New York
Prof. E. Klinenberg*

This course provides an introduction to key themes in urban studies, focusing on a selected set of issues that are particularly relevant for New York City but important for cities throughout the world. We will read classic and important contemporary works in urban studies, including selections from great books in urban scholarship whose significance transcends any one field or discipline. (Authors include Weber, Jacobs, Ballon, Mumford, Simmel, Sennett, Wirth, Jackson, and Sassen). We will also read several case studies of emerging issues, particularly questions regarding climate change mitigation and adaptation, sustainable development, and urban inequality. This course culminates with an intensive study of how New York City can respond to the challenges posed by climate change. We will visit sites where there are major new development projects

meant to strengthen the region's structures and infrastructures, while also improving the quality of daily life. We will have special meetings with architects, engineers, climate scientists, and policy makers who are working on these projects, and opportunities to experiment with our own design ideas.

MDURB-AD 117J

Post-Catastrophe Reconstruction

Emergency response situations, such as natural disasters and terrorist attacks, are unfortunate but recurring events that have a major impact on today's global society. This course explores the variety of complex issues surrounding post-catastrophe reconstruction (PCR) and provides an understanding of the process and players in emergency response situations as well as a critical historical analysis of previous reconstruction efforts. We compare the unique characteristics of various PCR situations, such as natural disaster vs. terrorism, urban vs. rural, developing vs. developed nations; discuss issues surrounding immediate rapid response and long-term reconstruction; and evaluate pre-event preparedness plans and development aimed at lessening the occurrence and effects of emergency events. The class includes a field trip to Sri Lanka where students have an opportunity to experience first-hand and gain an understanding of the realities on the ground in a post-catastrophe area. In addition, students have the opportunity to meet with NGOs and government officials involved in the humanitarian as well as reconstruction effort. This course will include a field trip to Sri Lanka.

MDURB-AD 118

Middle Eastern Cities: Urbanization and Society

This course investigates urbanization in the Middle East from early Islam to the modern period. It examines medieval and pre-modern cities as centers of religious and political authority and crucibles of commercial and cultural exchange, and investigates the challenges of modernity and westernization on these cities and their current adaptation to globalism. The course emphasizes Baghdad, Cairo, Damascus, Isfahan, and Istanbul.

MDURB-AD 119

Sustainable Cities in a Comparative Perspective

This course examines the social, economic, and environmental dimensions of sustainability in cities—in the current context of development and environmental challenges. Policies and programs that try to address the challenges of sustainability (from both developed and developing countries) are studied and compared.

MDURB-AD 120

Urban Infrastructure in the 19th & 20th Century

The world's urban population is anticipated to reach 5 billion by 2030. The rise of mega-cities has captured much attention, however most

of the world's urban growth will take place in small to mid-size cities. To some extent, this is a desirable trend as smaller urban environments and utopian models of urban development. This course is a comparative study of the evolution of 19th and 20th century urban infrastructure. It examines the designs of complex infrastructure networks for moving people, goods, water, waste, energy, and information: from pipelines to the telecommunication network, from sidewalks to freeways and ports, and from personal carriers to mass transit. In this course students develop a perspective on how the growth of urban population in first half of 19th century led to innovations in the second half of the century that sustained the tremendous growth of 19th century urban population; and how this trend continued to support that growth in the 20th century urban population. Each student will select a city and research the evolution of the various layers of that city's infrastructure. The student "Cities Project" will be presented in the form of maps, photos, videos, interviews, stories.

MDURB-AD 121

Urban Life and Cities in a Global Context

This course introduces students to the life of cities, their creation and development over time, and the effect of cities on the lives of people. Drawing on diverse disciplines, such as sociology, history, geography, and political science, it explores the process of urbanization, focusing on major theories of urbanization, the urban way of life, and problems related to the urbanization process. It also places these urban processes within a transnational and global context.

MDURB-AD 122J

Cities and Consumption

Crosslisted with Social Research and Public Policy, Economics

Cities are our most powerful engines of growth and increasingly the economic organizing units of our time. More than half the world's population lives in cities and urban areas, a figure that will grow to 70 percent by 2050. We look in detail at great global cities across the world, giving students the concepts and tools to understand their evolution and the critical roles they play in economic, social, cultural and human development. The course also helps students better understand how their choice of a city to live in can have an indelible impact on their lives and careers.

MDURB-AD 123J

Nature of Urban Design: a New York Perspective on Resilience

This course is an introduction to the role of urban design in global sustainability. The first step is to understand how cities affect climate and how climate affects cities by examining New York as a model. New York is a coastal city faced with the simultaneous requirement to grow its population by a million people yet to improve the quality of its civic life when climate events threaten both its urban fabric and critical infrastructure. How New York uses urban design not just to survive but to thrive is the subject of this course, introducing the people, products and processes of urban design. The city itself will frequently serve as classroom, with students exploring and recording examples of urban design through the neighborhoods they transform.

MDURB-AD 124J

Urban Form of Shanghai

*January 2016, Shanghai
Prof. M. Swislocki*

Crosslisted with History

Shanghai has evolved markedly through key stages in the history of urban form, vestiges of which are found within the city today: an old walled "Chinese city"; tree-lined boulevards and commercial avenues of 19th and 20th century foreign settlements; and suburban development in Pudong. This class examines each key stage, combining readings with in situ urban inquiry. Readings cover Chinese reflections on the city in general and Shanghai in particular, as well as urban studies classics like Lewis Mumford's *The Culture of Cities*. Trips take students to historically significant cultural spaces, including the old City God Temple, Fuzhou Road Bookshops, alleyway houses, The Peace Hotel, the Great World amusement park, People's Park, the Moganshan Road contemporary art complex, as well as nearby waterway towns that illustrate aspects of Shanghai's history before urbanization.

MDURB-AD 125J

Global City

Cities are our most powerful engines of growth and increasingly the economic organizing units of our time. More than half the world's population lives in cities and urban areas, a figure that will grow to 70 percent by 2050. We will look in detail at great global cities across the world, giving students the concepts and tools to understand their evolution and the critical roles they play in economic, social, cultural and human development. The course will also help students better understand how their choice of a city to live in can have an indelible impact on their lives and careers.

MDURB-AD 126J

Cities, Nations, and Globalization

What is globalization and when did it begin? What is the difference between an imperial city and a global capital? Imperial London provides a way to explore this question, and New York, which was not capital of a vast colonial empire, provides a useful comparison case. There is also the question of globalization's impact on the relation between cities and nations? More directly, have global cities outgrown their host nations? Is globalization a new iteration of the world economy, or is it more multi-faceted, with social, political, and cultural implications, including new dimensions of citizenship and social movements? Can one "read" shift from the age of empire to that of globalization in the built environment of the city of London, New York, Jakarta or Ho Chi Minh City? Assignments will include literary sources and visual analysis as well as social science and humanistic scholarship.

MDURB-AD 127J

Public Space and the Life of Cities

Public spaces play an essential role in the life of cities and their residents. Public squares and parks, streets and esplanades—these are often the signature spaces that constitute a city's distinctive identity. They are also the settings of everyday life, mixing bowls where a city's diverse communities interact, forums for individual as well as collective action and expression. This course explores the nature of public space in cities around the world, with attention to their physical character and design, their history, their pictorial and literary representation, and the political and social practices that activate public space. We will explore three overarching questions. What do we mean by "public" and "public space"? What are common characteristics of public spaces and how do people use them? And why are public spaces important to city life? In addition to historical and contemporary squares and streetscapes of Europe and the Middle East, we will draw upon case studies in Sydney as well as the hometowns of our students.

MDURB-AD 128J

Contested Cities: Difference, Inequality, and the Metropolis

January 2016, London

Prof. T. Sugrue

This course explores the ways that race, ethnicity, religion, and class have shaped modern western cities. With attention to the spatialization of inequality in London and the British Empire as a case study, this course is interdisciplinary, bridging past and present and combining historical and social scientific approaches to urban change. We will explore patterns of segregation and residence, the history and geography of difference, and political economy. We will discuss the role that planners, architects, investors, activists, and policymakers have played in shaping metropolitan areas over the last century, with attention to key policy debates, and planning and policy interventions involving immigration, urban redevelopment, gentrification, community control, and suburbanization. This course will include field trips to various urban sites in greater London.

MDURB-AD 198

Directed Study:

AHC-AD 129J

Memory and the City: Berlin in 20th Century History and Literature

Crosslisted with Arts and Humanities Colloquia

AHC-AD 137J

Imagining the Renaissance City: Florence and Siena

January 2016

Prof. J. Tylus

Crosslisted with Arts & Humanities Colloquia

COREI-AD 16

Where the City Meets the Sea: Studies in Coastal Urban Environments

Crosslisted with The Environment, Core: Experimental Discovery in the Natural World

COREX-AD 25J

Coastal Urbanization and Environmental Change

January 2016, Sydney

Prof. J. Burt

Crosslisted with The Environment, Core: Experimental Discovery in the Natural World

CORES-AD 15W

Politics and the City

Crosslisted with Core: Structures of Thought and Society

ECON-AD 213J

Economic Development and Urbanization in Africa

Crosslisted with Social Research and Public Policy, Economics

ECON-AD 320

Environmental Economics and Energy Policy

Crosslisted with Economics

Prerequisite is ECON-AD 105

ECON-AD 323

Urban Economics

Crosslisted with Economics

Prerequisites: ECON-AD 101, ECON-AD 102

HIST-AD 117

Urbanism and Modernity: Paris, Istanbul, Berlin

Crosslisted with History

MUSIC-AD 111

Music of the Middle East and North Africa

Crosslisted with Music, Arab Crossroads Studies

POLSC-AD 136

Political Economy of Cities

Crosslisted with Political Science

SRPP-AD 133J

Wealth and Inequality in the Global City

January 2016, New York

Prof. J. Manza

Crosslisted with Social Research & Public Policy

SRPP-AD 141

Urban Poverty and Social Policy

Crosslisted with Social Research and Public Policy

VISAR-AD 161

Topics in Architecture and the Urban Environment from Antiquity to the Present

Crosslisted with Art and Art History

Pre-Professional Courses

Business and Organizational Studies

Education

Journalism

Law

Leadership and Social Entrepreneurship

Museum and Cultural Heritage Studies

Premedical and Health Studies

Pre-professional electives provide academically rigorous introductions to various careers. NYUAD's pre-professional courses tap into local institutions, organizations and businesses. They provide students with community engagement and experiential learning opportunities. They also draw upon the expertise of NYU's renowned professional schools. Many courses are taught by faculty from the following NYU schools, including:

Courant Institute of Mathematical Sciences

Leonard N. Stern School of Business

NYU School of Law

Polytechnic Institute of NYU

Robert F. Wagner Graduate School of Public Service

Silver School of Social Work

Steinhardt School of Culture, Education, and Human Development

Tisch School of the Arts

As most health care professional schools have specific undergraduate preparatory course requirements for admissions, students interested in pursuing a health care graduate degree should include all of the specified pre-professional courses as part of their undergraduate coursework.

Students interested in other professional areas should feel welcome to pursue as many or few of these pre-professional courses as are useful to them—consistent with maintaining the academic breadth that is a hallmark of an NYUAD undergraduate degree.

Many pre-professional courses are Crosslisted with NYUAD majors and concentrations. Some are not. However, as most professions do not require that students follow a particular undergraduate major, students are encouraged to explore pre-professional courses regardless of any cross listing.

Business and Organizational Studies

The courses in this pre-professional area designed to expose students to the principles of building effective organizations, with a particular focus on the for-profit sector. Organizations can be conceptualized in many ways—as a group of groups, a vehicle for creating economic value and sustainable competitive advantage, or a community of people pursuing a common mission. Each metaphor adds unique insights into the challenges and rewards of building an integrated network of people, systems, and financial resources that create economic and social capital.

In addition to courses offered by NYUAD, students who elect to study away in New York, Florence, London, Prague, Shanghai and Washington DC have the opportunity to take course offered by the Leonard N. Stern School of Business. Stern courses that are part of the NYU cross-school business minors are readily available to NYUAD students. For students interested in registering for intermediate or advanced-level Stern courses, pre-requisites for those courses must be met. Registration is available to NYUAD students one week after registration initially opens. NYUAD students should work closely with their mentors well in advance of the semester they plan to study away if they would like to take upper-level business courses offered by the Stern School.

BUSINESS AND ORGANIZATIONAL STUDIES COURSES

Courses vary from year to year.

BUSOR-AD 110

Making Groups and Teams Effective

Offered occasionally

Crosslisted with Leadership and Social Entrepreneurship

This course studies the fundamentals of how human groups function and evolve over time and what scholars and practitioners have learned over the last 50 years about making them more effective. The course examines how size, longevity, surrounding social context, member composition, and emergent social norms dramatically shape how a group behaves and how effectively it operates. Then the course turns to study how group behavior can be shaped and changed over time. Particular attention is paid to issues of group culture, status and power structures, communication patterns, member diversity, and the effects of new member entry and member departures.

BUSOR-AD 111J

Principles of Marketing

Offered occasionally

January 2016, New York

Prof. B. Buchanan

Crosslisted with Leadership and Social Entrepreneurship, Economics

This course studies the fundamentals of marketing—from determining what it is that consumers want and need, translating those wants and needs into products and services, and selling those products and services in a highly competitive global marketplace. Depending on the instructor, different topic areas are emphasized, including, for example, the role of consumer research, product design and pricing, branding, and communications and promotional strategies in effective marketing.

BUSOR-AD 112

Special Topics in Management and Strategy

Offered occasionally

This course is taught by leading management and economic scholars from around the world who are in residence in Abu Dhabi. The content is oriented toward the scholar's expertise and the evolving international landscape of business, management, and competitive strategy.

BUSOR-AD 113

An Introduction to Organizational Research Design

Offered occasionally

This course is best seen as a blend of basic knowledge on how organizations behave and a much deeper exploration of research methods for measuring the actual performance of organizations in achieving their mission, be it profit, environmental sustainability, social responsibility, or innovation. The course will start with a short discussion of organizational architecture and behavior, then move forward with an introduction to research methods for diagnosing and measuring how organizations produce high rates of return on investment. The bulk of the course will engage students in measuring the organizational attributes and performance of selected Abu Dhabi entities as part of the professor's work with the Abu Dhabi Accountability Authority, which oversees nearly 400 AD government, private, and nonprofit agencies, and the Khalifa Fund, which is Abu Dhabi's primary venture capital fund for stimulating entrepreneurship. Students must be committed to the highest standards of professionalism in their work, and will be active participants in helping NYUAD contribute to the betterment of Abu Dhabi organizations and society as a whole. Arabic language skills are of added value in this work, but not essential.

BUSOR-AD 115

Management & Organizations

Offered occasionally

Crosslisted with Social Research and Public Policy, Political Science, Economics

Why do some organizations succeed while others flounder? As students of business, it is critically important for you to have an understanding of the key factors that contribute to organizational success, and the role that managers play in helping their organizations be successful. The better that you understand these issues, the more effective you will be in your future careers.

ECON-AD 101

Principles of Microeconomics

Crosslisted with Social Research and Public Policy, Leadership and Social Entrepreneurship, Economics

ECON-AD 321

Introduction to Accounting

Prerequisites: ECON-AD 101, SOCS-AD 110

Crosslisted with Economics

ECON-AD 325J

Euro-American Financial System in Crisis

Crosslisted with Economics

ECON-AD 352

Global Banking and Financial Markets

Crosslisted with Economics

LEAD-AD 115J

Critical Issues in Social Entrepreneurship:

Innovations in the Middle East

Crosslisted with Leadership and Social Entrepreneurship, Economics, Arab Crossroads Studies

LEAD-AD 210

Models of Leadership

Crosslisted with Leadership and Social Entrepreneurship

PSYCH-AD 314

Industrial and Organizational Psychology

*Prerequisites: PSYCH-AD 101, PSYCH-AD 102
Crosslisted with Psychology*

Education is a central organizing activity of most societies, and the institutions created around education take many forms across the world. The courses in the Education pre-professional area ask questions that run to the core of understanding cultures and societies: What is the purpose of education, and how do societies educate their people through both formal institutions (most typically schools) and other types of socialization? What are the interrelationships between schools and other cultural institutions? How does education both mirror and shape the societies that create it? How do schools engage with issues of equity, social justice, educational “rights,” and civic responsibilities? Why do schools so often sit at the center of cultural controversies?

The pre-professional courses in Education engage students in the investigation of the history and sociology of education, educational policy and research, and a comparative study of educational practices in a variety of national and international perspectives. Specifically, there is a focus on urban education across the globe: in complex, multicultural settings, how do societies engage in the education and schooling of diverse groups of people?

Education is appropriate for students considering careers and/or further study in education, including teaching, education leadership, policymaking, non-profit work, domestic and international NGO work, government positions in education, the Peace Corps and other international development work, or graduate school in areas such as law, business, policy, or the social sciences.

EDUCATION COURSES

Courses vary from year to year.

EDUC-AD 110 **Introduction to Education**

Offered occasionally

This course examines the relationship between education and other social institutions in comparative context across national borders. What is the purpose of “school” and how has it been defined and redefined over time and in various cultures? Considers such educational ideas as IQ, merit, curriculum, tracking, equal access, and learning, as well as the bureaucratic organization of education. Analyzes the role of teachers, their expectations, and how they interact with students—particularly those of different genders, classes, and ethnic groups.

EDUC-AD 112 **International Perspectives on Gender and Education**

Offered occasionally

The course provides an overview of major discussions and debates relative to gender and education in both “developed” and “developing” countries, and examines theoretical understandings of gender, and the intersection of gender, schooling, and global social justice. Key issues to be considered include: gender and education internationally, specifically the educational status of girls and women; empowerment and education; the role of boys and men in promoting gender equality; and the role of international donor agencies, the State, and NGOs. The course concludes by studying the role of teachers and innovative educational programs.

EDUC-AD 113 **Schooling in Diverse Societies**

Offered occasionally

The course compares the way that contemporary societies have addressed differences of race, ethnicity, religion, and gender in their educational systems. We place special emphasis upon history, exploring how these societies have changed across time. At the end of the course, we ask how they might instruct each other in a newly globalized world of flux, exchange, and danger.

EDUC-AD 114JX **Education and Diversity: Historical and Comparative Perspectives**

Crosslisted with Social Research and Public Policy, Peace Studies, Arab Crossroads Studies

This course compares the way that contemporary societies have addressed differences of race, ethnicity, class, religion, and gender in their state educational systems. We examine these questions through the lens of history, exploring how these societies—and their schools—have changed across time. We place special emphasis upon education in the U.A.E., interspersing our classes with site visits to schools, state agencies, and non-governmental organizations. At the end of the course, we ask what other national school systems might learn from the U.A.E.—and vice versa—in a globalizing world of flux, opportunity, and danger.

EDUC-AD 115J **International Peacebuilding and the Role of Education**

Offered occasionally

January 2016, Abu Dhabi

Prof. D. Burde

Crosslisted with Social Research and Public Policy, Political Science, Peace Studies

This J-Term course explores how state and nonstate actors pursue peace and security, and the role of education in this process. We explore international peacebuilding, including peacekeeping, institution building, and humanitarian aid. We examine how specific education initiatives such as peace education, education for democracy, Education for All, and citizenship education fit into these strategies. We also examine how education may be used to disrupt peacebuilding. Case studies may include Syria, Afghanistan, Israel/Palestine, Guatemala, UAE, and the United States. Guest speakers will be invited from relevant organizations to speak about their responsibilities; students will prepare questions to interview the guests.

EDUC-AD 116J **Inequality and Education**

Crosslisted with Social Research and Public Policy, Political Science

The course will examine how schools are implicated in the reproduction of inequality in countries throughout the world. Although policy makers often regard education as a means to promote greater equality and opportunity, empirical evidence suggests that more often than not, a child’s background predicts how well they will perform in school and what types of employment opportunities will be available to them later in life. However, some nations do a better job than others in using education to expand opportunity. Understanding why some nations continue to have schools that struggle in their efforts to serve minorities and the poor children, and why other nations are experiencing greater success in this

endeavor is the central aim of this course. We will also consider the ways in which teachers, students, parents and their allies, have used educational settings and the educational process as a focal point for resistance to social and cultural reproduction, and various forms of oppression and discrimination. The role of social identities related to class, race, language and ethnicity in shaping the experiences of students and teachers in the reproduction process, will be a primary focus of the course readings and class discussions.

EDUC-AD 117J **Teaching the Nation: Education and Nationalism in Modern China**

Crosslisted with Political Science

This course explores how China has developed and transmitted nationalism through a range of educational institutions: schools, universities, museums, stadiums, and mass-media outlets. In course readings and papers, we will examine how the meanings of “nation” in China shifted across the past century. We will also intersperse our classes with visits to schools and other educational sites, to study contemporary trends and dilemmas in the teaching of nationalism. At the end of the course, we will ask what other national school systems might learn from China—and vice versa—in a globalizing world of flux, danger, and opportunity.

SRPP-AD 113 **Globalization and Education**

Crosslisted with Social Research and Public Policy

Journalism is at the center of our social and civic life. It informs and engages us in thinking about who we are as individuals, citizens, and members of society. Journalism is an essential strand in the liberal arts and sciences tradition and a critical factor in public culture and debate. Pre-professional courses in Journalism emphasize the significance of journalism's role in society across political, economic, social, and historical platforms. They encourage students to think critically about the complex forms, practices, and meanings of journalism. The curriculum also introduces some of the practical skills necessary to the profession. To that end, NYU Abu Dhabi facilitates internships for qualified students with news organizations in Abu Dhabi and at other NYU GNU sites.

JOURNALISM COURSES

Courses vary from year to year.

JOUR-AD 110

Foundations of Journalism

Students explore the significance of news, the role of the journalist from Thucydides to the present, and the realities journalists now face in a rapidly changing media environment.

JOUR-AD 114J

Food in the Global Kitchen

Abu Dhabi contains many worlds, from five-star hotel restaurants to South Asian migrant workers eating on the job. This course uses food to explore the daily life of a global city in the Middle East. The course combines intensive reading and writing assignments with reporting and field trips. With Abu Dhabi as their beat, students explore the role of markets; traditional bedouin cuisine and the rituals of eating it; the hidden lives of food producers and growers; the cuisine of exile; the business of food; edible geography; and other topics drawing on anthropology, economics, culture, politics, and urban studies. Students participate in hands-on experiences like visits to local markets and restaurants. Each student are expected to find, report, and write a feature article about a food-related location in Abu Dhabi. Readings range from medieval Arabic culinary manuals and classics of cultural anthropology to contemporary food reporting and literature, with an emphasis on the Middle East.

JOUR-AD 212

Journalism and Society

This course examines the role of journalists and journalism itself as they function in the wider culture.

This pre-professional area exposes students to important concepts in US and international law and to fundamental issues in the relationship between law and society. Courses address the rule of law, the possibilities of law as a process for social change, the relationship of government and religion, and international legal issues. The NYU Abu Dhabi pre-professional area draws upon the extensive programs of the NYU School of Law, including international law, environmental law, and US constitutional law, areas that reinforce the other programs in the NYUAD curriculum.

LAW COURSES

Courses vary from year to year.

LAW-AD 114J

Punishment in Politics, Law and Society

Crosslisted with Social Research and Public Policy, Political Science

This seminar investigates the state's power to punish. We read foundational works from philosophy, sociology, political science, and law to explore why states punish, how they punish, and whom they punish. We focus on the modern American approach to punishment, including its use of mass incarceration and the death penalty. We analyze U.S. Supreme Court cases in light of the fundamental purposes of punishment, and compare penal practices around the world. Though subject to change, activities outside the classroom may include attending arraignment court, observing a sentencing hearing, and visiting a correctional facility.

LAW-AD 210

Civil Rights

Interpretation of the Bill of Rights, the Civil War amendments, and other rights in the U.S. Constitution through the reading of Supreme Court opinions. Topics include freedom of speech and press; free exercise of religion and separation of church and state; the right of privacy; rights of the criminally accused; equal protection of the law against race, gender, and other discrimination; and the rights of franchise and citizenship. Cases are read and discussed closely for their legal and philosophical content.

LAW-AD 211

Gender in Law

Examines the relationship between gender politics, legal theory, and social policy. Studies the role that the legal arena and certain historical conditions have played in creating, revising, and protecting particular gender identities and not others and examines the political effects of those legal constructions.

LAW-AD 212J

International Law

Crosslisted with Social Research and Public Policy, Political Science, Peace Studies

"Inter-national" law, which the English philosopher Jeremy Bentham defined as the rules governing sovereign nations, is today more like a curriculum than a single course. Its subject matter is no longer limited to the "foreign relations" of nations. International law continues to deal with how states deal with one another. It includes, as it has for centuries, rules on when it is legal for states to go to war against each other as well as how war is conducted, for example. But international law

today includes some rules about how a government is expected to behave toward its own citizens as well as towards foreign investors who establish businesses within its territory. It also includes rules that govern non-state actors, such as international organizations like the United Nations, and others that are used by non-governmental organizations (NGOs) that are devoted to particular causes, such as Amnesty International. Contemporary international law is found not only in the rules that states make with respect to one another (as under treaties). It is also found in some pronouncements made or some actions taken by international organizations and international courts, like the International Court of Justice or the International Criminal Court (both located in The Hague, the Netherlands).

LAW-AD 213

Climate Change Law and Policy

Climate change will be a foremost theme that will influence financial activities, and policy and legal framework for years to come. In a noticeably short time span, climate change has become a global challenge calling for collective action. Climate change law is emerging as a new legal discipline. Students in this course will explore how climate change law relates to other areas of law and how climate change has elicited rulemaking process at the international, regional, national and local levels. The course will encourage students to identify the climate change policy issues in state and international laws. Students will also study how international law and international relations influence current national laws and policies. The class will be invited to study the negotiation process, implementation and current status of the United Nations Framework Convention on Climate Change (UNFCCC), the Kyoto Protocol, the Copenhagen Accord, the Cancun and Durban Agreements. The class will then proceed to evaluate the various legal tools that are available at national and international level to address climate change, including cap-and-trade, carbon taxation, command-and-control regulation, litigation, securities disclosures, and voluntary actions. The class will also examine energy and climate change nexus and the roles of energy efficiency, renewable energy sources and carbon capture and sequestration. The course will pay special attention to the role of developing countries in the emerging international climate change regime and negotiation strategies of G77+China in Copenhagen, Cancun, Durban, Doha, Warsaw, and upcoming UNFCCC conference in Peru in December 2014.

LAW-AD 214

Comparative Legal Systems: United States and United Arab Emirates

The growing trend of globalization in nearly every field of human endeavor, demands legal experts

to get awareness of legal traditions and systems operating beyond their borders. This course will invite students to explore the legal systems of other than their own native legal system. Primarily this course will focus on essential characteristics of the three major legal systems: Civil, Common, and Islamic and Sharia. The class will also examine the diverse legal systems, inspired by various political, social, and religious doctrines, successfully used by billions of people in various parts of the world. This course will pay special attention to law traditions explicitly functioning in United States of America, and United Arab Emirates. This class will offer a historical and cultural background related to the development of legal structures and substantive rules in both territories. Students will study existing judicial systems, and essential rules dealing with legal education and practice in U.S.

LAW-AD 215

Reading Law

Crosslisted with Social Research and Public Policy, Political Science

Taught by means of the Socratic case method, the course aims to provide an expansive introduction to the history, concepts, methodology and practice of law in international perspective, with an emphasis on common law and specifically U.S. legal practice. The changing nature and media of contemporary globalized lawyering, and web-based access to what were traditionally arcane written sources of law, also renders a multi-media approach to the syllabus desirable. Reported cases will be mixed with film, television, and web-based depictions of legal norms. The course will examine the history, philosophy, method and disciplines of civil and common law. The course will provide students with a critical understanding of legal concepts, an introduction to the divisions of legal doctrine and an understanding of the most pressing issues facing the profession and governments today.

COREP-AD 13

Law and the Imagination

Crosslisted with Core: Pathways of World Literature

CORES-AD 38

What is Law?

Crosslisted with Core: Structures of Thought and Society

CORES-AD 5

The Relationship of Government and Religion

Crosslisted with Core: Structures of Thought and Society

SRPP-AD 130

Law, Society, and Public Policy

Crosslisted with Social Research and Public Policy

SRPP-AD 134J

21st-Century International Human Rights

Crosslisted with Social Research and Public Policy, Leadership and Social Entrepreneurship

SRPP-AD 142

Renewable Energy Law and Policy

Crosslisted with Social Research and Public Policy, The Environment

The courses in this pre-professional area are designed for students to study the dynamics of social innovation, organizational change, and transformative leadership—with a particular focus on the not-for-profit and government sectors. Different courses expose students to the influential role that individuals can play within these sectors as entrepreneurs, analysts, policymakers, and social architects. Each perspective adds unique insights into the challenges and rewards of mobilizing people, resources, and popular sentiment to address and overcome pressing social issues.

Students interested in Leadership and Social Entrepreneurship are encouraged to consider courses available during the January 2016, when signature courses in this area are typically offered. These courses provide exposure to social entrepreneurship initiatives in the UAE and elsewhere in the Middle East.

Students spending a semester at NYU New York are encouraged to participate in activities organized by the Catherine B. Reynolds Foundation Program in Social Entrepreneurship. This university-wide program offers, among other things, a lecture series with prominent social entrepreneurs and leaders from across the spectrum of public and professional sectors.

Leadership and Social Entrepreneurship

LEADERSHIP AND SOCIAL ENTREPRENEURSHIP COURSES

Courses vary from year to year.

LEAD-AD 110

Social Entrepreneurship and Innovation

This course provides a broad introduction to the role of organizations and entrepreneurs in achieving social impact through their work. The course examines the definition of social entrepreneurship and different strategies for creating ideas that help solve pressing social issues such as poverty, illiteracy, hunger, economic opportunity, and disease. Students work in teams to develop venture plans for implementing an entrepreneurial idea. The course examines social entrepreneurship in a variety of settings, including government, nongovernmental organizations, and the private sector.

LEAD-AD 115J

Critical Issues in Social Entrepreneurship: Innovations in the Middle East

Crosslisted with Economics, Business and Organizational Studies, Arab Crossroads Studies
Social Entrepreneurship is a dynamic and growing field which may be defined in various ways, yet at its core is about using evolved business thinking and practices to change the world. This course provides an introduction to the topic through discussion of how social entrepreneurs develop their ideas of social and environmental innovation, how they fund/finance their ventures, the ways in which they overcome the challenges of integrating various levels of economic performance with social/environmental impact and the types of organizations social entrepreneurs create (for-profit, non-profit, cooperative, hybrid, etc). Through a “deep dive” case study of a leading social enterprise, Sekem Group in Egypt, we explore the relevance of social entrepreneurship in a changing world and heighten our understanding of the potential we each hold to be “change makers.” The course includes a field trip to Egypt.

LEAD-AD 210

Models of Leadership

Crosslisted with Business and Organizational Studies

This course examines the role and meaning of leadership within work organizations, communities, markets, and governments. Students are introduced to different theories and models of leadership, and are encouraged to examine their own leadership styles. The impact of history, culture, and circumstance on how we define and identify leaders is examined.

LEAD-AD 211

Policy Studies

This course introduces specific analytical tools useful for effectively assessing public policies and social issues. It surveys the topics central to the task of policy analysis: how problems are defined, how information is collected, how relative costs and benefits of policy are assessed, how policy solutions are formulated and adopted, and how ethics inform policy analysis. Students will conduct a series of policy debates.

LEAD-AD 212

Special Topics in Leadership and Social Innovation

This course is taught by leading management and policy scholars from around the world who are in residence in Abu Dhabi. The content is oriented toward the scholar’s expertise and the evolving landscape of leadership, entrepreneurship, and innovation.

LEAD-AD 300

Business Acceleration and Disciplined Entrepreneurship

The Business Acceleration course provides a framework for teams to move from an idea about a product or service to forming a viable company. We will walk through initial customer discovery, market size, customer value, marketing to customers and many other areas. Our process will allow students to understand their idea, the competitive landscape, the scale and economics of their potential business and have a sense of customer needs as it relates to their product or service.

BUSOR-AD 110

Making Groups and Teams Effective

Crosslisted with Business and Organizational Studies

BUSOR-AD 111J

Principles of Marketing

January 2016, New York

Prof. B. Buchanan

Crosslisted with Economics, Business and Organizational Studies

ECON-AD 101

Principles of Microeconomics

Crosslisted with Social Research and Public Policy, Economics, Business and Organizational Studies

ENGR-AD 297J

Innovation and Entrepreneurship

January 2016

Prof. O. Davis

Crosslisted with Engineering

SRPP-AD 134J

21st-Century International Human Rights

Crosslisted with Social Research and Public Policy, Law

Pre-professional courses in Museum and Cultural Heritage Studies offer students a broad introduction to the practice, history, and theoretical reflection of cultural heritage formation and preservation, especially in the area of material culture. Museums and organizations of cultural policy management are the two fields of professional activity that are central to the program. Accordingly, there are courses on museums as laboratories of cultural heritage production, and on strategies of, and issues in, cultural policy management.

The notion of an internationally and cross-culturally “shared heritage” of material culture is the central theme of the entire program. The types of objects and (museum) collections to which this notion relates derive from, and belong to, all realms and ages of human productivity. The academic disciplines studying these objects and collections, such as anthropology, archaeology, history, art history, history of science, and modern media studies, inform the wide palette of heuristic perspectives from which students investigate processes and traditions of cultural heritage formation and preservation. They do so through readings, classroom discussions, short research papers, and visits to professional institutions.

The museums that are being built close to NYU Abu Dhabi’s campus on Saadiyat Island—the Zayed National Museum, the Louvre Abu Dhabi, and the Guggenheim Abu Dhabi—and regional organizations of cultural policy and heritage management, such as the Abu Dhabi Tourism and Culture Authority (ADTCA), are important resources and offer opportunities for internships and capstone projects. Courses and internships are available at NYU New York and at NYU’s global sites.

Museum and Cultural Heritage Studies

MUSEUM AND CULTURAL HERITAGE STUDIES COURSES

Courses vary from year to year.

MUSST-AD 110

Introduction to Museum Studies

Fall 2015

Crosslisted with Art and Art History

Introduction to the social, cultural, and political history of museums. This course focuses on the formation of the modern museum. Museums of art, natural history, science, technology, and anthropology are examined from a variety of disciplinary approaches that explore the institution and its practices with respect to governance, colonialism, nationalism, class, gender, ethnicity, and community. Visits to the museums and cultural institutions in the region are an important part of this course.

MUSST-AD 111J

The Meaning of Museums

Crosslisted with Art and Art History

This course traces the history of art museums from antiquity to the present with an emphasis on the factors and ideas that led to their creation. The main functions of today's museum—acquisitions, exhibitions, education, presentation—are examined, as are the challenges posed by globalization. The class meets periodically in New York museums. An oral report and final paper are required.

MUSST-AD 112J

The Multiple Lives of the Work of Art

Crosslisted with Art and Art History

This course focuses on defining the main functions of museums and examining how they relate in practice to their stated mission. The purposes, processes, and ethics of such fundamental tasks as acquisitions, conservation, installations, exhibitions, and interpretation are examined in detail with particular attention to how the work of art is perceived in its many different guises and contexts. The role of museums in our age of globalization are also discussed. Some classes may be taught on site and individual museum visits by students may be required.

MUSST-AD 113J

Shared Cultural Heritage: Policies and Perspectives

Crosslisted with Art and Art History

An intensive trade and shipping network connected many countries around the Indian Ocean with the Far East and Europe. Famous is the Silk Road, but over the centuries many other regions were also connected through trade. These activities left behind various cultural traces—in buildings,

landscapes, shipwrecks, traditions, and archives. These cultural footprints are now considered “shared cultural heritage.” Important junctions in the network are often also recognized as UNESCO World Heritage Sites for their universal and global value. In this course students study the basic theory of cultural heritage and explore the various perspectives on heritage. Terminology like shared, mutual, global, and contested heritage are discussed. The acquired knowledge and insights will be applied in a research assignment at a World Heritage Site, Galle in Sri Lanka.

MUSST-AD 114J

Museums, Communities, and Public Art

Crosslisted with Art and Art History

While New York City is known for its world class museums and endless array of commercial galleries, the mainstream art world in Manhattan is only half the story. This course considers a range of art practices and their relation to the communities in which they are produced. The professor brings the class to the Queens Museum (which he directs) to look at how an art institution can be engaged in the social issues of a community, and leads site visits to other city institutions both international and local in their focus. We also visit urban spaces transformed by art from Battery Park City to the subway lines adorned by the city's Arts for Transit Program. Fundamental questions addressed in the course include: How should a museum serve its audience? Should we use the same criteria to assess the success of an artwork in a gallery and on a subway platform? Which parts of New York's art world are transferrable to other international cities, and which are not?

MUSST-AD 116J

Places of Human Suffering as Global Heritage Sites

January 2016

Prof. R. Parthesius

Memorials to human suffering attract millions of visitors every year. These heritage sites serve a specific purpose as markers of individual and collective memories of a traumatic past. Because of the sensitivity of the subject and the complexity of the transnational stakeholder groups, these sites are often highly contested. In this course the creation of this type of heritage will be analyzed through the comparison of different heritage sites associated with human suffering and now inscribed as UNESCO World Heritage Sites. Robben Island in South Africa and Auschwitz-Birkenau in Poland are still within the realm of living memories while Slave Castles in Ghana and slave dungeons on Zanzibar are not. What impact does distance in time and place have on this type of heritage? How does the practice of both remembering and forgetting affect the interpretation of these painful heritage sites? The students will study this practice by conducting field research at the Slave Castles in Ghana. Through interviews and observations they

will explore the process of heritage production, the function of heritage, and the role of memory and identity.

MUSST-AD 210

Museum Collections and Exhibitions

An introduction to the management, care, and display of collections, and to the process of organizing a temporary exhibition.

MUSST-AD 212

Cabinets of Wonder

Crosslisted with Art and Art History

This course explores the relationship between the modern museum and sixteenth-century “cabinets of wonder,” which presented the viewer with compartments and drawers containing amazing items from different eras and parts of the world. Students investigate the antecedents of these cabinets in mnemonic practices in ancient classical culture, shifting notions of wonder and curiosity in the Middle Ages, and the new models of learning and state governance in the Early Modern period that assigned these cabinets a “laboratory” function. Students explore how, in the period leading to our modern times, new models of classification, taxonomy, and scientific discovery led to a continued process of recollection and re-collecting objects from the past.

MUSST-AD 213

International Issues in Cultural Policy

This course looks at government policies and private sector practices that have helped to shape how the arts and culture are understood and valued around the world. Students examine and compare major issues and concepts impacting the production, distribution, and consumption of the arts and culture within and across borders, such as national sovereignty, heritage and cultural patrimony, historic preservation, cultural diplomacy, arts funding systems, and the role of the arts in the design, development, and revitalization of world cities from Bilbao, Spain to Los Angeles to the Arabian Gulf. The course also explores the for-profit sector looking at such issues as artists' rights, art markets, the creative industries, international trade law, and copyright in the digital age. Cultural site visits and field trips are a regular part of the course.

MUSST-AD 214J

Sharing Heritage of the Arabian Trade Routes

Offered occasionally

Crosslisted with Art and Art History

In the 17th century the Ya'rubi dynasty drove the Portuguese from Muscat and East Africa and reinstated Omani dominance in the region. The Omanis built on the extensive Arabian trade network that for centuries connected Asia, Africa, and Europe. Long-distance trade left behind cultural traces in buildings, landscapes, shipwrecks,

traditions, museum collections, and archives. These cultural footprints are now often considered “shared cultural heritage”. Notably Zanzibar and Kilwa (Tanzania), where Omani once ruled, were named as UNESCO World Heritage sites for their universal and outstanding value. But what do these values mean and for whom? What makes historical remains heritage? What happens if “universal values” are not shared but contested? These fundamental questions steer us to understand the principles of heritage production and management. The Arabian trading routes provide an excellent context to explore the multi-layered and multi-vocal aspects of heritage. The course includes a field project in Zanzibar.

MUSST-AD 215J

Museums in Global Context

January 2016, New York

Profs. C. Clarke and A. McClellan

This course surveys the history and representational role of museums, from its origins in cabinets of curiosity formed during the age of exploration to the global proliferation of museums today. Our goal is to provide a critical framework to understand how and why museums have evolved and function in a globalized world. We will consider how Enlightenment collecting practices led to the development of the “universal museum” in an era of colonial expansion and examine how this dominant model has expanded—and been challenged—over the past century. Among the issues to be discussed are: the organization and display of collections, the language and symbolism of museum architecture, the relationship of museums to their public(s), heritage and repatriation, cultural diversity and the politics of representation, and globalized collecting and exhibiting today. Classroom lectures will be supplemented by field trips drawing on the rich diversity of museums in the New York area.

MUSST-AD 216J

Museum History, Theory, and Practice: Case Study, Berlin

Prof. B. Altshuler

January 2016

This course will investigate the history and theory of museums, and the critical issues facing museums in the 21st century, through a study of the museums and cultural institutions of Berlin. Much of the course will be held in museums and will involve meetings with museum staff, along with regular classroom sessions at NYU Berlin. The first week will be devoted to museum history and will focus on Museum Island (Altes Museum, Neues Museum, Pergamon Museum, and Altes Nationalgalerie). Topics will include the creation of national museums out of princely collections, the development of collections and forms of display, and the reconstruction and renovation of museums to accommodate contemporary audiences. The second week will have a dual focus:

questions of memory and historical site (Jewish Museum, Holocaust Memorial, DDR Museum, Berlin Wall, Stasi Prison, Reichstag), and ethnographic collections and issues of cultural property (Dahlem Museum, Frankfurt's Weltkulturen Museum). The third week will focus on the development of Berlin as a center of contemporary art and the creation of new exhibition spaces for its display (Hamburger Bahnhof, Berlin Biennial, Kunst-Werke Institute for Contemporary Art, Boros Collection).

ACS-AD 203X

Heritage, History, and Memory in the Modern Middle East

Crosslisted with Anthropology, Arab Crossroads Studies

Islamic Studies, History: Mediterranean World

ANTH-AD 102J

The Anthropology of Indigenous Australia: Art, Politics and Cultural Futures

Crosslisted with Anthropology

VISAR-AD 155

The Exhibition Industry

Crosslisted with Art and Art History

NYUAD, like many American colleges and universities, does not offer a premedical, pre dental, or prehealth major. Nevertheless, NYU Abu Dhabi's Premedical and Health Studies program successfully prepares students to apply to a variety of health professional schools. The health professions provide many challenging and rewarding opportunities. These include clinical careers in medicine, dentistry, and physical therapy as well as non-clinical careers such as health education and research amongst others. For more information about the health related career options, please contact your pre-health advisor at the Career Development Center.

In order to apply to health-related professional schools, students typically need to complete a variety of courses, which differ depending on the program applied to. Nevertheless, most health professional schools require courses in introductory biology, chemistry, and physics. At NYUAD, these are satisfied in the Foundations of Science sequence, which is a rigorous three-semester, integrated course that covers the fundamentals of basic science. NYUAD transcripts clearly note biology, chemistry, and physics as distinct parts of Foundations of Science. In addition to introductory science courses, health professional schools including medical schools often require two semesters of math, one of which must be calculus, two semesters of upper level chemistry classes; typically organic chemistry I and biochemistry, and two semesters of English, including writing. NYUAD offers all these. In recent years, an emphasis on the importance of the social sciences has been witnessed and students are highly encouraged to take a course in psychology, sociology or other social sciences.

In addition to coursework, students are advised to gain some practical experience by volunteering or shadowing in a clinical setting in order to demonstrate a commitment to service and humanistic endeavors. Research skills are also valued and students are encouraged to spend sometime conducting research with one of NYUAD faculty. Leadership activities are also highly valued.

It is important to understand that pre-professional training does not require students to major in science or math. Students may elect to major in any discipline as long as they complete the Premedical and Health Studies program in parallel. You should choose a disciplinary major that you will enjoy and in which you will excel. If you enjoy the sciences, choosing a major in those areas is the right decision for you. If, however, you have other interests or talents, you will demonstrate your versatility and increase your chances of excelling by pursuing any other major at NYUAD along with the prehealth curriculum.

Premedical and Health Studies

In fact, the best professional schools want, above all, students with a broad education who can think clearly, read critically, and write well. To get more details on core competencies required for students interested in the health professions, please contact your prehealth advisor at nyuad.preprof@nyu.edu

Your faculty mentor and pre-professional advisors will help you to explore your options, advise you about programs and appropriate course selection, and help you to present the best possible application to professional schools. Students should be aware that it is extremely difficult for applicants who are not US citizens or permanent US residents to gain admission to medical school in the US. Other health professional schools in the US have more hospitable admissions policies, including schools of dentistry and M.D./Ph.D. programs. For information about professional health programs in countries other than the US, please consult a pre-professional advisor in the Career Development Center.

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Additionally, NYUAD faculty often offer health related courses that are deemed beneficial to students interested to know more current topics/trends in health. Some recently offered courses include:

- COREI-AD 61 Modern Drug Discovery**
- COREI-AD 63 The Ethics and Politics of Public Health**
- COREX-AD 43 Behavior**
- COREI-AD 41J Protecting the World's Health: Triumphs and Challenges**
- COREI-AD 50J Genetics and Society**
- COREI-AD 55W Disease and Society**
- SRPP-AD 154J Global Burden of Non-communicable Diseases**

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SUGGESTED COURSES FOR APPLICATION TO MEDICAL SCHOOL

SCIEN-AD 101-114

Foundations of Science 1-6

(Note: This covers the pre-med requirements of one year of general biology, one year of general chemistry, one year of general physics, and one year of lab work in each of those areas.)

Crosslisted with Biology, Chemistry, Engineering, Physics

CHEM-AD 101-102

Organic Chemistry 1 and 2

Crosslisted with Biology, Chemistry

MATH-AD 110 or 111

Calculus or Calculus with Applications

One semester of **Writing** such as a Core course with a Writing Workshop and one additional semester of **Literature** or **Pathways of World Literature** Core Course

Organismal Biology (BIOL-AD 101), Biochemistry 1 and 2 (CHEM-AD 301 and 302) and Statistics for the Social and Behavioral Sciences (SOCSC-AD 110) or one of the other statistics classes available across the NYU network are all highly recommended.

January Term

The January Term offers a distinctive learning experience, different from what can be offered during the fall and spring semesters. Students take one course full-time for approximately three weeks. The courses are designed as immersive experiences: they intensify the student's focus; reach beyond the classroom to incorporate experiential learning; and are often site-specific, connecting students to the place where they study. Taking a single course during the January Term gives students more time for concentrated reflection on a dedicated topic than is the case during the semester when students must split their time between several courses. The intensity of the shared experience also forges an unusually strong bond between the students and their professor. Although the January Term is short, it has great impact because of its immersive character and integration of theoretical and experiential learning.

January Term courses are taught by renowned visiting scholars, writers, artists, journalists, and policy analysts from institutions around the world as well as distinguished professors from NYUAD and NYU New York, including NYU Law School, Stern School of Business, and NYU's other professional schools.

The January Term includes options to study outside Abu Dhabi and participate in community learning experiences. Some J-Term courses that are based in Abu Dhabi include international travel to places such as India, Nepal, Oman, Sri Lanka and Turkey. Other J-Term courses are offered at NYU's global sites around the world. Intellectually linked to their locations, the courses take advantage of local resources; explore the history, culture, economy, and society of the host communities; and often involve collaborative activities with local students and faculty. These courses illuminate the interdependence of local knowledge and global awareness while fostering cross-cultural research and insights into complex, global issues.

Students are required to complete three J-Term courses, including one in the first year. In the absence of an approved, compelling reason such as a study-away calendar conflict, students must complete their two remaining January Terms during their second and third year of enrollment. Seniors are eligible to take a fourth J-Term course only if they can demonstrate an academic need related to their progress towards graduation.

Students may take at most two Cores during January Term, and they must be in different Core categories.

A revised policy regarding January Terms away from Abu Dhabi will begin in January 2017 for students entering NYUAD Fall 2016 and later: only one course may be taken at an NYU global site, and only one course may be an Abu Dhabi-based course that includes an international trip.

The application deadline for January Term is September 15.

Questions about January Term should be directed to the Office of Global Education, which coordinates the program.

ABU DHABI

ACS-AD 208JX

Oasis, Coast and Mountain: Landscapes of History and Culture in the UAE and Oman

January 2016

Profs. S. Caton and D. Scott

Crosslisted with History: Mediterranean World, History: Indian Ocean World Islamic Studies

This course challenges preconceptions of Arabian landscapes as mainly desert by exploring three distinct ecological zones in relation to each other: desert, maritime coast, and mountain chain. How have these zones been constituted naturally and historically, and how they are changing in the present era? Topics include the impacts of human settlement, especially on water resources, inter-regional and global trade, colonization, and urbanization. Finally, we will look at what governments and global institutions have done to address some problems emerging in these zones. Learning will take place through informal lectures, guided tours of key sites, activities such as walking, boating, and swimming to get an embodied sense for these zones, recording through sketching or photography, interviewing various people knowledgeable about the issues at hand, not to mention people affected by their changing surroundings. Daily diary writing is required, along with group discussions with instructors during the day, and a short final reflective paper.

ACS-AD 261J

Cities and Modern Arabic Literature

January 2016

Prof. E. Khoury

We use fiction as a tool to visit (figuratively) five cities: Cairo, Alexandria, Beirut, Haifa, and Baghdad. The novels are our guides in order to understand the multiple layers of a city, and to build knowledge about the relationship between literature and social life. We read works by Naguib Mahfouz, Sunalla Ibrahim, Huda Barakat, Hanan Al Sheikh, Tawfic Yussuf Awad, Sinan Antoun, and Ghassan Kanafani. We read the novels as both individual and collective experiences, and we discuss how the new literary genre reflected and participated in the process of social change.

ACS-AD 264J

Orientalism Debates

January 2016

Prof. J. Stearns

In 1978 Edward Said published *Orientalism*, a book that presented a strong critique of Western scholarship on the Middle East. Thirty-five years later it is hard to find a discipline in the humanities and the social sciences that has not been influenced by the book, which is often credited with having founded the field of post-colonial

studies. In this course we will read *Orientalism*, study Said's complex relationship with the work of Foucault, his long feud with Bernard Lewis, the influence of *Orientalism* on fields as disparate as art history and political science, and read the works of recent critics of Said such as Daniel Varisco and Robert Irwin.

ARABL-AD 219J

Colloquial Arabic: Emirati Dialect

January 2016

Prof. N. Isleem

A people's dialect is a representation of their identity and a reflection of their cultural life. Building on the students' prior knowledge of Modern Standard Arabic, this course introduces the students to the unique aspects that make the Emirati dialect so lively and distinctive. Taught in the oasis city of Al Ain, the course serves as a gateway to accessing intimate aspects of life, culture, and heritage of the Gulf region. Using a bilingual textbook specifically designed by the course instructors to teach Emirati Arabic in formal and informal settings, students learn and experience the target dialect through direct instruction as well as through exploration of Emirati cultural life in folklore, song, film, art, and literature.

COREI-AD 62J

Rationality

January 2016

Prof. P. Wallisch

This class explores the question whether humans are rational from a wide variety of perspectives, including economics, psychology and neuroscience. We will begin by tracing the history of ideas regarding rational and irrational actors back to antiquity and end on a discussion of societal implications of human rationality. We will explore contemporary approaches to the study of rationality, such as the heuristics and biases approach, which highlights the shortcuts in reasoning that make us prey to biases, and the "bounded rationality" view, which argues that rationality is bounded by the information available and optimized for the environment we live in and that classical economics has an unrealistic view of rationality. We will also touch on neuroscience, both in terms of neural explanations of human behavior as well as interventions to alter it. Finally, we will consider whether rationality as a criterion of human conduct is absolute and universal or relative and contingent on cultural, socio-economic and environmental factors.

CORES-AD 65J

Democracy and its Critics

January 2016

Prof. P. Mitsis

This course examines the institutional structures and intellectual justifications of democratic societies. Although democracy and equality

have been deeply linked in the history of political thought, critics of democratic practice argue that formal equality among citizens has rarely prevented substantive economic and political inequalities from arising—inequalities that belie the very democratic character of self-described democratic states. One of the perennial questions of democratic theory, therefore, has been whether such substantial inequalities play a necessary structural role in democracy or whether democratic societies should strive to eliminate them. We will begin getting our bearings on this debate by examining one of history’s most radical and influential democracies, ancient Athens. After reading Thucydides’ complex historical account of democratic Athens at war, we will turn to ancient defenses of and attacks on democracy by Aristophanes, Isocrates, Plato, and Aristotle. We then will compare these ancient arguments to subsequent ones by Madison, Mill, Marx, Rawls, Przeworski, and Sen in an attempt to appreciate the complex interplay between discourses of equality and inequality in democratic societies, both ancient and modern. We will also discuss recent arguments for and against “global democracy”. The course concludes by recreating the intellectual dynamics of direct democracy in Athens. Students will assume roles in key decision making institutions and debate questions about democratic procedures, the extension of voting rights, religion and free speech, democratic foreign policy, etc.

CORES-AD 73J
Meaning of Life

January 2016
Prof. M. Risse

Is there a point, is there significance to life as a whole? That is the question about the “meaning of life.” Though notoriously hard to make precise, the question has animated much literature, art and philosophy. Some philosophers have provided disheartening answers: life is suffering, is absurd, is all about creating hell for each other. But others have provided more uplifting answers to support our quest for significance. Scrutinizing these answers should be of interest to anybody who wishes to reflect on her/his life as a whole as part of her/his education. After reviewing several pessimistic and more optimistic approaches to personal significance we turn to the subject of death. The class finishes with a discussion of a set of lectures on the topics of this course by a contemporary philosopher. This class is wide-ranging, but its main focus is on contributions in the current Anglo-American analytical tradition of philosophy. Do not expect answers of the sort “The meaning of life is X.” Short of that, there is much exciting material to be encountered that combines intellectual depth with valuable advice.

COREX-AD 2J

Stem Cells: Immortality and Regeneration

January 2016
Prof. E. Mazzoni

What part of you is immortal? Biologists will tell you that the answer is induced embryonic stem cells, which can self-replicate and differentiate into all the cells in our bodies. What are stem cells? How are they “made” in laboratories? Can they make whole organs and organisms? Can we clone people? What are the ethical concerns when using stem cells? These questions are key to understand how stem cell-based therapies are likely to revolutionize the treatment of human disease. This class aims to provide a theoretical and practical background on stem cells. We will read and discuss the literature describing milestones in stem cell research and gain practical training in growing and differentiating embryonic stem cells. We will also review the ethical and political issues regarding the use of stem cells.

COREX-AD 24J

Heuristics

January 2016
Prof. D. Shasha

Many problems in science, business, and politics require heuristics—problem solving techniques that often work well even if not perfectly. Many problems in science, business, and politics require heuristics—problem solving techniques that often work well even if not perfectly. This course teaches heuristics as they have applied in the design of scientific experiments, the solution of problems global power politics, and in the resolution of economic negotiations. While being exposed to heuristic techniques, students work in small teams that compete with one another to design strategies to solve new puzzles better than other teams. You are given computational tools as needed, but the course has no programming prerequisite. To take this course, you should love to think both qualitatively and quantitatively. Among the specific problems we tackle include the design of currencies, leasing strategies for oil exploration, optimal matchmaking, and efficient experimental design. The intent is to make you better able to face complex problems in any field you choose.

ECON-AD 213J

Economic Development and Urbanization in Africa

January 2016
Prof. R. Buckley
Crosslisted with Social Research and Public Policy, Urbanization

The course focuses on the interactions between the urbanization and economic development processes in sub-Saharan Africa. Similarities and differences between the patterns that have occurred in many of the sub-Saharan economies and those of other countries and in other times are

discussed. Emphasis is given to the range of factors involved: history, politics, demographics, urban planning, climate change, and economics. Accra is a particularly interesting location for this course as Ghana was the first sub-Saharan country to become independent following World War II, and its leadership was advised by one of the leading development economists, Nobel Prize winner Arthur Lewis, who gave considerable attention to the role of cities in the development process. The course also considers the important roles played by slavery, the structural adjustment programs, and the colonial urban planning policies drawing out their implications for Ghana’s economic development and its urbanization. A number of site visits to other cities are included.

EDUC-AD 115J

International Peacebuilding and the Role of Education

January 2016
Prof. D. Burde
Crosslisted with Political Science, Social Research and Public Policy, Peace Studies

This J-Term course explores how state and nonstate actors pursue peace and security, and the role of education in this process. We explore international peacebuilding, including peacekeeping, institution building, and humanitarian aid. We examine how specific education initiatives such as peace education, education for democracy, Education for All, and citizenship education fit into these strategies. We also examine how education may be used to disrupt peacebuilding. Case studies may include Syria, Afghanistan, Israel/Palestine, Guatemala, UAE, and the United States. Guest speakers will be invited from relevant organizations to speak about their responsibilities; students will prepare questions to interview the guests.

ENGR-AD 110J

Design and Innovation

January 2016
Prof. R. Jaganathan

The course introduces students to the history and culture of design and development philosophies and practices, the modern principles of technology design, and concepts of innovation, sourcing, shaping, and evaluating ideas and inventions. The labs emphasize experiential learning and innovation, and require students to use existing innovations to create and build prototypes of new technology/design products, with real-life constraints. The course touches on social, cultural, economic, ethical, and other factors that shape engineering solutions and how to approach incorporating them in conjunction with problem solving and designing systems, components, or processes.

ENGR-AD 297J

Innovation and Entrepreneurship

January 2016
Prof. O. Davis
Crosslisted with Leadership & Social Entrepreneurship

By taking this course, students will gain the tools and knowledge to develop a comprehensive new venture that is scalable, repeatable and capital efficient. The course will help students formulate new business ideas through a process of ideation and testing. Students will test the viability of their ideas in the marketplace and will think through the key areas of new venture. The first part of the course will help students brainstorm about new ideas and test the basic viability of those ideas through of process of design and real world tests. After an idea is developed students will work towards finding a scalable, repeatable business model. We will cover customer discovery, market sizing, pricing, competition, distribution, funding, developing a minimal viable product and many other facets of creating a new venture. The course will end with students having developed a company blueprint and final investor pitch. Course requirements include imagination, flexibility, courage, getting out of the building, and passion.

FILMM-AD 107J

Developing the Web-series

January 2016
Prof. K. Saleh

The web series workshop is an in-depth look at the general approaches of web storytelling and production. It explores various formats of interactive web content from fiction to documentary narratives. It primarily gives an overview on multiple platform storytelling and interactive narrative; how to develop content, build a long-term narrative arc, create virtual characters, design interactive elements, gather online communities and tap onto existing ones in order to find a niche for one’s own web platform.

HIST-AD 179J

Science and the Sea

January 2016
Prof. L. Minsky and E. Staples
Crosslisted with Arab Crossroads Studies
This course is a journey—both a physical one aboard a reconstructed sailing dhow from Muscat to Masirah Island, and an intellectual one exploring the historical relationship between human interaction with the Arabian Sea and the development of the sciences of astronomy, meteorology, geography, and medicine. The course features sailors as scientists who, in successfully navigating the Sea, contributed in important ways to both the production and the practice of these sciences. The course also explores the Arabian Sea as an “information super-highway” for the cross-cultural movement and exchange of scientific knowledge, institutions, and practices.

It concludes by considering the extent to which Europeans simultaneously became dependent upon, and worked to remake and redefine, both the region's science and the stories that we tell about its history. Co-taught by two historians, students will learn from historical lectures; reading excerpts from academic articles/books and a range of primary sources; hands-on instruction and participation in celestial navigation, weather forecasting, and sailing techniques; the lived experience of provisioning, healing, and life-ways aboard a vessel and in port; conducting oral histories with sailors; and listening to maritime songs and music.

Note: This course counts as a study away J-term.

HIST-AD 180J

War and Revolution: Case Studies in the Origins of the Contemporary World

January 2016

Professors R. Berdahl and A. Kimball

Two historically paired phenomena, war and revolution, are together a central long-term historical force in the creation of the modern world. In some instances, revolution has led to war; in others, war has produced revolution. A series of case studies will examine the reciprocal relationship of war and revolution. We will study recurring themes in the context of war and revolution: how ideology and religion both give rise to conflicts that produce the modern state and how modern states have been challenged by revolts stemming from new ideologies; how militarism and the anticipation of war itself acts as a revolutionary force in society; how military defeat has often unleashed revolution; how mobilization for total war has produced a managerial revolution. The roots of the linkage of war and revolution lie in the Thirty Years War (1618-1648), with its religious conflict and subsequent creation of sovereign states. The course will carry forward the study of this linkage through the following three centuries into the "second thirty years war" (1914-1945) and beyond.

HIST-AD 181J

A History of OPEC

January 2016

Prof. G. Garavini

Cross-listed with Arab Crossroads Studies
Contrary to common beliefs, OPEC (th Organization of the Petroleum Exporting Countries) is not an organization of Arab oil exporters, but a global organization with members located in Latin America, Africa and the Middle East (including the important non-Arab country of Iran). OPEC, often defined as a "cartel", is an organization of sovereign states that coordinate their policies on a crucially important natural resource. What it is does affects directly both the global economy and the environment. The course will consider the evolution of OPEC from an organization of "Third World" countries, when it was created in 1960, to an organization that includes today some of the

wealthiest countries in the world. The different cultures and attitudes of its members, the clashes as well as moments of cooperation with consuming countries will be highlighted. Questions and concepts such as "rentier state", "resource curse", "conservationism", "Dutch disease", "limits of growth", will be discussed and informed by relevant literature (and possibly archival material), images and documentaries.

LITCW-AD 130J

Fiction Writing: Craft Workshop

January 2016

Prof. M. Syjuco

Where would we be without stories? Better question: Where can we go, and what can we do, as creative writers? Our course begins with the nuts and bolts—learning the tools, acquiring the skills, understanding the architecture of storytelling. Then, together, we build. We'll also play, debate, and experiment: discovering the line between news articles and fiction; creating characters using social media conventions; writing more vividly by unlocking our senses; declaring our manifestos; understanding publishing; examining censorship; and looking over the edge into the abyss with growing confidence. For writing should never be solitary: we'll learn from the works of published writers; more importantly, we'll learn from each other—not just how to write but why we write. And we'll stride forward with the fictionist's creativity, the journalist's rigor, and the critic's understanding. Fiction, and you, will never be the same.

MDURB-AD 114J

Planning Abu Dhabi

January 2016

Prof. K. Samarrai

As Abu Dhabi strives to position itself as a global capital city, it has embarked on ambitious plans for urban, economic and social development. Since 2007, Plan Capital 2030 laid the foundation for a progressive and comprehensive approach with sustainability as an overarching principle. The course will introduce a full understanding of the evolution of the city, examine plans for Abu Dhabi, and learn about the main urban actors and the forces shaping its growth. Through reading key texts in urban theories, site visits, guest speakers, presentations and debates, students will be able to think critically about city planning and development in rapidly developing cities and key challenges in comparison to other regional and global examples.

POLSC-AD 185J

Gender Revolutions and the State in India

January 2016

Prof. R. Brule

Crosslisted with Social Research and Public Policy

This course asks two questions: Why do states conduct top-down reforms for gender equality? What are these interventions' impact? We study

these questions in the context of India, the world's largest and most influential developing democracy, with some of the most complex, puzzling variation in economic and social rights. Specifically, we examine reforms that equalize women's rights to a core economic and social commodity: land. These represent the hardest and most important reforms for the state to implement. We will travel to India to interview top government officials and leaders responsible for implementing gender-equalizing land inheritance reform across India's diverse cultural, economic, and political landscape.

PSYCH-AD 153J

Culture, Context, and Psychology

January 2016

Prof. N. Way

Prerequisite: PSYCH-AD 101

The aim of this class is to explore and analyze classic theories of culture and context in the field of psychology, with a specific emphasis on understanding how these processes shape human development. We also examine research that focuses on cultural and contextual variability and similarity among youth and families from different parts of the world and how different forms of oppression and prejudice shape the developmental trajectories of youth.

SRPP-AD 115J

Social Networks

Offered Every Year

January 2016

Prof. P. Bearman

Recommended Prerequisite: SOCSC-AD 112

Crosslisted with Political Science, Economics

Social networks are the subject of some of the most exciting recent advances in the natural and social sciences. This course provides an introduction to the major discoveries in the field of social networks, particularly advances during the last decade. It also provides students with an introduction to the methods and software used to analyze and visualize social networks. Topics include the small-world puzzle (six degrees of separation), the strength of weak ties, centrality, complexity, thresholds ("tipping points"), and the spread of diseases and fads. Case studies used in the course include topics such as the contagion of suicides, social influence on musical taste, sexual relationships among adolescents, interorganizational networks, and the network structure of the internet. Course readings are an engaging blend of popular social science texts, journal articles, and scientific papers.
Recommended Prerequisites: Logic of Social Inquiry (SOCSC-AD 112)

SRPP-AD 121J

Race and Ethnicity

January 2016

Prof. A. Morning

This course explores the concepts of race and ethnicity both in international comparative perspective, and with a special focus on their meaning and manifestations in the United Arab Emirates. Race and ethnicity are both ways of classifying human groups that arise under certain historical circumstances, with race in particular emerging in the contexts of imperialism and slavery. Students will consider how migration, state policies, and economic organization shape the classification and characterization of racial and ethnic groups. In both the classroom and a series of encounters scheduled with members of diverse ethnic groups in the U.A.E., students will also learn and apply social scientific methods like ethnography and content analysis in order to gauge stratification, prejudice and discrimination in diverse areas of social life.

SRPP-AD 153J

Connecting Neighborhoods and Health: An Introduction to Spatial Epidemiology

January 2016

Prof. D. Duncan

Epidemiology is the study of the distribution and determinants of diseases in human populations. Traditional epidemiology focuses on demographic (e.g. age) and behavioral (e.g. physical activity) determinants of health outcomes such as cardiovascular disease and cancer. This course will focus on Spatial Epidemiology, i.e. the spatial distribution and spatial determinants of health and wellbeing in human populations across the globe. For example, the course will elucidate connections between neighborhood (e.g. residential, social and work) characteristics (e.g. crime rate, density of fast food restaurants, distance to parks) and multiple health outcomes (e.g. obesity, mental health, substance use). The course will provide students with a historical, theoretical and methodological overview of the dynamic and re-emerging field of Spatial Epidemiology. This is an introductory-level course; as such, the course intentionally is broad, covering a range of issues and topics (e.g. neighborhood characteristic assessment methods, methods to examine neighborhood boundaries, identification of spatial clusters ["hot spots"] of disease, quantitative methods to evaluate connections between neighborhoods and health, and connecting neighborhoods to health disparities).

SRPP-AD 155J

Child Development and Social Policy in a Global Society: Knowledge for Action

January 2016

Prof. L. Aber

The overarching goals of this course are to introduce students to: (1) the great variation in children's development in 21st century global

society; and (2) how public (government) and private (family, non-governmental and business) sector policies affect children's health, education and economic well-being in low-, middle- and high-income countries. In the course, students will learn how to: critically examine international trends in demography, economics and politics that influence child development; understand the role of science and of participatory/ democratic processes in increasing the effectiveness of programs and policies affecting children; and analyze political/ cultural/communications challenges to improving programs and policies for children. The course will culminate in each student proposing policy changes in a particular country chosen by the student that could dramatically improve the well-being of children.

THEAT-AD 134XJ
Theater in the Arab World

January 2016
Prof. E. Ziter
Crosslisted with Arab Crossroads Studies
This class examines recent trends in contemporary Arab theatre, contextualizing these within a broader history of Arab performance including film. Particular attention is given to how experimental practitioners have explored issues of human rights and the control of territories under the modern state. Strategies addressed include: the conflation of past and present as a means of exploring the persistence of the colonial power structure in the modern Arab world (Wannus's Historical Miniatures, 'Udwan's The Trial of the Man Who Didn't Fight); the use of parable to speak truth to power (Wannus's The Elephant, Diyab's Strangers Don't Drink the Coffee); the incorporation of populist entertainment forms that directly engage the audience (a-Sadiki's use of the halqa and Wannus' inclusion of hekoatee); and the use of familiar tales to explore new political realities (Wannus's and Farag's use of the Arabian Nights Tales, Al-Hakim's use of pharaonic myth, Al-Hakim and Salim's use of Greek myth).

ACCRA

MUSST-AD 116J
Places of Human Suffering as Global Heritage Sites

January 2016
Prof. R. Parthesius
Memorials to human suffering attract millions of visitors every year. These heritage sites serve a specific purpose as markers of individual and collective memories of a traumatic past. Because of the sensitivity of the subject and the complexity of the transnational stakeholder groups, these sites are often highly contested. In this course the creation of this type of heritage will be analyzed through the comparison of different heritage sites

associated with human suffering and now inscribed as UNESCO World Heritage Sites. Robben Island in South Africa and Auschwitz-Birkenau in Poland are still within the realm of living memories while Slave Castles in Ghana and slave dungeons on Zanzibar are not. What impact does distance in time and place have on this type of heritage? How does the practice of both remembering and forgetting affect the interpretation of these painful heritage sites? The students will study this practice by conducting field research at the Slave Castles in Ghana. Through interviews and observations they will explore the process of heritage production, the function of heritage, and the role of memory and identity.

SRPP-AD 154J
Global Burden of Non-communicable Diseases

January 2016
Prof. B. Boden-Albala
Crosslisted with Pre-medical and Health Studies
Non-communicable diseases including heart disease, obesity, depression, and dementia were thought to impact the health of more developed, affluent countries while the major health issue for low and middle-income countries was acute infectious disease. Over the last decade, non-communicable diseases have begun to critically impact the health of most populations across the globe. This course seeks to identify a number of complex issues related to the emergence of non-communicable diseases (NCD's) globally and compare the disease experience in low and middle-income countries to high-income countries. Students will examine current trends in non-communicable diseases and define health burden as the overall impact of these diseases at the individual and at the societal level using a set of diverse health, lifestyle and economic indicators including disability adjusted life years, quality of life, and unemployment rates. The course will identify the social determinants of non-communicable diseases and explore the recent impact of the "epidemiologic" transition in low-income countries with emphasis on West Africa. With Ghana as the host country, students will participate in meetings, discussions and health department visits to understand NCD's and the impact of these diseases on the country's policy, culture and economy.

BERLIN

AHC-AD 138J
Cinematic Imagination: Modernity, Media, and Music

January 2016
Prof. G. Bravo
This course examines modernity through the lens of artistic developments during the Weimar period (1918-1933), when Berlin became a vibrant cultural center in the aftermath of World War I. The emergence of German silent film at that time exerted a profound impact on traditional art forms, providing a new aesthetic principle for artistic production and reception. As a result, literature, theatre, painting, and music were reinvented according to a "cinematic imagination." Engaging with Weimar cultural debates through the writings of artists and intellectuals who articulated the impact of film and photography on cultural developments, we will examine diverse artistic works and practices. Students, using video cameras, will explore the diverse urban landscapes of Berlin as a basis for a group remake of Walter Ruttmann's 1927 film Berlin: Symphony of a City. As a reflection on the pace of modernization in Berlin during the 1920s, the film captures the metropolis through its shifting montage images. How can Berlin be understood as a symbol of urbanization today? What images of the city will emerge through our encounters? Finally, how can we understand the persistent power of visual media in shaping the global context today? The study of Weimar culture is interdisciplinary making it relevant to participants from diverse fields such as film, music, literature, art history, and history.

CORES-AD 67J
Sovereignty

January 2016
Prof. S. Geroulanos
From Ancient Mesopotamia to modern times, the idea of sovereignty—beginning with kingly power and leading to modern popular democracy and law-based forms of rule—has dominated political theory as well as theater, literature, and philosophy. The central questions of this course concern political power: hegemony, dominion, rulership, but also democracy, law, and economics. How do we think about power and its history? What does it mean for kings, the people, or particular parties to be called "sovereign"? How is this sovereignty to be depicted? Through a series of literary, philosophical, and political readings in the Western, Islamic, and Chinese traditions, we will examine these questions, against the extraordinary backdrop of Berlin and its history as capital of the German Empire and of the Third Reich, then as divided city, and finally now as perhaps the most important political center in Europe.

MUSST-AD 216J
Museum History, Theory, and Practice: Case Study, Berlin

Prof. B. Altshuler
January 2016
This course will investigate the history and theory of museums, and the critical issues facing museums in the 21st century, through a study of the museums and cultural institutions of Berlin. Much of the course will be held in museums and will involve meetings with museum staff, along with regular classroom sessions at NYU Berlin. The first week will be devoted to museum history and will focus on Museum Island (Altes Museum, Neues Museum, Pergamon Museum, and Altes Nationalgalerie). Topics will include the creation of national museums out of princely collections, the development of collections and forms of display, and the reconstruction and renovation of museums to accommodate contemporary audiences. The second week will have a dual focus: questions of memory and historical site (Jewish Museum, Holocaust Memorial, DDR Museum, Berlin Wall, Stasi Prison, Reichstag), and ethnographic collections and issues of cultural property (Dahlem Museum, Frankfurt's Weltkulturen Museum). The third week will focus on the development of Berlin as a center of contemporary art and the creation of new exhibition spaces for its display (Hamburger Bahnhof, Berlin Biennial, Kunst-Werke Institute for Contemporary Art, Boros Collection).

BUENOS AIRES

POLSC-AD 179J
Political Conflict and Economic Development

Prof. S. Satyanath
January 2016
Crosslisted with Economics, Peace Studies
It is now widely acknowledged that political conflicts play a major role in driving economic development trajectories. We will study how political conflicts impact economic development, using examples from Latin America's rich political and economic history to better understand the conflict-development relationship. The course will follow a seminar format and students will be encouraged to compare the conflict-development relationship in Latin America with that of their own country, and come up with explanations for differences between the two. The course will include multiple field trips to significant sites for Argentina's political conflicts.

SRPP-AD 134J
21st-Century International Human Rights

Prof. S. Labowitz
January 2016
This course is designed to give an introduction to the law, policy, philosophy, institutions, and practice of modern international human rights. Human rights have a history that is national,

regional, and international. Part I of the course presents an overview of the theory, history, and legal frameworks of the international human rights movement. Part II will explore these themes through the lens of the Argentinian experience. Students will study human rights violations during the Dirty War and national and international responses that sought to expose abuses, marshal human rights institutions to take action against them. We also will examine efforts within Argentina over the last 30 years to balance reconciliation and accountability for past abuses. In Part III, we will examine current human rights challenges facing governments, civil society groups, international organizations, and businesses today. The course will include field trips around Buenos Aires and guest speakers with direct experience in the human rights movement in Argentina.

FLORENCE

AHC-AD 137J

Imagining the Renaissance City: Florence and Siena

January 2016

Prof. J. Tylus

Crosslisted with Urbanization

Many institutions central to today's cities – banks, hospitals, civic governments, museums, communal systems of welfare and sustainability – had their testing grounds in the small Tuscan towns of medieval and Renaissance Italy. These towns also pioneered recognizably modern artistic, cultural, and engineering practices. Florence and Siena were especially vibrant in this transformation of urban life: the one a powerhouse of culture and industry, the other the Wall Street of Europe as it financed entrepreneurs, popes, and Europe's kings. Our project for our three weeks together is to figure out what made Florence and Siena tick. We'll come to know these cities intimately, visiting seats of government and Renaissance orphanages, climbing towers, exploring the home of a fifteenth-century merchant, and prowling a recently-excavated crypt under Siena's cathedral. We'll also read and study the utopian (and dystopian) visions of these cities – Lorenzetti's frescoes of Good Government and Dante's Inferno—along with diaries, letters, and constitutions. And to help you hone your writing skills, we'll read the travelogues of two of Italy's greatest story-tellers: Marco Polo and Italo Calvino.

COREI-AD 49J

Science in Flux: The Galilean Revolution

January 2016

Prof. K. Coffey

How does science develop and change? What sorts of considerations are used to assess and evaluate scientific theories, particularly when those theories upend our entire picture of the physical world and our place in it? Are there factors that go

beyond the empirical data itself, such as broader conceptual and religious considerations? And are these 'extra-empirical' considerations legitimate constraints on scientific inquiry? This course will examine these big questions about the nature of science in the context of Galileo's groundbreaking theory on the nature of motion—a theory that laid the groundwork for Newton and the rise of modern science. We will look at the many conflicts in which Galileo became embroiled—scientific, religious, and personal—and study the historical developments that eventually led to widespread acceptance of the Galilean worldview. Our aim will be to understand the complicated way in which Galileo's physics emerged, was resisted, and eventually triumphed, and to situate that evolution within a broader narrative about the nature of scientific development and change.

POLSC-AD 140J

Introduction to Machiavelli

January 2016

Prof. S. Holmes

Often described as the founder of the modern science of politics, Niccolò Machiavelli (1469–1527) was also a Florentine diplomat and civil servant who drew upon his deep understanding of Roman history to interpret the colorful, tumultuous, duplicitous, and often violent politics of Renaissance Italy. This class involves a careful reading and analysis of his masterpiece, *The Prince*, in its historical context, with a focus on its principal theme, namely how and why political leaders gain and lose power. Students also study selected portions of *The Discourses*, in order to understand the nature of Machiavelli's "republicanism" and how it relates to the advice and warnings he gave to princes. Our readings and discussions are supplemented by visits to Machiavelli's tomb in Santa Croce; the David of Verrocchio in the Bargello (a statue that Machiavelli saw every day on his way to his office); and the estate at Sant'Andrea in Percussina, near San Casciano in Val di Pesa, where Machiavelli retired to write *The Prince*.

LONDON

COREA-AD 2J

Idea of the Portrait

January 2016

Prof. S. Zamir

This course explores the ways in which the portrait has been used as a vehicle for artistic expression, for the construction of social identity, for self examination, and for the representation of cultural difference. It examines many kinds of portraits and self-portraits in painting and photography from different times and cultures and encourages engagement with a range of major issues that include the nature of personhood, of private

and public identities, and of art itself. The course draws upon the rich resources of London's museums and galleries, especially the National Gallery, the National Portrait Gallery, the Victoria & Albert Museum, the British Museum, and the Queen's Collection.

CORES-AD 75J

Idea of the University

January 2016

Prof. T. Kukonnen

What makes a university? What is it for? Who is it for? Above all, who gets to decide? What are a university's necessary components and what its desirable accoutrements? How does the university's avowedly pure pursuit of knowledge relate to the professions it simultaneously serves and helps to define, the societies which it builds and by which it is sustained? What distinguishes the university from other institutions of higher learning and research? Is the university's idea universally translatable, or may the university be transformed as it goes global? In this course, we take a longitudinal survey of the debates and controversies surrounding the university and its place in society. We will canvas ancient Athens and Alexandria; medieval Islamic colleges and European cathedral schools; Paris, Oxford, Bologna, and student and faculty life at early universities; early modern scientific societies and confessional universities; nationalist and cosmopolitan agendas in the modern era. We will furthermore examine how the university compares with classical Indian and Chinese educational schemes. The course concludes with a close and critical look at competing visions for the 21st-century university.

MDURB-AD 128J

Contested Cities: Difference, Inequality, and the Metropolis

January 2016

Prof. T. Sugrue

This course explores the ways that race, ethnicity, religion, and class have shaped modern western cities. With attention to the spatialization of inequality in London and the British Empire as a case study, this course is interdisciplinary, bridging past and present and combining historical and social scientific approaches to urban change. We will explore patterns of segregation and residence, the history and geography of difference, and political economy. We will discuss the role that planners, architects, investors, activists, and policymakers have played in shaping metropolitan areas over the last century, with attention to key policy debates, and planning and policy interventions involving immigration, urban redevelopment, gentrification, community control, and suburbanization. This course will include field trips to various urban sites in greater London.

NEW YORK

BUSOR-AD 111J

Principles of Marketing

Offered occasionally

January 2016

Prof. B. Buchanan

Crosslisted with Economics, Leadership and Social Entrepreneurship

This course studies the fundamentals of marketing—from determining what it is that consumers want and need, translating those wants and needs into products and services, and selling those products and services in a highly competitive global marketplace. Depending on the instructor, different topic areas are emphasized, including, for example, the role of consumer research, product design and pricing, branding, and communications and promotional strategies in effective marketing.

COREA-AD 17J

Nature of Code

January 2016

Prof. D. Shiffman

Can we capture the unpredictable evolutionary and emergent properties of nature in software? Can understanding the mathematical principles behind our physical world help us to create digital worlds? This class focuses on the programming strategies and techniques behind computer simulations of natural systems. We explore topics ranging from basic mathematics and physics concepts to more advanced simulations of complex systems. Subjects covered include forces, trigonometry, fractals, cellular automata, self-organization, and genetic algorithms. No computer programming experience is required; the course starts with the basics of code using the Processing environment.

COREA-AD 46J

Narrative, Media, and Technology

January 2016

Prof. E. Borenstein

Telling stories is a fundamental human activity, but the ways these stories are told depends upon the means in which they are created and transmitted. This course examines the role of technologies ranging from print, cave painting, comics, animation, and film, to hypertext, social media, and viral video. In addition to reading and viewing, the assignments will also include creative technological projects and excursions to the Museum of Moving Image, the Museum of Comics Art, and The Moth storytelling theater.

MDURB-AD 116J

Metropolis: Culture, Climate, and Politics in the 21st Century City

January 2016

Prof. E. Klinenberg

This course provides an introduction to key themes in urban studies, focusing on a selected set of issues that are particularly relevant for New York City but important for cities throughout the world. We will read classic and important contemporary works in urban studies, including selections from great books in urban scholarship whose significance transcends any one field or discipline. (Authors include Weber, Jacobs, Ballon, Mumford, Simmel, Sennett, Wirth, Jackson, and Sassen.) We will also read several case studies of emerging issues, particularly questions regarding climate change mitigation and adaptation, sustainable development, and urban inequality. This course culminates with an intensive study of how New York City can respond to the challenges posed by climate change. We will visit sites where there are major new development projects meant to strengthen the region's structures and infrastructures, while also improving the quality of daily life. We will have special meetings with architects, engineers, climate scientists, and policy makers who are working on these projects, and opportunities to experiment with our own design ideas.

MUSST-AD 215J

Museums in Global Context

January 2016

Profs. C. Clarke and A. McClellan

This course surveys the history and representational role of museums, from its origins in cabinets of curiosity formed during the age of exploration to the global proliferation of museums today. Our goal is to provide a critical framework to understand how and why museums have evolved and function in a globalized world. We will consider how Enlightenment collecting practices led to the development of the "universal museum" in an era of colonial expansion and examine how this dominant model has expanded – and been challenged – over the past century. Among the issues to be discussed are: the organization and display of collections, the language and symbolism of museum architecture, the relationship of museums to their public(s), heritage and repatriation, cultural diversity and the politics of representation, and globalized collecting and exhibiting today. Classroom lectures will be supplemented by field trips drawing on the rich diversity of museums in the New York area.

POLSC-AD 160J

Social Media and Political Participation

January 2016

Prof. J. Tucker

In recent years, social media usage (Facebook, Twitter, Linked In, Tumbler, etc.) has exploded to such an extent that it is impossible to believe it does not have an effect on the political behavior of citizens. The question remains, though, of how exactly does it matter? This is the focus of our course. In the morning sessions, student are first introduced to the most important topics of political behavior—voting, turnout, partisanship, public opinion formation, and protests and social movements—and then to the much newer literature on the usage of social media. In the afternoon sessions, students both visit social media companies located in New York City, and are taught the necessary tools to work on their own original research projects. These research projects are conducted in conjunction with NYU's new Social Media and Political Participation laboratory (smapp.nyu.edu).

SRPP-AD 133J

Wealth and Inequality in the Global City

January 2016

Prof. J. Manza

Crosslisted with Urbanization

The rapid increase in wealth and income inequality in many countries, often concentrated and most severe in the world's leading cities, is the subject of this course. Using New York City as our laboratory, we explore some of the ways in which wealth and power are created and maintained, as well as examining some of the social consequences of high levels of inequality for families and communities. Readings and lectures explore the social and political economy of inequality through the work of contemporary social science. We will deepen our understanding of key issues through field trips, films, guest lectures, and meetings with key leaders in the world of finance and business, government, and nongovernmental groups working to alleviate some of the most serious consequences of poverty and inequality in New York.

SHANGHAI

ACS-AD 205J

Arab Crossroads in China

January 2016

Prof. Z. Ben-Dor Benite

Crosslisted with History

In this course we immerse ourselves in the lives and culture of the Arab merchant communities that settled in China from the early days of Islam until the early modern period. We learn about Arab seafaring and trade in the Indian Ocean and the creation of the "Arabian Seas." We read the narratives of Arab merchants, such as Suleiman

the Merchant and Abu Hassan al-Sirafi who came to China from the Gulf in the 9th and the 10th centuries, and the great travelogue by Abu Abdallah Ibn Battuta, who traveled to China all the way from North Africa in the 14th century. We study the history of the corresponding periods in Chinese history—the Tang, Song, and Yuan dynasties, and to complement the Arab travelogues, read the narrative of Ma Huan, the Chinese Muslim who sailed from China to Mecca and other cities in the region in the 15th century. The class visits Quanzhou, better known as Zaytoon, a city dominated by Arabs for several centuries, and other port cities in the Yangzi Delta and north in the Grand Canal on the way to Beijing.

COREA-AD 58J

Light

January 2016

Prof. S. Fitzgerald

From its physical properties that create life to its metaphorical association with beauty and goodness, light is integral to our experience of being human. Playing out over the millennia, from the Chinese tradition of the Lantern Festival at the Lunar New Year to the current production and manufacture of LED components, our relationship with light has played a significant role culturally and materially in our understanding of the world around us. This course will examine the perceptual, psychological, and metaphorical ways in which we encounter light in stories, art and culture. We will examine texts from a variety of cultures that use light and darkness as a metaphor for good and evil and study the works of artists like James Turrell, Anthony McCall, Teddy Lo and Erwin Redl who work directly with light. Celebrations, rituals, and ceremonial use of light like the Diwali and the growth and use of pyrotechnics will be considered. The class will include a practical component in which students develop their own light-based works leveraging the unique and innovative resources of Shanghai as a means of exploring the materiality of light firsthand.

CORES-AD 70J

The Ghetto

January 2016

Prof. M. Duneier

On March 29, 1516, the city council of Venice forced Jews to live in a closed quarter, "il geto", named for the copper foundry that once occupied the area. In this course, we trace the ghetto from these beginnings to its revival by the Nazis to the contemporary U.S. For if we are to understand today's black ghettos, including the recent events in Ferguson, it is useful to understand the Jewish ghettos of the past. We'll study a little known moment in the ghetto's history: when thousands of Jews escaped to the only place that was open to them—Shanghai—and were ultimately herded into the Hongkew ghetto. We'll ask how it is that the ills

and cruelties of forced segregation do not crush the spirit of a people? How can we explain the fact that from Venice to Krakow to Harlem, ghettoized people have often flourished before getting blotted out by larger forces? How can we take account of the evil effects of ghettoization without losing sight of its benefits?

CORES-AD 72J

Children and Childhood

January 2016

Profs. P. Klass and L. Wolff

How are children and childhood viewed in different cultures and centuries? To whom do children really belong—the parents, the state, the world? Whose responsibility is it to educate, feed, and care for children? Is a child a "blank slate" or a prepackaged set of emotions, intellectual abilities, and behaviors? This course emphasizes historical, medical, and cultural perspectives on childhood, exploring common themes and cultural variations, as reflected in literary texts and artistic representations in America, Europe, and China: Confucian analects, Song dynasty poetry, Ming ceramics, Italian European Renaissance painting, Persian and Mughal miniatures, Montaigne's essays, John Locke's philosophy, Rousseau's educational ideals, English Romantic poetry, German Romantic Lieder, Freud on the dynamics of childhood, parenting advice from Dr. Spock and children's literature from Dr. Seuss. Explore the history, medicine, and sociology of childhood, including infant and child mortality, child labor, and the changing historical nature of the family in China, America, and Europe. Consider children's education and health in global perspective, with Shanghai field trips: schools; Children's Palace; Art Museum; Propaganda Poster Art Center.

MDURB-AD 124J

Urban Form of Shanghai

January 2016

Prof. M. Swislocki

Shanghai has evolved markedly through key stages in the history of urban form, vestiges of which are found within the city today: an old walled "Chinese city"; tree-lined boulevards and commercial avenues of 19th and 20th century foreign settlements; and suburban development in Pudong. This class examines each key stage, combining readings with in situ urban inquiry. Readings cover Chinese reflections on the city in general and Shanghai in particular, as well as urban studies classics like Lewis Mumford's *The Culture of Cities*. Trips take students to historically significant cultural spaces, including the old City God Temple, Fuzhou Road Bookshops, alleyway houses, The Peace Hotel, the Great World amusement park, People's Park, the Moganshan Road contemporary art complex, as well as nearby waterway towns that illustrate aspects of Shanghai's history before urbanization.

SYDNEY

ANTH-AD 102J

Anthropology of Indigenous Australia: Art, Politics and Cultural Futures

January 2016

Prof. F. Myers

Crosslisted with Museum Studies, Arts & Humanities Colloquia

This course offers an introduction to some of the current issues in the anthropology of Indigenous Australia, considering a range of Aboriginal forms of social being, ranging historically and geographically and giving significant focus to the changing relationships between Indigenous people and the settler nation of Australia. We will explore a range of sites of representation and imagination – in the expressions of visual art, film, and the performativity of political activism – in studying how Aboriginal people have struggled to reproduce themselves and their traditions in their own terms. While those in the dominant society thought at first that Aboriginal people and their culture would “die out” and later that they would or could be simply “assimilated,” we will trace a history of Indigenous people from urban and remote communities intervening on what W.E.H. Stanner called “the great Australian silence” and asserting their right to a cultural future. This will include assessing the contentious history of debates over the very rights of representation of Aboriginal culture and realities. This course will make use of several museums in Sydney, and a few prominent Indigenous scholars and artists will present their work relevant to the theme.

COREI-AD 11J

State and Fate of Earth

January 2016

Prof. T. Volk

Crosslisted with The Environment

What is the current state of Earth in terms of human well-being and human impact on the Earth's natural systems? Issues such as energy consumption, CO2 emissions, climate change, food production, water, and material fluxes are intricately tied together as a global system. The economic trend of this system can be used to project a world in 2050 in which the world's lifestyle will be approximately equal to that of many developed nations today. Will this projected state of the world be possible, given the environmental issues above? Investigating this topic in Sydney gives us perspective from a developed nation with unique climate, resources, and world famous biodiversity. Substantial portions of this inquiry-based seminar require students to compare environmental issues in Australia to those in their home nations, other developed regions, and the world, in order to look at how conditions and solutions in Australia might be generally applicable to shared challenges.

COREX-AD 25J

Coastal Urbanization and Environmental Change

January 2016

Prof. J. Burt

Over 80% of the Australian population lives within 100 km of a coast and virtually all major Australian cities occur on coastlines. As a result, Australia's coastal environments have been substantially modified to suit human needs. This course uses the built and natural environments of Sydney, Australia's largest city, as a case study to examine the environmental and ecological implications of urban development in coastal areas worldwide. Using Sydney's terrestrial, marine, and built environments as a natural laboratory for field research, students collect environmental data throughout the city and use geographic information systems (GIS) to examine the spatial patterns of human impacts to Sydney's environment and to compare their results with patterns observed in other coastal cities.

WASHINGTON DC

ECON-AD 221J

Understanding Financial Crises

January 2016

Prof. R. Ranciere

Prerequisites: ECON-AD 101

The purpose of this course is to understand the key facts and basic mechanisms concerning financial crises and related topics. The course will first lay down some foundations by studying empirical evidence about financial crises as well as the basic crisis mechanisms (bank runs, sovereign default decision, currency collapse). The empirical facts will provide a perspective on the recurrence of different types of financial crises (banking crises, currency crises, and sovereign debt crises). Students will study their causes, their resolutions, and their long-run consequences. The crisis mechanisms will be introduced through very simple canonical models, with emphasis on intuition and insight over model technicalities. Once these foundations are in place, the course will open up on a series of topics with mixed themes – such as crises and long run growth; inequality and crises; crises, stabilization and reforms – and an in-depth study of major crises episodes, such as the Great Depression, the US Financial Crises of 2007-2008 and the Euro Crisis. The classes will be complemented by visits to Washington, D.C. institutions, such as the International Monetary Fund, The Federal Reserve Board, and the World Bank, and by exchanges with officials who played a key role during past financial crises.

POLSC-AD 186JX

Islamic Extremism

January 2016

Prof. J. Traub

Crosslisted with Peace Studies

Islamic Studies

The terrorist attacks of 9/11 transformed the foreign policy of the United States and re-shaped its national psyche. Subsequent attacks in Europe, the Middle East and elsewhere have focused the world's attention on the problem of Islamic terrorism. In this class we will seek to understand both the causes of the sudden rise of violent extremism in the Muslim world and the response it has provoked. We will examine the evolution of the threat, from Al Qaeda, with its focus on mounting spectacular attacks on symbolic targets in the West, to the Islamic State, which has attracted thousands of men and women from around the world to its violent nation-building project in the heart of the Arab world. Western nations have deployed military, intelligence and police tactics against Al Qaeda with some success, but those methods may not work against ISIS. Arab nations have begun to mobilize to counter the threat, but their own repressive, and in some cases religiously intolerant, regimes may be exacerbating the very problem they seek to solve. In addition to reading about the origins and the spread of jihadism and the policies adopted by concerned states, we will meet with scholars, journalists, policy experts, diplomats and officials in the Obama Administration. Students will write a series of short papers as well as a longer project proposing a course of action to cure, or at least mitigate, the extremist threat.

Summer School

NYU Abu Dhabi offers a limited but growing Summer-school program in Abu Dhabi. The primary purpose of the summer program is to allow students who fall behind in meeting graduation requirements the opportunity to catch up without having to resort to course overloads during the fall and spring semesters. Students who change majors or are otherwise delayed in completing preliminary major requirements may find that a summer course provides a chance to complete prerequisite courses in time to pursue study away opportunities with their peers who started their majors earlier.

Courses vary from year to year, but the overall intent of the program is to provide courses that are likely to be of interest to students in a variety of academic majors. Previous courses have included courses in the Core Curriculum, introductory math and statistics courses, and prerequisite engineering courses specifically designed to facilitate study away for NYUAD engineering majors.

In addition to courses in Abu Dhabi, NYUAD students have access to the wide array of summer courses in New York and elsewhere in the Global Network. At present, summer school courses in Abu Dhabi are not available to students from other NYU schools or campuses.

Summer-school courses in Abu Dhabi are typically four weeks in length and begin in late May shortly after the end of the spring semester. However for the summer of 2016, the term will be expanded to five weeks to accommodate a shorter academic day consistent with Ramadan working hours. Students are generally limited to a single four-credit course. Courses elsewhere in the NYU Global Network vary from three to twelve weeks in length, begin on different dates, vary in credits, and may allow simultaneous enrollment in more than one course.

Summer-school tuition, room and board, and other related expenses are not covered by any of the existing financial aid packages. However, NYUAD is able to offer supplemental summer aid to select NYUAD students who apply through a summer course application process each spring. Funding is generally available to students interested in courses in Abu Dhabi. Funding is significantly more limited for programs offered elsewhere in the NYU Global Network; there is no guarantee that even the most meritorious application can be supported.

Physical Education

Physical fitness is an important aspect of overall student development at NYU Abu Dhabi. Guided by the principle that a healthy body supports a strong mind in achieving one's full potential, the Physical Education program provides a wide variety of classes covering all levels of interest and ability. Physical education programming takes place both on and off campus, within the state of the art fitness center, and throughout the university's world-class athletic facilities. Students are required to complete two 7-week Physical Education sessions. All Physical Education classes are non-credit and gradual on a pass/fail basis. These courses do not appear on student transcript.

PHYSICAL EDUCATION COURSES

PHYED-AD 1

Fitness for Life

Fall 2015

Instructor D. Gill

This introductory course orients students to the various exercise equipment and fitness classes in the Saadiyat Fitness Center and provides a framework for the students to design their own personal fitness programs. Through strength and cardio training, TRX, Kettlebells, spinning, yoga and pilates, students will learn how to exercise safely and effectively to maximize progress. The guided and progressive workouts teach individuals to achieve personal fitness goals by creating and implementing healthy fitness routines.

PHYED-AD 2

Running 101

Fall 2015

Instructor W. Young

A class for beginners to experienced runners discussing efficient running, proper form, running for a lifetime, proper gear, preparing for races or running for pleasure. Coach Young has 41 years of running experience that he wants to share with you so you too can enjoy a lifetime of running as he has. You don't need teammates, you don't need a ball, you don't need any equipment, all you need is running shoes.

PHYED-AD 3

Beginner Swimming

Fall 2015

Instructor P. Smith

The beginner swimming course is designed for students who are non-swimmers and those who have little to no skills in the water. This course is designed to help the non-swimmer learn basic water safety skills including instruction of proper body position in the water, floating, treading water, holding breath underwater, and introductory to swim strokes, freestyle and backstroke.

PHYED-AD 4

Intermediate Swimming

Fall 2015

Instructor P. Smith

Intermediate swimming is a course designed for students who are comfortable treading, floating and swimming in deep water, can swim front crawl with rotary breathing and can swim basic backstroke and breaststroke. Students learn drills for skill improvement. Emphasis is on body form, stroke efficiency, and conditioning in all the strokes.

PHYED-AD 5

Bellydancing (Women Only)

Fall 2015

Instructor V. Magalhaes

This course is designed to teach the technique, history, terminology, rhythms, and dance combinations/choreography of Belly Dance. It will also focus on strength, conditioning, and stretching principles necessary for the dance.

PHYED-AD 6

Capoeira

Fall 2015

Capoeira is a dynamic Brazilian art form combining self-defense, acrobatic movements, music, and dance. Students will develop a strong base in capoeira movements and gain an understanding of capoeira through its rich history, contemporary context, and music. No prior dance or martial arts experience necessary. This class is geared towards all ability levels.

PHYED-AD 7

Beginner Hip Hop

Fall 2015

Hip Hop dance is designed for students with an interest in Hip Hop dance/culture. This class introduces students to Hip Hop through movement that includes freestyle dancing, locomotive movements, and choreography.

PHYED-AD 8

Introduction to Kayaking and Sailing

This comprehensive course teaches the fundamentals of sea kayaking (including strokes, rescues, and recovery) as well as basic sailing skills. In addition students learn about the region's vital ecosystem as they navigate coastal waters and inland areas of Abu Dhabi.

PHYED-AD 9

Scuba - Open Water

Fall 2015

This is a PADI Certified Open Water Scuba Diving Course. Individuals who successfully complete this class are awarded an internationally recognized certificate in scuba diving. Prerequisites: (1) the ability to swim continuously for 200 meter or 300 meter with mask/fin snorkel; (2) the ability to swim/ float in water too deep to stand in for 10 minutes; (3) confidence in open water, and (4) the completion of a medical questionnaire with physician's consent. PE credit will be awarded upon obtaining a PADI Open Water Dive qualification prior to the end of the class. Given the progressive nature of instruction, students must attend all sessions in the order offered. If a session is missed, the affected student is solely responsible for scheduling and paying for the makeup session. All makeup sessions must be completed prior to the next regularly scheduled session.

PHYED-AD 10

Aerobics (women only)

This comprehensive aerobics class will cover all aspects of movement with the focus on maintaining a targeted heart rate to maximize cardio benefit. This women's only class will be taught by an in-house instructor.

PHYED-AD 11

Fencing

Fencing is the art and sport of swordsmanship using a blunt weapon. Fencers use one of three types of weapons – the foil, the epee, or the sabre. Students will learn basic offensive and defensive moves; as well as understand the basic rules of competition.

PHYED-AD 12

Dance (Women Only)

This course introduces students to dance by exploring elements of a variety of dance styles and practices through hands-on experiences, movement explorations, dance-making and discussions. Students will be engaged with the art form and move toward a fuller appreciation of the influence of dance in our everyday lives as well as a reflection and expression of the world we live in. Dance styles include, but are not limited to, hip-hop, belly dancing, modern ballet and jazz.

PHYED-AD 13

Jiu Jitsu

Fall 2015

Jiu Jitsu is a strategic grappling sport where one manipulates an opponent's force against her/himself rather than confronting it with one's own force. Individuals will learn how to apply the fundamental techniques of Jiu Jitsu, including positioning, leverage, joint locks, escapes, submissions, and self-defense.

PHYED-AD 14

Pilates and Yoga (Women Only)

Pilates is a conditioning program emphasizing the concepts of core strength and stabilization. Through highly focused and controlled movements, individuals experience increased body awareness, flexibility, coordination, and strength. In the yoga portion of this course, individuals learn the basic disciplines of yoga, focusing on body awareness, beginning yoga postures, breathing, and relaxation skills. Upon successful completion, students understand and are able to demonstrate the basic components of yoga practice, including safe, stable body alignment and classic yoga postures.

PHYED-AD 17

Golf for Beginners

Fall 2015

This driving range and putting green based golf instruction class is focused on exposing individuals to the basics of golf. In addition to receiving technical instruction on proper grip and swing, individuals learn the history and rules of golf and basic golf etiquette. The class culminates with an on-course experience.

PHYED-AD 18

Karting and Driver Fitness

Karting is a motorsport with small, open, four-wheeled vehicles racing on scaled-down circuits. In addition to developing quick reflexes, precision vehicle control, and decision-making skills, individuals gain a basic understanding of what can be altered to try to improve the competitiveness of the kart, including tire pressure, gearing, seat position, and chassis stiffness. The driver fitness portion of the class focuses on the physical fitness training necessary to effectively compete as a race car driver, including strength and cardiovascular training so as to handle steering, braking and the G-forces associated therewith.

PHYED-AD 22

Tennis for Beginners

Fall 2015

Instructor P. Cunningham

This class is geared towards novice tennis players and exposes individuals to the basics of tennis. In addition to receiving technical instruction in serve, volley and forehand and backhand strokes, individuals learn the rules of tennis.

PHYED-AD 23

Triathlon Training

This challenging class is focused on developing athletes interested in competing in local triathlons, including the Yas Tri and Abu Dhabi International Triathlon. Individuals develop a personal triathlon training program—swim, bike and run. Workouts include indoor work on stationary bicycles, rowing ergometers, outdoor work on bicycles, distance swimming, running, and weight training. Individuals learn the secrets of competitive triathletes, including training techniques, equipment, race strategies and nutrition. NOTE: This is a physically demanding class with a challenging culmination.

PHYED-AD 25

Beginner Swimming (Women Only)

The beginner swimming course is designed for students who are non-swimmers and those who have little to no skills in the water. This course is designed to help the non-swimmer learn basic water safety skills including instruction of proper body position in the water, floating, treading water, holding breath underwater, and introductory to swim strokes, freestyle and backstroke.

PHYED-AD 27

Aerobics

This comprehensive aerobics class will cover all aspects of movement with the focus on maintaining a targeted heart rate to maximize cardio benefit. This class will be taught by an in-house instructor.

PHYED-AD 28

Squash

Fall 2015

Instructor P. Cunningham

This course aims to impart the knowledge and competencies essential to having an informed understanding and appreciation of squash. Students are introduced to the basic skills necessary to play the game.

PHYED-AD 29

Dance (coed)

This course introduces students to dance by exploring elements of a variety of dance styles and practices through hands-on experiences, movement explorations, dance-making and discussions. Dance styles included, but are not limited to, hip-hop, belly dancing, modern ballet and jazz.

PHYED-AD 32

Bootcamp

This course offers intense exercise sessions that challenge every muscle of the body. By rapidly moving from exercise to exercise with little rest in between, one tones and firms muscles while simultaneously getting a vigorous cardiovascular workout.

PHYED-AD 33

Performance Boxing

Fall 2015

Instructor K. Pedersen

The aim of this course is to gain a greater understanding of boxing technique and how to adapt authentic boxing training for pure fitness. Boxing for fitness is fun and at the same time builds muscle strength, improves body tone, promotes cardiovascular health, and enhances confidence.

PHYED-AD 34

Touch Rugby

Touch Rugby is a non-contact form of rugby that focuses on fitness, agility, communication and teamwork. Physical strength is not a requirement for excellence in this sport.

PHYED-AD 36

Intro Strength Training

Fall 2015

Instructor J. Burns

This course aims to teach students the essential components of a weighting lifting program and proper execution and techniques for safe and effective strength training. Students will be encouraged to explore their personal health and fitness goals and how strength training may be incorporated into their lifelong fitness plan.

PHYED-AD 37

Total Fitness

Fall 2015

Instructor D. Gill

Total Fitness is a high intensity fitness course with constantly varied and physically demanding workouts. The program is geared to prepare the body for better fitness in any and all activities or sports by focusing on functional movements, strengthening and conditioning of major muscle groups, heart and lung endurance, flexibility, power, speed, agility and balance.

PHYED-AD 38

Scuba (Women Only)

This is a PADI Certified Open Water Scuba Diving Course. Individuals who successfully complete this class are awarded an internationally recognized certificate in scuba diving. Prerequisites: (1) the ability to swim continuously for 200 meter or 300 meter with mask/fin snorkel, (2) the ability to swim/float in water too deep to stand in for 10 minutes, (3) confidence in open water, and (4) the completion of a medical questionnaire with physician's consent. PE credit will be awarded upon obtaining a PADI Open Water Dive qualification prior to the end of the class. Given the progressive nature of instruction; i.e. later classes are entirely dependent upon earlier classes, students must attend all sessions in the order offered. If a session is missed, the affected student is solely responsible for scheduling and paying for the makeup session. All makeup sessions must be completed prior to the next regularly scheduled session.

PHYED-AD 39

Performance Boxing (Women Only)

Fall 2015

Instructor K. Pedersen

The aim of this course is to gain a greater understanding of boxing technique and how to adapt authentic boxing training for pure fitness. Boxing for fitness is fun and at the same time builds muscle strength, improves body tone, promotes cardiovascular health, and enhances confidence.

PHYED-AD 40

Bowling

This introductory course will expose students to the basics of bowling, including technique, tactics, handicaps and scorekeeping. By the end of the course, students have the capabilities be able to engage in a bowling league and/or competition. This course will be taught by a contracted instructor.

PHYED-AD 46

Beginner's Equestrian

This course is designed to equip students with the fundamental techniques and theories of equestrianism, including walking, trotting, cantering, galloping, and horsemanship.

PHYED-AD 47

Yoga

Fall 2015

Instructor j. Savio

Yoga will commence with an introduction to yoga practice, infusing breathing techniques, physical movement, detox, meditation, strength, flexibility & balance conditioning with balance of body and mind. This program will allow students to build step by step and slowly chip away letting go of both mental and physical barriers.

PHYED-AD 48

Triathlon Training

Fall 2015

Instructor W. Young

Great class for anyone interested in doing a triathlon at least learning about the sport. Swimming, biking, running and transitions will all be covered in this class designed to help beginners to experienced triathletes. We'll talk about gear, each discipline, workouts, training plans and hopefully prepare you to think about doing a triathlon here at NYUAD.

PHYED-AD 49

Badminton

Fall 2015

Instructor J. Mcgrath

This course is designed to introduce basic badminton skills, techniques, rules and strategies for singles and doubles play with a focus on development of various strokes, serves, and offensive and defensive strategies.

PHYED-AD 50

Flexible Fitness

Fall 2015

Instructor J. Shaffer

"Flexible Fitness" is an opportunity for students to receive PE credit through a structured, supervised yet flexible active lifestyle program. Students who enroll in "Flexible Fitness" have one (1) semester to complete 30 hours of physical activity. The program is designed to encourage students to participate in a wide variety of physical activities

and to build habits of consistency. Students decide when and how they would like to participate based on a series of guidelines. This is a 14-week course.

PHYED-AD 51

Aikido

Aikido is a Japanese martial art based on the philosophy of blending with an opponent's power and redirecting their aggressiveness to a mutually safe place rather than trying to counter power with power. It is therefore not dependent on the individual's size and strength. Elements of classical Japanese sword and staff are incorporated into the empty hand techniques, which consist of throwing and pinning defenses against a wide variety of attacks. The class is open to both beginners and advanced practitioners and people of all fitness levels. An in-house instructor will teach this course.

PHYED-AD 54

Speed and Agility

Fall 2015

Instructor C. Bradway

Speed and agility training can help you develop explosive power and athleticism for any sport or fitness goal. Training to develop speed and agility also provides a great way to mix up your regular workouts with some fun, metabolically challenging exercises. It also creates unique, proprioceptive challenges that reinforce muscle firing sequences and motor patterns that transfer directly into movements commonly found in sport and life. An in-house instructor will teach this course.

PHYED-AD 55

Rock Climbing

This course is for anyone who wants a fun and educational introduction to rock climbing. Rock climbing is a fantastic way to get fit, build strength and stamina—it's a myth that you need to have exceptional upper body strength; a positive attitude will get you a long way! You will look at all the essential skills to get you started, learning simple rope work, belaying (controlling the rope for the climber), single pitch climbing, abseiling and use of technical equipment. We will use an indoor climbing wall for all lessons.

PHYED-AD 56

Ultimate Frisbee

Ultimate is an exciting, non-contact team sport, built on improving players speed, stamina and agility.

PHYED-AD 57

Water Polo

This team sport can be likened to a sort of aquatic handball, in which a ball has to be thrown into a goal. The course is designed to introduce students to rules of the game and how to improve strength, fitness, speed and flexibility. These skills will help students tread water without using their hands, shoot and pass accurately, and improve swimming stamina. Please note: Students must be confident in water and be able to swim at least 50m unaided.

PHYED-AD 58

Racquetball

This course is designed as an introduction to racquetball, involving activities to teach students basic racquetball terms, rules, scoring, safety, and techniques for the forehand, backhand, overhead, and serve, as well as singles and doubles.

PHYED-AD 59

Tae Bo - Zumba (Women Only)

In this class, you will kick and dance your way to fitness. Combining the power of Tae Bo and the fun of Zumba, you will improve balance, flexibility, coordination as well as receive cardiovascular benefits. The Zumba Fitness program combines Latin dancing with interval and resistance training for a full-body workout. Tae Bo is a total body fitness system that incorporates martial arts techniques such as kicking and punching. This program uses the motions of martial arts at a rapid pace and is designed to promote fitness.

PHYED-AD 61

Archery

This course is designed to give students an introduction to archery from a historical perspective which includes, but is not limited to, cultural use of the bow and arrow for food, protection, recreation and competition. Students will learn fundamental skills, strategies, rules and regulations. The underlying sub-focus of the course is the development of persistence and discipline necessary for success and the resulting self-enhancement that accompanies personal success. The commitment to Archery requires students to develop a focus which is achieved only through rigorous attention to fine motor movement. The improvement of individual skills in Archery is important but the process required for target success can be a foundation for a lifelong recreational opportunity.

PHYED-AD 62

Quidditch

The word Quidditch may or may not sound familiar to you, depending on whether you are familiar with the Harry Potter series. With a broom planted between their legs, players will be taught how to dodge, weave, throw and catch. Having to keep the broom between your legs serves as a

vital handicap to mobility, stability and throwing accuracy, encouraging players to develop a precise throwing arm and positional awareness. A fun new PE course, Quidditch is fast-paced game, which is growing in popularity throughout colleges around the world.

PHYED-AD 63

Team Sports PE

This course will introduce students to a variety of indoor team sports and the elements necessary to play them. Those elements include, but are not limited to, skills, offensive and defensive strategies, rules and lots of game play.

PHYED-AD 65

Flag Football

This is a version of American football without blocking or tackling, with tackling being replaced by "deflagging" an opponent. The rules of the game will be designed to reduce physical contact and injury while promoting teamwork, leadership, agility and gross motor coordination.

PHYED-AD 66

Yoga (Women Only)

Fall 2015

The Women's Only Yoga course will commence with an introduction to the yoga practice, infusing breathing techniques, physical movement, detox, meditation, strength, flexibility & balance conditioning with balance of body and mind. This program will allow students to build step by step and slowly chip away letting go of both mental and physical barriers.

PHYED-AD 67

Outdoor Conditioning

This course will combine interval training, speed work, tempo's, endurance & full body functional exercises in an outdoor environment. The students will work in teams as well as partners in a variety of training styles to keep them challenged and motivated.

PHYED-AD 68

Healthy Living (Women Only)

The course will focus on the relationship between individual choices, social responsibilities and optimal human functioning through healthy living. Health and social issues relevant to young women will be examined in discussion based sessions, while being combined with the practice of a diversified fitness routine that focuses on strength, flexibility, endurance and muscle tone. An understanding of cardiovascular fitness and nutritional information related to exercise is emphasized.

PHYED-AD 69A and 69B

Intro to Athletic Training

Fall 2015

Instructor K. Melnyk

This course provides an overview of the various fields of athletic training and sports medicine. Students will learn how to use training equipment and materials, procedures for athletic training and the role of trainers as care providers. They will examine the organizations, regulations and ethics that govern the profession. Successful completion of the two courses will satisfy the Physical Education requirement.

PHYED-AD 70A and 70B

Lifeguard Training Certification

Fall 2015

This class teaches lifeguard candidates the skills and knowledge needed to prevent and respond to aquatic emergencies at an aquatic facility. Upon successful completion of the course, each student will receive American Red Cross Lifeguard Training/ First Aid and CPR for the Professional Rescuer. This course must be taken with part B. Successful completion of the two courses will satisfy the Physical Education requirement. Attendance is required for all classes within each session. No exceptions! Prerequisites:

- Ability to swim 300 yards continuously swimming demonstrating breath control and rhythmic breathing swimming freestyle and breaststroke.
- Ability to tread water for 2 minutes using only your legs.
- Ability swim 20 yards of freestyle or breaststroke, submerge to 10 ft and pick up a 10 lb object, holding it with both hands return 20 yards and exit pool in 1 minute and 40 seconds.

PHYED-AD 71A and 71B

Intro to Sports Management

Fall 2015

Instructor J. Shaffer

This course examines issues of management and organization within the broad context of the sports industry, with specific reference to issues of staffing, motivation, and communication. It introduces students to ways to most effectively put leadership theory to work on a daily basis within a sports organization. Students will gain experience at NYUAD organized sports events and create a sports event at the conclusion of the 14 week course that will be open to the NYUAD community. This course must be taken with part B. Successful completion of the two courses will satisfy the Physical Education requirement.

PHYED-AD 90

Men's Varsity Soccer

Participate as a team member in the Men's Varsity Soccer team for at least one (1) semester

PHYED-AD 91

Women's Varsity Soccer

Participate in the Women's Varsity Soccer team for at least one (1) semester

PHYED-AD 92

Men's Varsity Basketball

Participate in the Men's Varsity Basketball team for at least one (1) semester

PHYED-AD 93

Women's Varsity Basketball

Participate in the Women's Varsity Basketball team for at least (1) semester

PHYED-AD 94

Competitive Table Tennis

Participate in competitive table tennis

PHYED-AD 95

Men's Badminton

Competitive badminton

Study Away Programs

Global education is an essential component of NYU Abu Dhabi's educational mission and curriculum. It is realized through a careful sequence of interrelated academic and intercultural experiences that provide students with intellectually rigorous, research-focused learning environments to complement and extend their coursework. They include semester-long study away programs, January Term programs, and course-related study trips in the UAE and the broader Middle East that are typically combined with January Term or semester courses.

The NYUAD Office of Global Education coordinates the study away programs and course-related study trips. The office supports students before, during, and after their experiences abroad to maximize intercultural learning, promote safety and health, and help students contribute as responsible global citizens in the communities they join—wherever they are in the world.

STUDY AWAY PROGRAMS

Semester-long Study Away in the NYU Global Network: Students may spend up to two semesters over their four years at NYU Abu Dhabi studying abroad at academic sites mostly within the NYU Global Network, which includes degree-granting campuses in New York, Abu Dhabi, and Shanghai, and 11 global academic centers on six continents: Accra, Berlin, Buenos Aires, Florence, London, Madrid, Paris, Prague, Sydney, Tel Aviv, and Washington, D.C. The global academic centers connect students from NYU Abu Dhabi, NYU Shanghai, and NYU New York who study together and experience the diversity of NYU's global network. Each of the centers offers courses in the local language, history, and culture, academic lectures by distinguished faculty and leaders of the local communities, and co-curricular activities to explore the region, meet local students and figures, and use new language skills. For a description of the NYU global academic centers, see pp. 405-410.

Alternative Program Options: The majority of NYUAD students will study away at one or more of the NYU global academic centers to take advantage of the unique curricular and technological offerings of NYU's Global Network. However, if a student's academic program requires or would significantly benefit from instruction not available at the NYU global sites or in Abu Dhabi, he or she may petition the Office of Global Education to attend an alternative study away program. For example, students may wish to spend a semester studying at the top university in their home country to connect to scholars and leaders in their discipline, join a distinctive, local research project, or use their native language skills at the highest level of critical thinking.

International January Term: Students may choose among courses offered in New York, Shanghai, several other NYU global academic centers, and courses in Abu Dhabi that include an international seminar. Students may enroll in up to two international January Terms during their four years at NYUAD. For January Term 2016, students will select from courses offered in Abu Dhabi, Accra, Berlin, Buenos Aires, Florence, London, New York, Shanghai, Sydney, and Washington, D.C. For more information on January Term, see pp. 338-350.

GENERAL STUDY AWAY POLICIES

Careful academic and logistical preparation is required for students who intend to study away.

Students must attend a Study Away Advising Session and consult with their faculty mentors early in their academic careers to be certain study away experiences can fit well with their major requirements and progress toward graduation. Some programs have specific prerequisites, including the completion of courses related to a particular language, region, culture, discipline, research methodology, or issue. To assist with the mentoring process, NYU Abu Dhabi has identified site preferences within the NYU network for NYUAD majors to study away with an eye toward developing students as well-rounded scholars of the liberal arts and sciences, highly competent producers of knowledge in a field of specialization, and socially responsible members of any community they choose to join. Students work with their faculty mentors to determine what is appropriate for their individual academic programs. The paths are available online at <https://students.nyuad.nyu.edu/academics/global-education/study-away/global-network-paths/>

Academic Credit: Academic credit from study away programs within the NYU global network is treated like credit awarded for coursework at NYUAD. All courses from study away programs are recorded on the student's transcript. Grades from NYU global programs, January Term courses or other credit-bearing programs taught by NYUAD or NYU faculty are recorded on the transcript and factored into a student's NYUAD grade point average. Credit for courses taken at non-NYU or non-NYUAD programs is subject to the NYUAD policy for transfer credit.

Graduation Requirements: All successfully completed courses taken at NYU global academic centers automatically count toward the 140 minimum credit hours required for graduation. However, students must consult with their faculty mentors in advance of study away and refer to online study away equivalency charts (available on the Student Portal) to determine whether courses taken abroad can be used to fulfill specific NYUAD graduation requirements, such as the core or the major. Courses taken at non-NYU programs require prior approval from the faculty mentor and divisional dean to count toward the total credit hours requirement.

Full-time Student Status: Students must maintain full-time status and carry the equivalent of a four-course workload for that status while participating in any semester study away programs. Students may earn credit for no more than four courses on any semester study away program unless they receive prior authorization for an overload from the Vice Provost for Academic Administration at NYUAD.

Costs: Fees for approved semester long study away are the same as for a semester at NYU Abu Dhabi. Financial support is applied to cover these costs the same way it is when a student is studying in Abu Dhabi. NYUAD funds the cost of study away for up to two semesters and up to two January Terms, as well as for study trips that are a required components of courses in which the student is officially enrolled.

Application Process: Although study away is encouraged at NYUAD, the opportunity to participate in any study away program is a privilege, and the application process is competitive.

APPLICATION SCHEDULE

For January Term: Applications due September 15. Students are notified of their course placements by October 1.

For Study Away during the Academic Year: NYUAD has one annual preliminary application deadline of December 1 for study away programs in the coming academic year. This early deadline helps upper-class students and their faculty mentors do long-range planning for study away to ensure these important experiences fit well with the selection of a major, normal progress toward graduation, and preparation for the Capstone Project during the student's senior year. First-year students can apply by June 1 of their first year for study away in the spring semester of their sophomore year. Final applications are typically due by February 15 for fall semester study and by September 15 for spring semester study.

Semester Study Away: Students may apply to study away beginning in the second semester of their sophomore year and as late as the first semester of their senior year (if approved by their major academic program). Study away before or after this time frame requires approval from the Office of Global Education upon recommendation from the student's mentor or the determination of an academic program.

The application process for participation in study away programs includes the preliminary and the final application stages with required deadlines as listed above. Interested students must meet all NYUAD and NYU Global Programs application deadlines. Programs outside NYU's global network require students to complete the program's own application paperwork in addition to the NYUAD forms and may have different (often earlier) deadlines.

Selection Process: Selection for any study away program is based on a student's academic record, the strength of the application materials, and academic preparation for and suitability of the chosen program to the individual student's academic goals. The competitiveness of the application process varies based on the number of applicants, and the allotment of limited spaces on some programs.

The goal of a first semester of study away is to advance students as well-rounded scholars and global citizens within the liberal arts and sciences tradition. For most students, the second semester of sophomore year presents an ideal time to place the "big questions" of their globally-focused core courses into a new local context, explore new subject areas before finalizing their choice of majors by the end of sophomore year, develop a higher level of competency in a foreign language, and develop greater

intercultural understanding toward social responsibility through sustained engagement of difference and the ability to navigate that difference toward greater common ground and common good.

A second semester of study away needs to be carefully designed and planned to support a student's development as a scholar in his or her field(s) of specialization. Students must present a compelling academic rationale for their program choice and course selection, demonstrating that the chosen program and courses: provide essential academic content for his or her field(s) of specialization that would otherwise not be available at NYUAD, provide the opportunity to conduct research towards developing the capstone project (e.g. data collection, piloting a research area, comparative work, access to archives and collections, specialized arts practice training,) connect the student with local faculty and/or field experts in the host site who can provide essential guidance on capstone project work or other essential research/arts practice, and allow the student to put his or her theoretical and research training into guided practice in a way that benefits specifically from the cultural context of the host country.

The Office of Global Education—with its Faculty Advisory Committee—is charged with reviewing applications and selecting students. Applications for second semester away are also reviewed by the faculty and the dean in the student's chosen major(s). If the number of qualified applicants exceeds the number of spaces available for a given study away program, priority is based on class standing and will be given to students for whom this would be their first NYUAD study away experience. Some qualified applicants may be asked to delay their study away plans to another semester or to select an alternate program.

STUDY AWAY AT NYU ABU DHABI

NYU New York and NYU Shanghai students interested in studying at NYU Abu Dhabi are welcome to apply for an NYUAD January Term course, wherever it is offered in the global network, and/or for a full-time course of study during the fall or the spring semester. Applications for study away at NYU Abu Dhabi are due to the NYU Global Programs office in New York according to their established deadlines—typically by February 15 for fall semester study, and by September 15 for spring semester study. Applications for participation in January Term courses are due by October 1. Interested students must meet all application deadlines. For information about study away options at NYUAD, please contact studyaway.nyud@nyu.edu

Special Programs and Resources

STUDENT RESEARCH

Research is an important part of the NYU Abu Dhabi education, and research opportunities are threaded throughout the undergraduate program. Students become active investigators and experience the challenge, creativity, and rigor involved in grappling with unanswered questions and proposing answers, considering problems from new angles, and developing and analyzing new data. At NYUAD, research is not limited to the senior year and to advanced courses; we understand research as a fundamental mode of learning that is applicable at every level of study.

The required courses in most majors consider research methods and clarify the distinctive approaches of the disciplines. Research may be pursued at the study away sites where students learn to access, elicit, interpret, and generate knowledge within the host society. Research in this context is an important vehicle of cross-cultural inquiry and understanding. Students may devise a research topic of their choosing, participate in a larger, longitudinal research project in a particular field, or conduct research for their Capstone Project.

The Capstone Project in the senior year is a research-intensive experience. An NYUAD education equips and empowers students to enter new intellectual, experimental, or creative terrain. The capacity to think through unfamiliar problems is a distinctive outcome of a liberal arts education and an asset valued by employers.

All faculty members at NYUAD are research scholars, actively engaged in projects of their own and setting new directions in their fields of research. The faculty enriches their classrooms with this cutting-edge vibrancy and draw students into their research activities. In addition, students

have the opportunity to participate in advanced research projects at the NYUAD Institute and work with leading scientists, scholars, and artists who are moving the frontiers of knowledge. The low ratio of students to faculty and researchers gives the undergraduates at NYUAD extraordinary access to advanced research.

The NYUAD Undergraduate Research Program offers competitive grants to support students who have secured summer research positions. The Program supports non-credit summer research opportunities, in all divisions, for students that provide independent or directed research and include structured development in the skills required to perform those activities.

The NYUAD Undergraduate Research Program also offers Conference Grants to support students' participation in an intellectual and prestigious research conference to present their work, where the student was selected to participate through a competitive process.

REGIONAL SEMINARS

An important part of NYU Abu Dhabi's educational mission is the discovery of the historic, culturally varied region where it is located. Study trips are a feature of the NYUAD curriculum and enable students to connect their academic studies with on-the-ground exploration of the UAE and the region. Our global crossroads location connects Africa, the Mediterranean, the Arab world, Central Asia, and the Indian Ocean, and creates exceptional opportunities for students to combine experiential study with research and intercultural exploration. Study trips allow students to deepen their knowledge through first-hand experiences of the societies and issues they are studying at NYUAD. Direct encounters intensify learning by adding an

experiential dimension that is not possible through classroom learning alone. Led by faculty members, the trips may also draw upon local experts with deep knowledge of the sites and provide students with opportunities for collaborative learning with members of the host communities.

The seminars are generally scheduled during the fall and spring breaks and in January Term, although some courses incorporate day and over-night fieldwork travel during weekends.

In academic year 2015–16, regional seminars were organized to the Northern Emirates of the UAE, Ethiopia, India, Nepal, Oman, Qatar, Singapore, Sri Lanka, Turkey, and Zanzibar. Day and weekend study trips in the UAE included visits to the Desert Conservation Reserve, Hydroponic Farm, and Bastakia area in Dubai; the Museum of Islamic Civilization in Sharjah; Masdar Institute and City, Al Wathba Wetlands Reserve, the World Future Energy Summit, and Yas Island mangroves among numerous sites and events in Abu Dhabi.

DIRECTED STUDY

Directed Study is intended for students with a well-defined interest in a subject and the preparation to undertake advanced, independent work. This program allows students to pursue areas of interest that are not served by existing courses and to work closely with a faculty member. Directed Study requires regularly scheduled weekly sessions with the supervising professor and normally involves research.

The approval process for a Directed Study must be completed prior to the applicable course registration period. A student or group of up to three students interested in pursuing a Directed Study should secure tentative approval from an appropriate

faculty member who is willing to serve as the Directed Study professor. Upon receiving tentative approval, the student(s) will draft a detailed project outline for consideration by the proposed Directed Study professor. The student and professor then submit a Directed Study Proposal to the Office of Academic Affairs for review and approval prior to enrolling in a Directed Study.

Students may take no more than one Directed Study per academic term and at most two such courses in total.

Directed Study courses may be taught by faculty of NYUAD, members of the NYUAD Institute, and faculty at NYU's campuses in New York, Shanghai and GNU cities. Since NYUAD course offerings may not be able to accommodate all critical special interests of the students enrolled in the undergraduate college, Directed Study courses provide an opportunity to draw on the depth and broad expertise of NYU's global faculty to meet these needs. If the professor is not in Abu Dhabi, the weekly meetings shall take place by regularly scheduled videoconference or teleconference sessions.

SUMMER PROGRAMS

Summers are an ideal time for NYU Abu Dhabi students to pursue intensive volunteer opportunities, internships, undergraduate research with NYU faculty in Abu Dhabi or New York, or community-based learning in their home countries or other locations in the world. With the guidance of the Career Development Center, the Undergraduate Research Program and faculty mentors, students are encouraged to explore possibilities for summer experiential learning. NYUAD especially welcomes students interested in working with or doing research related to organizations in Abu Dhabi. Funding support is available through

a competitive process that begins early in the spring semester.

ACADEMIC RESOURCE CENTER

The Academic Resource Center (The ARC) provides NYU Abu Dhabi students with resources designed to support their development as compelling communicators, scholars, and global citizens able to articulate their ideas to a 21st-century international audience.

The ARC is staffed by Global Academic Fellows (GAFs) who specialize in writing, the social sciences, engineering, and the arts. The GAFs have been selected based on their undergraduate academic achievements, commitment to student learning, interest in global education, and penchant for cross-cultural and interdisciplinary communication and collaboration.

Writing GAFs work with students one-on-one or in small groups to develop specific skills in writing, revision, articulation, argumentation, and oral expression; Writing GAFs encourage and guide students throughout all stages of the writing process. Social Science, Engineering, and Art GAFs support students as they study, work on independent or class projects, grapple with course material, as well as prepare for exams and quizzes.

The ARC, located in the Campus Center on the 2nd floor, is a space for members of the NYU Abu Dhabi community to work, seek assistance, and take advantage of academic support resources. Many GAFs work out of the ARC and meet with students there. For specialized support, GAFs meet with students in divisional and/or disciplinary-specific locations (i.e. the Arts Center and the Super Lab).

For any questions about seeking GAF support, please email nyuad.gaf@nyu.edu. If you are interested in reserving a space in the ARC for a study group or student-centered program, please email nyuad.arc@nyu.edu.

THE NYUAD LIBRARY

The NYU Abu Dhabi Library is your gateway to the world of research, scholarship, and communication.

Creative use of technology to connect NYUAD, NYUNY, and other NYU academic centers is a hallmark of NYUAD. Electronic classrooms, video conferencing, and pervasive wireless technology advance inquiry-based education, meld living and learning, and promote interaction between students and faculty on different continents. The breadth of its resources is on a level with the world's finest universities and research centers.

The NYUAD library supports learning and research by providing in-depth access to the world of scholarly information.

The on-campus collection of essential books is complemented by rapid access to NYU's holdings of over 5 million volumes and 130,000 video and audio recordings. The library purchases books as required to save time and increase convenience for researchers. Digital library services provide students and faculty with library access anywhere and anytime, whether on campus or off site. The library also holds digital versions of virtually all of the world's scholarly journals and periodicals. The library acquires new items continuously and honors special requests for material from students and faculty.

Specialist librarians and technology experts are available to accelerate the discovery, use, and sharing of vital information. The library staff offers instructional sessions,

and online or in-person tutorials. Librarians work directly with students at the library service desk, or by appointment, to assist with specific research needs. The latest tools for organizing, analyzing, and presenting knowledge are available at the library, and can be accessed 24 hours a day via the library's extensive online facilities. The library and NYUAD information technology services work together to provide opportunities to learn independently—or work collaboratively—in an environment rich in information and the technology needed to process text, images, sounds, and video.

Beyond its virtual capabilities, the library provides physical spaces for engagement between faculty and students, complemented by quiet areas for concentration and contemplation. Group study rooms have large monitors and a broad selection of software packages that create a productive environment for completing team projects. Laptops, cameras, and audiovisual equipment are available for loan. Comfortable reading areas and views of the campus garden create a relaxed atmosphere for study. Learn more about the library's window to the world of scholarly communication at nyuad.nyu.edu/academics/library.html.

THE NYU ABU DHABI INSTITUTE

The Institute sponsors and coordinates major academic conferences, research workshops, lectures, film series, exhibitions, and theatrical and musical performances. Through a comprehensive range of activities, the Institute forms an intellectual and programmatic link between NYU New York and NYU Abu Dhabi, and bridges and creates knowledge communities across the globe.

Research: A key element of NYUAD is a robust research environment, one that broadly represents the disciplinary areas in the undergraduate college, nurtures the development of graduate programs, and supports research of the highest quality on topics of importance and relevance to Abu Dhabi and to our world today. The NYUAD Institute provides research funding at a significant level and with exceptional continuity of support. Among the projects supported by the NYUAD Institute are studies in neuroscience (the Neuroscience of Language Laboratory, Computational Modeling of Cortical Processing); bio-sciences (Center for Genomics and Systems Biology); medical and health research (Public Health Research Center, Diabetes Research Center); social programs and policy research (Global TIES for Children); environmental science (Center for Prototype Climate Modeling, Center for Sea Level Change); technology (Center for Technology and Economic Development, Center for the Interdisciplinary Study of Security and Privacy); space sciences (Center for Space Sciences); The Library of Arabic Literature translation project and the humanities, aiming in particular at building research capacity in areas of the Humanities that are relevant for the study of the Arab world; its rich intellectual, religious, and scientific history; its cultural and artistic heritage; and its interaction with other cultures.

All faculty and students at NYUAD are actively encouraged to participate in the intellectual and scholarly opportunities afforded by the NYUAD Institute, through programming linked to faculty research interests, courses, and student Capstone Projects. NYUAD students are able to work in pioneering labs and research centers. They will learn how discoveries and knowledge are made, and stand side by side with artists, scholars, and scientists who

write the books they read in class, develop ideas that shape public conversations, and engage important issues in the world. NYUAD also provides support for students to undertake intensive research, scholarly or creative projects during summer. These opportunities may be designed to develop advanced skills, participate in faculty research projects or undertake independent research under the mentorship of faculty. Support is also provided for students to present their work at national or international research conferences.

Scholarly and Public Programs: The NYUAD Institute hosts public programs directed both to local audiences and to the worldwide academic and research communities of Abu Dhabi and New York. It is fast becoming a center of intellectual life bringing together faculty and students from institutions of higher learning throughout the region and inviting leaders of business, policy, and the interested public.

With locations in New York and Abu Dhabi, the NYUAD Institute forms an immediate intellectual and programmatic link between NYU's main campus in New York and NYUAD, bringing the plenitude of NYU's renowned graduate and professional schools to the Gulf region. Themes of workshops and lectures organized by the NYUAD Institute have focused on, for example, the Coral Reefs of the Gulf; Nabati Poetry; the History of Science and the Arab world; Recent Developments in Genomics; Issues in Social Migration; Cultural Heritage; Electronic Music in the Middle East—and many other topics across a variety of academic disciplines and the arts.

For more information on NYU Abu Dhabi Institute, including the schedule of programs and information about past programs, please visit the Institute's Web site at nyuad.nyu.edu/institute.

Academic Policies

The Academic Policies of NYU Abu Dhabi are summarized below. Unless otherwise noted, students should direct all questions or concerns regarding these policies to their Faculty Mentor, who will liaise with the appropriate members of the university administration as needed. For the most up-to-date policies, please refer to the NYUAD Web site: nyuad.nyu.edu.

ACADEMIC STANDING

This policy defines good academic standing and outlines the steps that will be taken to ensure students are informed of their academic standing, are helped if they have a temporary lapse, and are assisted in finding alternatives to NYU Abu Dhabi, if necessary.

I. Good Standing: NYUAD expects students to make satisfactory progress toward their undergraduate degree every term and cumulatively. Good academic standing is typically achieved by successfully completing 16 credit hours during each fall and spring semester and 4 credit hours during each of three January terms. A student who falls more than four credit hours behind this target, or who has a cumulative grade point average (GPA) of less than 2.00, ceases to be in good academic standing. Additionally, a student who fails to successfully complete at least 12 credits during a regular semester or who earns a term GPA of less than 2.00 ceases to be in good standing.

II. Academic Support: The university has developed a series of steps designed to help students achieve their academic goals and to communicate with students and their faculty mentors when a student is having trouble maintaining good academic standing. Typically, coordinating the communication and academic response is handled through the Office of Academic Administration and the Office of the Dean of Students. Academic support can include such things as tutoring, mentoring, and English Language support. The Dean of Students Office can also provide Wellness services and other organization support.

III. Definitions

Committee on Academic Standing:

The Committee on Academic Standing is chaired by the Vice Provost for Academic Administration and includes the four Divisional Deans or their designees, a member of the standing faculty, and other members as determined by the NYUAD Provost. The Committee meets at the completion of each regular semester.

Probation: A student who is not in good standing is considered to be on probation.

Students who are on academic probation are expected to refocus their energies on academic success. Unless specifically permitted by the Committee on Academic Standing, students on probation are not eligible for semester study away, course overloads, summer internship or research funding, or extra-curricular travel (including for team sports). Campus employment and membership in student interest groups, while not prohibited, should be strictly limited and not allowed to adversely impact academic progress.

Students on probation remain on probation until such time as they return to good academic standing. If a student fails to successfully complete all of his or her course work while on probation or if after two semesters on probation (consecutive or not) a student has not returned to good standing, s/he will be referred to the Committee on Academic Standing for review.

Suspension: Suspension separates a student from NYUAD for a period of at least one semester. It is intended as a time for students to reflect upon the reasons for their academic underperformance and to put in place such measures as will help them to succeed upon their return. Suspended students may opt to pursue

university studies at another institution at their own expense during their time away from NYUAD. A maximum of 8 credits from such study may be transferred to NYUAD following the policies and protocols for transferring of credit.

Dismissal: Dismissal represents the permanent separation of a student from NYUAD.

IV. Academic Review: If a student ceases to be in good academic standing, s/he will automatically be placed on academic probation. In severe cases, the Vice Provost may refer such cases to the Committee on Academic Standing to consider enforcing additional measures such as a reduced course load or mandatory meetings with a mentor.

The Committee on Academic Standing will review all cases in which a student has been on probation for two or more semesters and still has not achieved good academic standing. The Committee will ordinarily recommend that such students be suspended from the university for a period of one semester. Additionally, the Vice Provost for Academic Administration may bring other students before the Committee for suspension consideration if their performance is particularly problematic – even if they have not had two semesters on probation. The actual decision to suspend rests with the NYUAD Provost.

Students who return from suspension will remain on academic probation. Upon return to NYUAD, these students are expected to successfully complete all of their courses. Failure to do so will result in referral to the Committee for Academic Standing. The Committee on Academic Standing may recommend allowing such students additional time on probation if upon their return they are accumulating credits at the

normal rate and have a term GPA above 2.0. However, for students who continue to perform poorly upon return, the Committee will ordinarily recommend dismissal from NYUAD. The actual decision to dismiss rests with the Vice Chancellor who has sole authority to dismiss students from the University.

V. Non-Academic Review: The Vice Provost for Academic Administration will inform the student of any suspension or dismissal recommendation of the Committee on Academic Standing and enquire as to whether there are non-academic issues so compelling as to suggest an alternate sanction. Students asserting such a claim must document the non-academic issues. In the case of Health and Wellness reasons, this will ordinarily require that the student sign a release granting the Dean of Students and the Vice Provost access to records that would otherwise be protected under privacy regulations.

The Dean of Students and the Vice Provost will review these potentially compelling non-academic issues. In cases where they believe that a significant non-academic reason exists for the academic deficiency AND that there is reason to believe that the significant non-academic reason has been mitigated to an extent that prior academic deficiencies are not likely to be repeated, the Dean and Vice Provost will produce a formal recommendation suggesting a modification or even complete retraction of the recommendation of the Committee on Academic Standing. When no such non-academic reason exists, the Dean and Vice Provost will issue a formal statement in support of the recommendation by the Committee on Academic Standing.

VI. Decision: The decision to suspend or dismiss a student lies with the NYUAD Provost (for suspension) or Vice Chancellor (for dismissal) based upon the recommendation of the Academic and Non-Academic review.

VII. Appeal: Suspension and dismissal decisions may be appealed to the NYUAD Provost acting in conjunction with the Vice Chancellor, by delivering (via e-mail, hand delivery, delivery service, or mail) a written notice of appeal that arrives at the Office of the Provost within two weeks of a suspension or dismissal notification being sent to the student. There are only two grounds for appeal: a violation of the procedures outlined in this policy or evidence of factual error. The Provost will advise the student, the Committee on Academic Standing, and the Dean of Students in writing of his/her final determination. The decision of the Provost and Vice Chancellor of NYUAD will be final and binding.

VII. Reporting: Academic standing status will not be recorded on official transcripts or other public documents, or released outside the institution without the student's knowledge. Academic standing will, however, be part of the student's internal NYUAD academic record and accessible for mentoring purposes.

ACCESS TO EDUCATIONAL RECORDS

NYU Abu Dhabi is fully committed to the protection of the privacy of student records. To assist with the guarding of this privacy, the university complies with the United States Family Educational Rights and Privacy Act (FERPA). This specifically means that any education records maintained by the university and directly related to students, such as grades, transcripts, and test scores, will not be

released to others, including parents or guardians, without the student's consent except as provided by United States federal regulations. Education records refer to any record or document containing information directly related to a student (including computerized and electronic files, audio and video tape, photographic images, film, e-mail, etc.) and are not limited to hard copy documents or to a file with a student's name on it.

The Family Educational Rights and Privacy Act (FERPA) was enacted by the United States Congress to protect the privacy of students' education records, to establish the rights of students to inspect and review their education records, and to provide students with an opportunity to have information in their records corrected which is inaccurate, misleading, or otherwise in violation of their rights of privacy. FERPA also permits the disclosure by an institution without a student's prior consent of so-called "directory information" (see definition below), and of other personally identifiable information under certain limited conditions. Students have the right to file complaints with the United States Department of Education's Family Policy Compliance Office concerning alleged failures by an institution to comply with FERPA.

FERPA governs the release of personally identifiable information to both external and internal parties, including other University employees, parents, and government agents. The NYUAD and NYU FERPA Guidelines (accessible as indicated below) describe the circumstances and procedures governing the release of information from a student's education records to such parties.

Disclosure of Personally Identifiable Information: Among other exceptions

authorized by FERPA, prior consent of the student is not needed for disclosure of directory information or for disclosure to school officials with a legitimate educational interest in access to the student's educational record. School officials having a legitimate educational interest include any University employee acting within the scope of her or his University employment, and any duly appointed agent or representative of the University acting within the scope of his or her appointment. In addition, the University may, at its sole discretion, forward education records to the officials of another institution (a) in which a student seeks or intends to enroll if that institution requests such records, or (b) if the student is enrolled in, or is receiving services from, that institution while she or he is attending NYUAD or NYU. Other exceptions are listed in the NYUAD and NYU Guidelines for Compliance with FERPA.

Additional Information for Students about Records Access: Students may obtain additional information about access to their records from the NYUAD and NYU Guidelines for Compliance with FERPA. The Guidelines may be viewed at nyuad.nyu.edu/academics/academic.policies.html

NYUAD and NYU New York have designated the following student information as "directory information:" Name, dates of attendance, NYU school or college, class, previous institution(s) attended, major field of study, full- or part-time status, degree(s) conferred (including dates), honors and awards (including dean's list), past and present participation in officially recognized activities (including positions held and official statistics related to such participation and performance), email address, and NetID. Email address and NetID are directory information for internal purposes only and will not be made available

to the general public except in specified directories from which students may opt out. Under United States federal law, address information, telephone listings, and age are also considered directory information for military recruitment purposes. Address refers to "physical mailing address" but not email address.

ADDING AND DROPPING COURSES

Within the following time frames, a student may add or drop a course (or section) without record on the student's permanent transcript:

- For a 14-week course the deadline for adding or dropping is the end of the second week. and for dropping is the end of the third week
- For a 7-week course the deadline for adding or dropping is the end of the first week. and for dropping is the end of the 8th day of class
- Once classes have begun, adding and dropping is generally not possible during J-Term and Summer

Any student who adds a course after the first day of instruction is fully responsible for all work previously assigned in that course. During the second week of add/drop courses may be added only with the permission of the instructor. No course or section may be added after the stated deadline. After the stated deadlines, courses may only be dropped in accordance with the NYUAD policy on Withdrawal. Note that NYUAD students are subject to these add/drop limitations even when studying at another NYU campus, regardless of the deadlines at that campus.

ADVANCED STANDING

NYU Abu Dhabi does not award transfer credit for high school coursework or for external assessments, such as AP or IB exams. Advanced level courses, including

AP, IB, and A Levels, may allow students to substitute an advanced course for an introductory course at NYUAD.

Advanced standing is at the discretion of the Academic Dean of the appropriate divisional area in consultation with the faculty in the discipline. The completion of a placement test may be required. There is no presumption that advanced standing is available in all disciplines. While advanced standing can be used to exempt a student from specified entry-level courses, it does not reduce the total number of courses required in any program.

ATTENDANCE

Attendance is expected in all classes. Although the administration of NYUAD does not supervise attendance of classes, it supports the standards established by instructors. Students who, in the judgment of the instructor, have not substantially met the requirements of the course or who have been excessively absent may receive a grade deduction, including the possibility of an F, and/or may be considered to have withdrawn unofficially (see the policy on Withdrawal).

AUDITING

Students will be permitted to audit a course with the permission of the course's primary instructor. Audited courses may not be converted to a for-credit basis after the add/drop deadline and will not be reflected on a student's transcript.

COMMENCEMENT MARCHING ELIGIBILITY

Students may participate in the NYUAD Commencement Ceremony if:

- i. they have met all requirements for graduation and have not previously marched in anticipation of the degree being conferred or

- ii. they matriculated at least eight semesters prior to Commencement and they were registered in the semester immediately preceding commencement for all courses necessary to graduate, regardless of whether or not all such courses are successfully completed by Commencement.

COURSE LOAD

NYU Abu Dhabi requires students to complete 140 credit hours to graduate. Students generally take nine four-credit courses per year: usually four during each semester and one during each of three January 2015 s. However, as not all courses within the NYU system are four-credit courses, course load is measured in credit hours. Students must average 16 credit hours per regular semester, and may not generally take more than 18 credit hours in any one term.

NYUAD believes firmly that four years is the appropriate amount of time for students to take optimal advantage of NYUAD's unique course structure, global programming, and co-curricular experiences. Students interested in accelerating or extending their degree programs must consult with their faculty mentors and the NYUAD Dean of Students to determine eligibility.

Faculty mentors will work closely with students to ensure a balance in academic workload, particularly as students take advantage of NYUAD's scheduling system and the availability of 7-week courses.

Students who wish to take more than 18 credit hours per semester must obtain the permission of their faculty mentors and the Vice Provost for Academic Administration. No student is permitted to take more than 20 credit hours in a semester. Students are required to take at least three January 2015 courses during their career, one per year in each of three years.

Students who wish to take fewer than 16 hours per semester must also obtain the permission of their mentor and the Vice Provost for Academic Administration in order to ensure a course of study that allows the student to make normal progress toward a degree. No student may take fewer than 12 credits per regular semester.

DOUBLE COUNTING

A course may count toward more than one requirement. For example, the same course may count toward both a major and toward a multi-disciplinary concentration or toward two different majors. However, there are limitations to double counting.

- i. For double majors, students may count all courses that are explicitly required for both majors, or a total of three courses, whichever is greater.
- ii. All concentrations must include a minimum of at least two courses that are not counted toward any other set of major or concentration requirements.
- iii. No individual course may count for more than one Core category

This limited double-counting policy is intended to create flexibility for students and to allow them to highlight the disciplinary and subject matter clusters they have chosen to study.

Students should choose concentrations with a sense of academic purpose, not as

an accidental result of NYUAD's extensive cross-listing of courses, which reflects our commitment to work across disciplines.

DOUBLE MAJORS AND CONCENTRATIONS

Students may complete a second major if both majors can be accommodated during their four years at NYU Abu Dhabi, or they may complete a concentration, which is offered in disciplinary and multidisciplinary areas. Concentrations generally require four courses. So that students may take full advantage of the breadth of the curriculum and not focus too narrowly on just one or two areas, students are encouraged to explore the option of completing a concentration rather than a full second major. Students with double majors are required to complete only one capstone project in what is recognized as their primary major. In lieu of a second capstone students must complete two additional courses in their non-primary major. A student's degree, Bachelor of Arts or Bachelor of Science, is determined by the student's primary major.

EXEMPTIONS

All exemptions related to the completion of degree requirements are by application to the appropriate Academic Dean.

GRADE CHANGES

To dispute an assigned grade, students must appeal directly to the instructor of record. Based on the appeal presented by the student, the course instructor may revise the grade. Before students petition to appeal a grade decision, they should keep in mind that a grade amended due to an appeal can be either higher or lower than previously assigned. Final responsibility for the student's grade rests with the course instructor.

A student alleged to have engaged in academic dishonesty will meet with the Vice Provost for Academic Administration. A student with strong evidence supporting an allegation of malfeasance or discrimination should also consult the Vice Provost for Academic Administration.

GRADING

The following grades may be awarded:

Letter Grade Quality Points

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	.3
D	1.0
F	0.0
P	Pass See policy on Pass/Fail
I	Incomplete See policy on Incompletes
W	Withdrawal See policy on Withdrawal

The grade point average (GPA) is computed by determining the total number of quality points earned (quality points multiplied by credit hours) and dividing by total graded credit hours. Quality points are earned in letter-graded NYU courses taken after a student's first year of enrollment. Total graded credit hours includes the credit hours associated with all such courses as well as the credit hours associated with any pass/fail course that is failed (See policy on Pass/Fail).

When a course is repeated, only the second grade—whether it is higher or lower—will be calculated into the cumulative GPA. The initial grade will remain on the transcript.

GRADUATION HONORS

NYUAD has Latin honors at the time of graduation. Latin honors are determined by cumulative GPA. Summa cum laude is limited to the top five percent of the graduating class in each division, magna cum laude to the next 10 percent of the graduating class in each division, and cum laude to the next 15 percent of the graduating class in each division.

INCOMPLETES

An incomplete grade of "I" will be permitted only in extraordinary circumstances that prevent a student from completing required course work by the end of the semester. Students must approach the instructor of the course about whether a grade of "Incomplete" is possible and should be aware that simply leaving a course unfinished may result in a failing grade.

When an instructor believes that an incomplete may be appropriate, the student and the instructor submit an Incomplete Request Form to the Office of Academic Administration. The form includes the specific outstanding work, a submission deadline, and a default grade to be assigned if the additional work is not submitted on time. The application is subject to review and must be approved by the Vice Provost for Academic Administration before a grade of "I" is recorded. Adjustments to the approved deadline are allowed only in exceptional circumstances upon written agreement from the instructor. Incompletes that have not been resolved according to the terms of the Incomplete Request Form will be assigned the default grade at the end of the first regular semester following the semester in which the course was taken.

Students requesting a Leave of Absence during a given semester will generally be considered for an Incomplete only if the leave of absence is approved within the last three weeks from the end of the term.

THE NYUAD COMMUNITY'S COMMITMENT TO INTEGRITY

At NYU Abu Dhabi, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students, faculty, and staff take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others. In turn, these values create a campus climate that encourages the free exchange of ideas, promotes scholarly excellence through active and creative thought, and allows community members to achieve and be recognized for achieving their highest potential. As part of the NYU global network university, NYUAD students are also subject to NYU's all-school policy on Academic Integrity for Students at NYU.

LEAVE OF ABSENCE

NYU Abu Dhabi expects its students to maintain continuous registration in an academic program with the exception of summer breaks. However, it is sometimes necessary or desirable for a student to take a leave from enrollment for a period of time. Such leaves may be voluntary or involuntary, and will be handled in accordance with the NYU-wide Student Leave Policy and Procedure (nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/student-leave-policy.html). For the purposes of this NYU policy, references to the Dean of the School refers to the NYUAD Dean of Students and references to the Provost refer to the Provost of NYU, not the Provost of NYUAD. Questions about references to specific offices

within this policy should be referred to the NYUAD Dean of Students. The paragraphs below briefly summarize the NYU Policy, but individuals considering a leave are encouraged to review the full policy referenced above before making any final decisions.

Voluntary Leave: NYU recognizes that situations may arise when a student may want to voluntarily interrupt his or her academic studies. The University is committed to handling reasonable requests for leaves in a responsible manner. This policy may not be used in lieu of disciplinary action to address any violations of University rules, regulations, policies, or practices. A student who is granted a voluntary leave while on academic and/or disciplinary status will return to that same status.

Involuntary Leave: NYU may place a student on an involuntary leave of absence from that student's academic program when that student: (1) poses a direct threat to health and safety of self or others; and (2) is not able or not willing to take a voluntary leave of absence. This policy may not be used in lieu of disciplinary actions to address any violations of University rules, regulations, policies, or practices. A student who is placed on an involuntary leave while on academic and/or disciplinary status will return to that same status.

Returning from a Medical Leave of Absence: If a leave was due to a psychological or medical condition, the student must successfully complete one academic semester (Fall or Spring) of full-time coursework in Abu Dhabi before enrolling in an NYUAD Study Abroad Program.

MIDTERM ASSESSMENT

Faculty should organize their courses in a manner that makes individual student progress in the class clear. In addition to providing each student with information on their progress in a timely manner, faculty will submit a brief midterm report to the Office of Academic Administration noting all students who are not performing satisfactorily in their class and the nature of their individual deficiencies. This will enable the Office of Academic Administration to identify students whose performance over multiple courses may indicate a need for additional academic support. Because these assessments are intended to be holistic, faculty members may factor in student attendance, participation, and general level of engagement rather than rely solely on graded material. Assessments are due not later than the beginning of the fourth week for 7-week courses and at the end of the eighth week for 14-week courses. These assessments are not part of a student's formal academic record and do not appear on transcripts.

MINIMUM GRADES

All successfully completed courses may be counted toward the 140-credit-hour graduation requirement. However, only those courses in which grades of C or higher are earned may be counted toward major, core, concentration, minor, or prerequisite requirements.

PASS/FAIL

A pass grade is recorded for all Pass/Fail courses in which a letter grade of D or higher is earned. Beginning in the second year of study, NYUAD allows students to take one course per semester (up to a total of three courses overall) Pass/ Fail during fall or spring semester. J-term and summer courses may not be taken Pass/Fail. This

option is designed to encourage students to continue to explore areas of interest and to optimize their focus on learning unfamiliar methods and materials while minimizing concerns about formal outcomes. The Pass/Fail option is therefore especially appropriate in the second year before students invest in a major. Students studying at other NYU global network sites may be further restricted by site policies related to Pass/Fail grading.

Courses taken Pass/Fail will not be counted for credit toward the completion of the core curriculum, of a major, or concentration. A course taken Pass/Fail cannot be used to satisfy a prerequisite requirement.

Students considering the Pass/Fail option in their area of study or in pre-professional courses should consult with their mentor about the effect of such grades on admission to graduate and professional schools.

Students who change their majors will be able to use courses previously taken under the Pass/Fail option only with the support of their mentors and the appropriate program head, and with the approval of the Vice Provost for Academic Administration. Such exceptions may additionally require completion of an additional elective course in the major.

Classes that receive a Pass are counted for credit toward the degree, but are not calculated in the GPA. Classes that are failed are registered as an F for purposes of GPA calculation.

For applicable courses, a student may opt to change to or from Pass/Fail grading only during the withdrawal period associated with that particular course.

RELIGIOUS HOLIDAYS

NYU Abu Dhabi, as a nonsectarian institution, adheres to the general policy of including in its official calendar only certain legal holidays. However, it is also University policy that members of any religious group may, without penalty, absent themselves from classes when compliance with their religious obligations requires it:

Students who anticipate being absent because of any religious observance should notify faculty in advance of such anticipated absence.

Faculty should make a reasonable effort not to schedule examinations and assignments with deadlines on religious holidays. Any student absent from class because of religious beliefs shall not be penalized for any class, examination, or assignment deadline missed on that day or days.

If examinations or assignment deadlines are scheduled, any student who is unable to attend class because of religious beliefs shall be given the opportunity to make up that day or days.

No adverse or prejudicial effects shall result to any student who avails him/herself of the above provisions. Class sessions will not be repeated for individual students.

REPEATING COURSES

A student may repeat a course; a "W" obtained on first registration for a course does not count in these calculations. Students may not repeat courses in a designated sequence after taking more advanced courses. Both grades will be recorded, but only the latter (whether higher or lower) will be included in credit calculations and in the grade point average. Students may only receive credit once for a repeated course. Note: students should be

aware that graduate and professional schools may consider repeated courses differently.

TRANSCRIPTS

NYU Abu Dhabi official transcripts do not report grades for courses taken during a student's first year of study. However, these grades do become a part of the student's academic record to be used for internal purposes such as mentoring students and fulfillment of Prerequisite. Official transcripts indicate successful completion of those courses taken in the first year for which a grade of C- or better is received. Courses from which a student has withdrawn or in which the student received a grade of lower than a C- do not appear on the official transcript nor do they contribute toward satisfying graduation requirements. In addition, students may request from the Registrar independent documentation of these grades for external use.

Students' first-year grades will not be included in cumulative grade point averages calculations.

This policy contributes to the development of a learning community at NYUAD that distinctively emphasizes independent responsibility for intellectual exploration and growth and that is appropriate for a global student body.

TRANSFER CREDIT

On an exceptional basis, NYU Abu Dhabi will consider awarding credit for courses taken at other universities. Transfer credit, however, is awarded on a limited basis and only for courses taken after matriculation at NYUAD. Transfer credit applications are evaluated based on academic merit, appropriateness to the NYUAD curriculum, and the degree to which the courses are distinct from other coursework that the student has completed or will complete at

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NYUAD. To assure that courses may be counted toward graduation requirements, students are also required to complete a Transfer Pre-approval Form prior to enrolling in another institution.

While a student may be awarded transfer credit, these credits cannot be used to reduce the total number of required semesters of enrollment.

WITHDRAWAL FROM A COURSE

After consulting with the faculty mentor and within the following deadlines, a student may discontinue a course and receive a grade of W:

- For 14-week courses the deadline for withdrawing is the end of the 9th week of the term
- For 7-week courses the deadline for withdrawing is midway through the 5th week of the term
- For January Term and Summer Term courses, the deadline for withdrawing is the end of the second week of the term.

After the final date in each of the above, no student may withdraw from a course without a direct appeal to the Vice Provost for Academic Administration. All relevant circumstances will be taken into consideration, but there is no guarantee that a late withdrawal will be allowed.

Consistent with the Transcript Policy, courses from which a student has withdrawn during the first year of study are not recorded on the transcript. Courses from which a student withdraws in subsequent years will appear on the transcript with the accompanying grade of W.

ADVISEMENT AND MENTORING

NYU Abu Dhabi provides students with a unique network of advisors and other resources through the Library, Academic Resource Center, and a variety of academic and administrative offices to support learning, academic performance, and extracurricular exploration.

All first-year students are assigned a pre-major faculty mentor who serves as a general guide and resource for academic planning in the first few semesters while the student focuses on curricular exploration. While the pre-major faculty mentor is typically not assigned based on a student's area of academic interest, after declaring a major, students are reassigned to a mentor in their chosen course of study. Faculty mentors also help identify resources and opportunities available within NYUAD and the NYU global network that enhance students' undergraduate experiences, and can play a key role in helping students think about and plan for internships, special honors, regional and international academic competitions, and finding an appropriate balance between academic and extra-curricular activities.

General advising and learning support is also provided through the Academic Resource Center, the Vice Provost for Academic Administration, the Office of First-Year Programming, and the Registrar. Writing instructors provide personal attention and support, while a team of instructors and Global Academic Fellows provide students with tailored academic assistance through subject area and writing tutorials, study groups, and review sessions before exams. Global Academic Fellows and the Office of First-Year Programming also work one-on-one with students to refine study skills and improve time management, and offer other significant support that contributes to academic success.

The NYUAD Library offers additional academic advising with reference assistance and support of NYU Classes, NYU's electronic repository of materials for each course.

OFFICE OF FIRST YEAR PROGRAMMING

NYU Abu Dhabi provides exceptional and expansive opportunities for academic and personal exploration. The Office of First-Year Programming is committed to helping students identify and pursue these opportunities, as well as explore their own strengths and singular contributions to the NYUAD community. The first-year should be an exciting time, during which students begin to define their personal visions of themselves as scholars, leaders, and citizens. The Office of First-Year Programming is one of many partners along this journey.

The Office of First-Year Programming extends an initial welcome to incoming students during Marhaba, the first-year orientation program that takes place before the start of the fall semester. For the rest of the year, the office provides a variety of events and activities to meet the interests of each unique and diverse incoming student body. Committed to fostering and deepening connections for all students, the office should be viewed as a personal resource for students as they navigate the transition to college, as well as a connector to the vast resources available throughout the global NYU network. Ongoing programming, dialogue series, and events are a part of the first-year experience for NYUAD students and serve to illuminate the unique values and strengths that each student brings to this community.

CAREER SERVICES, INTERNSHIPS, GLOBAL AWARDS, AND PRE-PROFESSIONAL ADVISING

The Career Development Center (CDC) empowers NYUAD students and alumni to take first steps and next steps in pursuit of a meaningful future. Our holistic approach to career development challenges students to think beyond a single internship to who they want to be and what they want to accomplish in their professional lives, both during their time at NYUAD and after graduation. From self-assessment, such as the MBTI and Strong Interest Inventory, through graduate school and career research, to the application process and finding competitive scholarships, we help students every step of the way. Whether in one-on-one advising appointments or in one of our workshops or events, we push students to define and realize their own success.

Annual flagship events—including Opportunities Fair, Graduate School Fair, and Networking Night—bring representatives from various companies and graduate schools worldwide to connect our students to the world of work and graduate education. The CDC also has a diverse array of resources available through our office in Abu Dhabi, as well as through our strong partnerships with our counterparts at NYU New York, NYU Shanghai, and all of NYU's global academic centers.

NYUAD CareerNet acts as a hub for accessing part and full-time jobs, internships, and other opportunities, both locally and globally. Available to all NYUAD students, it allows free access to subscription-based career resources, such as Going Global, InterviewStream, and the Vault Career Insider Guides.

Whether it is a student's first day at NYUAD, their last, or even after they have graduated, we are here to help students get and stay on track, no matter what stage of their journey they are in.

OFFICE OF COMMUNITY OUTREACH

The Office of Community Outreach (OCO) provides information to students seeking both short- and long-term volunteer opportunities, as well as guidance about how to select opportunities that fit with their particular interests and skill sets. In addition to volunteer activities, the OCO works with members of the broader communities of Abu Dhabi and the UAE to engage NYUAD students in the many local and regional activities taking place year-round, including those focusing on art, music, humanitarian work, athletics, business, and education.

NYUAD students are involved with a wide range of service opportunities in the UAE, including: tutoring and mentoring kindergarten through grade 12 students; working with special-needs students; raising environmental awareness through collaborations with UAE environmental agencies and organizations and hosting environmental-awareness events at NYUAD; conducting TESOL classes for members of the community; raising awareness of music and the arts in the community through photography competitions, art exhibits, and music concerts in schools and universities; engaging in humanitarian work with a range of organizations and populations; collaborating with peers at other UAE and regional universities; and participating in global education conferences and workshops.

Non-credit classes in such areas as TESOL training and curriculum development are available through the office of Community Outreach to NYUAD students wishing to

build upon their teaching skills and add even greater depth to their volunteer and mentor responsibilities. The office also brings in guest speakers and lecturers in areas such as social entrepreneurship and economic development who provide practical expertise and guidance for students wishing to build their own business or compete in global business plan competitions.

Through Community, NYUAD students gain a greater understanding of their community and have the opportunity to engage with their fellow UAE residents; they are able to give back to the community in a meaningful way, all the while gaining important professional experience.

FITNESS, SPORTS, AND RECREATION

In addition to required Physical Education courses (see pp.354-359), the Department of Athletics, Intramurals & Recreation promotes health and fitness by engaging students in a wide variety of extracurricular activities. Dedicated staff and coaches provide quality programming, instruction and mentoring through intramural, club and intercollegiate sports. Regardless of skill or ability, all students are encouraged to explore their athletic interests and participate in the NYUAD sports community.

Several established NYUAD student teams compete with other local universities through the Abu Dhabi Inter-University Sports League (ADISL), and growing interest in athletics has diversified the roster of team sports offered. Popular team sports include football/soccer, basketball, cricket, volleyball, and badminton. Additionally, students compete in a variety of individual athletic events around Abu Dhabi, the UAE, and the surrounding region, including road races, triathlons, and stand up paddle competitions. Recreational activities facilitated by the department include water sports, such as kayaking and sailing, and

athletic leisure activities, such as cycling, hiking, and equestrian events.

The NYUAD Fitness Center, located in the Campus Center, is equipped with state-of-the-art cardiovascular exercise, resistance, and free weight training equipment. It also houses studios for dance, Pilates, yoga, spinning, and much more. The diverse team of dedicated professionals guides and educates students in fitness and well-being steadily working towards achieving goals by participating in small weekly group activities such as Performance Boxing, TRX, Strength and Conditioning and other unique classes.

HEALTH AND WELLNESS

Located on the ground floor of the Campus Center, the Health and Wellness Center (HWC) provides convenient access to medical care and counseling support to help ensure students stay healthy and are able to fully benefit from their time at NYU Abu Dhabi.

Medical Services at the Health and Wellness Center are administered by an experienced staff of physicians and nurses, and include providing preventive and health education, identifying and treating common medical conditions, assessing the urgency of medical problems, and making referrals to medical specialists when necessary. The Health and Wellness Center also offers confidential counseling services, also called psychotherapy, that focus on students' personal wellbeing. Student-counselor relationships are objective, accepting, and non-invasive and provide students with the opportunity to clarify issues and reflect on experiences, discover their true wishes and feelings, and deal effectively with problems.

Students can contact the Health and Wellness Center at 02 628 8100 during regular working hours, or reach on-call staff

after hours at 056 685 8111 (medical) or 056-685-8444 (counseling).

STUDENT ACTIVITIES

The Office of Student Life provides advice, guidance, and access to information and resources pertaining to student interest groups and campus events, including film screenings, poetry readings, musical performances, and other recreational, social, and cultural activities. Throughout the year, the office organizes trips and activities for interested students to take advantage of the rich offerings of Abu Dhabi's recreational and cultural life. Students kayak in the mangroves, spend a weekend with UAE host families, stargaze in the desert, experience a morning at the camel races, go camping in the mountains of Fujairah, attend big-name concerts, go to the beach, and plan trips around the seven Emirates.

The Office of Student Life also works closely with NYU Abu Dhabi's Student Government, established during the University's inaugural year, to support new clubs and sponsor one-time events on campus. Students may petition the Student Life Office for funding and administrative support for student-led initiatives, and the office often serves as a point of connection between the multitude of interest groups and initiatives present on campus.

SPIRITUAL LIFE

NYU Abu Dhabi Student Life staff members are available to offer advice, resources, support, and guidance for individuals and groups wishing to explore religious and spiritual life at the University, in the UAE, and throughout the NYU's global network. Students actively participate in spiritual life in the UAE as well as through student-led initiatives and celebrations taking place on campus throughout the year.

The Office of Spiritual Life offers support for students in a variety of ways, from connecting students to local and international resources for furthering their spiritual growth to fostering interfaith dialogue and exchange. The office provides guidance and space for contemplative inquiry for those who seek to deepen their connection with their own faith traditions, to explore and understand alternative spiritual paths, and to engage more fully with their community through faith. Above all, the office helps to ensure that students are empowered to explore and practice their beliefs in a safe and accepting environment.

INTERCULTURAL EDUCATION

Students at NYUAD have an unprecedented opportunity to be a creative force, building bridges to the local and regional communities through service and learning-based opportunities. The Office of Intercultural Education specifically encourages the development of cross-cultural understanding and collaboration by connecting NYUAD students with institutions and organizations in the local community and across the global network. Students can volunteer with local schools and charitable organizations and work with local organizations concerned with environmental efforts, developing leadership and professional skills, and the capacity for intercultural teamwork.

RESIDENTIAL EDUCATION

Living on campus can be one of the most exciting and meaningful experiences students have at NYUAD. Students have the opportunity to meet people from different parts of the world, make long-lasting friendships, and participate in intellectual and social activities.

The Office of Residential Education supports student development by providing resources

and implementing purposeful and engaging programs. We see the diverse spectrum of student interests as an opportunity to meet the individual and collective needs of our student body by fostering a welcoming living and learning residential environment.

A resident assistant (RA) lives on every floor in the student residences and acts as a trained peer leader. RAs create a sense of community among all of the residents on the floor by hosting several programs and floor meetings each semester. NYUAD RAs attend a rigorous selection and training process and are considered to be among the institution's student leaders. The RAs regularly conducting a wide variety of social, cultural, and educational programs and activities designed for the entire school, specific years, or individual student floors.

Programming led by RAs is supplemented by the Inter-Residence Hall Council (IRHC), a body of students organized with a mission to provide fun, engaging activities for all students living in NYUAD's residence halls. The IRHC works directly with the staff and RAs to host programs such as trips to Dubai, Open-Mike-Night, Floor Wars, Purple and White Dance Party, indoor skydiving, Midnight Breakfast, Earth Day celebrations, UNIque, movie nights, camping trips, and Beach Days.

Other services and housing procedures administered by the Residential Education team include overseeing room selection, distributing guest passes, key management, and much more.

SAFETY AND TRANSPORTATION

The mission of the NYUAD Department of Public Safety is to create, promote, and preserve a safe and secure University environment by delivering high quality community safety and protection services

in a professional and friendly manner. The department is equipped to provide the highest standards of security and safety for the NYUAD community, and partners with the Public Safety Department of NYU to provide the highest level of professional support.. All transport services are coordinated and conducted by the department on a daily basis.

All NYUAD sites are staffed 24 hours a day, and the Department of Public Safety can be reached at any time for emergency assistance or to report a security concern. The 24/7 Security Desk helpline number is 02 628 7777 (local Abu Dhabi) or 00971 2628 7777 (outside of Abu Dhabi).

The Department of Public Safety is in contact with numerous foreign embassies present in Abu Dhabi, and in particular has developed a close relationship with the US Embassy. These relationships help keep the NYUAD community informed of any developing security situations that may arise. It is also important that all residents (individuals and families) register with their respective embassy upon taking residence in Abu Dhabi. Public Safety will also assist in dealing with the Abu Dhabi Police Force, and should be contacted as soon as possible should the need arise.

The NYUAD community and sites are welcoming to all NYUAD members and visitors, and the Department of Public Safety asks that NYUAD ID Cards be worn and clearly visible at all times and while on Campus or any affiliated facility. All visitors entering these sites are required to obtain a visitor's ID Card.

The Department of Public Safety coordinates transport services related to business and academics for all faculty, staff, and students. A shuttle bus service provides

transportation from the campus at Saadiyat to designated destinations in the city of Abu Dhabi. To use the service, a valid NYUAD ID Card must be shown to the driver; the service is not open to the public. All buses are clearly marked with an NYUAD logo.

Abu Dhabi is a safe place to live, work, and study, with a crime rate that is much lower than in many other international cities. Nevertheless, the Department of Public Safety recommends that all NYUAD residents and affiliates use common sense at all times to ensure their own safety.

NYUAD Leadership and Faculty

NYU Abu Dhabi has a superb faculty and administration resident in Abu Dhabi as well as a large cohort of affiliated faculty from across NYU's vast range of programs in New York and visiting faculty from other outstanding universities. NYUAD professors are scholars, scientists, and artists who are proven and innovative teachers and leaders of international standing in their fields. They have been appointed because of their commitment to cutting-edge research and engaged teaching. In addition, the NYUAD faculty are pathbreakers and builders of another kind—they are creating an institution unlike any other in the world. The faculty of NYUAD is growing; for the most recent appointments, please consult the Faculty section of the NYUAD Web site.

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AN OVERVIEW OF NEW YORK UNIVERSITY

The founding of New York University in 1831 by a group of eminent private citizens was an historic event in American education. In the early 19th century, a major emphasis in higher education was on the mastery of Greek and Latin, with little attention given to modern or contemporary subjects. The founders of NYU intended to enlarge the scope of higher education to meet the needs of individuals aspiring to careers in business, industry, science, and the arts, as well as in law, medicine, and the ministry.

Since its inception, NYU had a campus on Washington Square in the heart of Greenwich Village, a major thoroughfare for cultural activities in New York City. As NYU grew and developed, its academic and student life was shaped by an integral connection to its location, becoming a University in and of the city. Today New York University is recognized both nationally and internationally as a leader in scholarship. Of the more than 3,000 colleges and universities in America, only 60 institutions are members of the distinguished Association of American Universities. New York University is one of the 60.

From a student body of 158 during NYU's very first semester, enrollment has grown to more than 19,000 undergraduate and 18,000 graduate students who come to the university from every state in the United States and from over 130 foreign countries. The faculty totals over 3,100 full-time members teaching more than 2,500 courses and the university awards more than 25 different degrees in programs across the humanities, arts, sciences, social sciences, and professions. The university comprises 18 schools and colleges at five major centers in Manhattan and international centers in twelve cities.

In 2007, Polytechnic University in Brooklyn merged with NYU, bringing to the university a world-renowned engineering program. Graduate education can be pursued at the College of Dentistry, College of Nursing, Gallatin School of Individualized Study, the Graduate School of Arts and Science, Institute for the Study of the Ancient World, Institute of Fine Arts, NYU Polytechnic School of Engineering, School of Continuing and Professional Studies, School of Law, School of Medicine, Silver School of Social Work, Steinhardt School of Culture, Education, and Human Development, Stern School of Business, Tisch School of the Arts, and Robert F. Wagner Graduate School of Public Service.

In 2007, NYU entered into a partnership with the Emirate of Abu Dhabi to create NYU Abu Dhabi. Like the founding of NYU in the 19th century, the creation of NYUAD expands the scope of higher education—now to meet the challenges of a globally integrated, 21st-century world. And in 2013, NYU Shanghai opened its doors, becoming NYU's third degree-granting campus.

ABOUT NYU'S GLOBAL NETWORK UNIVERSITY

Just as NYU's founders chose in 1831 to move education out of the ivory tower to be “in and of the city,” NYU has become “in and of the world” in a way that defines and exemplifies something that has not existed before: a Global Network University. No other university has NYU's global presence. The global network university is a new paradigm in higher education. It is designed to draw the most talented and creative faculty, students, and staff from around the world to NYU in its global extension, with campuses around the world. It enables students and faculty to circulate through the network, and it shapes students to be citizens of global civil society. Research and learning at each location in the

network is designed to be connected to and enhanced by the whole.

The fundamental organizational element of the global network university is the degree-granting, portal campus, which grants degrees and where entire programs of study may be completed (if desired) without leaving them. The portal campuses are deeply related to each other, each using and building upon one another's assets; and, each also is connected to the rest of the system. NYU has portal campuses in New York, Abu Dhabi, and Shanghai.

The portal campuses are complemented by a set of global academic centers, where students may study away for a semester or longer. Each site is characterized by a distinct academic identity: for example, NYU Accra's program emphasizes global public health and economic development; NYU Berlin focuses on art and the humanities; NYU Prague focuses on music as well as global media and transitional government.

The system is designed for mobility; each study away site offers a sufficient number of basic courses to allow students to complete core requirements including, at specified sites, core requirements even in track programs like premed or business. The sites also are venues for conferences, lectures, research activity, graduate programs (including, in some places, graduate programs culminating in a degree), as well as platforms for more general intellectual exchange.

NYU's Global Network allows faculty and students to move seamlessly through the network. Without leaving the University's intellectual community and resources (such as, for example, its extensive social network, its library, its administrative support systems, its IT network, linked databases, and even certain of its course offerings), faculty and

students are “in and of the world.” Their research and study literally touches (and can occur in) the most dynamic idea capitals of the world.

For more information about the Global Network, see nyu.edu/global and President Sexton's Global Network Reflection on his Web site (<http://www.nyu.edu/about/leadership-university-administration/office-of-the-president/redirect/speeches-statements/global-network-university-reflection.html>).

NYU GLOBAL ACADEMIC CENTERS

Students from NYU Abu Dhabi have the opportunity to study at NYU New York, NYU Shanghai and at NYU's global sites. Each academic center offers courses in the local language, history, and culture, academic lectures by distinguished faculty, and co-curricular activities to explore the region, meet local students and figures, and use new language skills.

NYU Accra (Ghana): Students at NYU Accra have the unique opportunity to enhance coursework relevant to their majors with enrollment at the University of Ghana-Legon, where they may take up to two courses while studying alongside West Africa's top students. NYU's academic center in suburban Labone offers courses in the arts, literature, communication, journalism, media, anthropology, history, politics, global public health, and sociology taught by local professors and visiting faculty from New York.

Many NYU Accra students intern and take part in community service with NGO's, local businesses, and philanthropic groups, helping them to understand social entrepreneurship in a fast-developing city. Numerous co-curricular travel opportunities introduce students to the diversity and complexity

of West African culture. Whether learning Twi, the city's local dialect, or embracing local West African culture, students at NYU Accra are rewarded with an unparalleled intellectual and cultural experience.

NYU Berlin (Germany): At NYU Berlin students experience a cosmopolitan city that holds a complex and crucial place in modern European history. Youthful, artistic, and hip, Berlin has traveled a path that led from the defining cultural avant-garde of the Weimar Republic to the devastation of World War II, from a divided city symbolizing the Cold War to today's reunified and renewed capital.

The program at NYU Berlin is designed for students in the social sciences and humanities who want to earn credit in their majors—including sociology, history, politics, studio art, environmental studies and European studies—while having a transformative experience abroad. Courses are taught in English, and German language courses are offered at all levels. Day trips and guided excursions in and around Berlin are included in the program.

NYU Buenos Aires (Argentina): NYU Buenos Aires offers students the exceptional opportunity to learn about the people, history, culture, politics, and economy of Argentina and the region while living in one of South America's most vibrant cities. Courses are taught in Spanish and English by some of Argentina's most talented scholars, journalists, public health professionals, as well as renowned writers and musicians. The curriculum provides a cultural frame to coursework offered in subjects ranging from art history, cinema studies, and creative writing to politics, sociology, and economics. All students at NYU Buenos Aires take a Spanish language course at their appropriate level upon arrival or, if advanced, an elective in the language.

A place of renewed growth and prosperity, Buenos Aires is one of the most important financial and cultural centers in Latin America. The NYU academic center is located in the handsome Recoleta district, near vibrant Avenida Santa Fe. Staff members organize and offer a myriad of activities for students to take part in. Ranging from regional travel to destinations such as Iguazu Falls, Rosario, and Tigre to taking tango lessons throughout the semester. Volunteer opportunities at local NGOs and media offices open doors for students to engage in the community and practice Spanish. Museums, class fieldtrips, and concerts offer opportunities to go beyond day-to-day cultural experiences and better understand the dynamic past and present of the Argentine capital. Homestays bring the everyday Argentine way of living to life as students share meals, ideas and activities with their host parents.

NYU Florence (Italy): NYU Florence offers a broad range of courses, with a strong focus on the humanities and social sciences. Innovative, site-specific offerings in art history, history, literature and cinema are featured alongside a vibrant curriculum in sociology, politics and economics. These courses not only take advantage of the extraordinary cultural resources provided by the city of Florence, and its strategic position within Italy and Europe, but also of a unique array of co-curricular lectures and activities that make the Florence campus a dynamic center for scholarly exchange and global policy discussions.

Throughout the year, students at NYU Florence benefit from the opportunity to participate directly in the high-level political, social and cultural policy dialogues organized on our campus. In previous years, we have hosted both Republican and Democrat presidential campaign managers, had a three-way dialogue with leading local

Christian, Muslim and Jewish leaders, and held a student-organized contemporary poetry slam. Through La Pietra Dialogues, interested students also have the opportunity to participate directly in the organization of the events that bring these outstanding figures to NYU Florence.

NYU London (England): Students at NYU London take advantage of a wide range of academic programs complemented by the rich cultural experience of living in one of Europe's most storied cities. Specialized programs are available in Africana studies, art and architecture, business, mathematics, British literature and writing, pre-health, and psychology. Courses in math, chemistry, and physics accommodate students whose schedules might not otherwise allow for a semester of global study. Additionally, NYU is the only institution in London to offer science courses approved by the American Medical College Application Service (AMCAS) for medical school admittance. NYU London encourages students to enroll in for-credit internships with key institutions in fields including marketing, finance, media, law, politics, health, and theatre.

Students who spend a semester at NYU London live and learn in the heart of Bloomsbury, a neighborhood that is home to the British Museum, the Royal Academy of Dramatic Art, and the West End (London's famous theatre district). Each semester, NYU London staff plans day trips to places such as the historic cities of Bath, Cambridge, and Oxford. In addition to exploring London's myriad cultural sites, students often participate in short-term or semester-long community service projects.

NYU Madrid (Spain): At NYU Madrid, students advance their command of Spanish while engaging with European traditions and culture. Established in 1958 as NYU's

first global academic center, NYU Madrid offers students with little or no Spanish language skills a Fast-Track Spanish for Beginners program that includes a set of four courses designed to bring them to proficiency in one semester. During the spring semester, students with advanced Spanish language skills may enroll in up to two courses at the Universidad Autónoma de Madrid (UAM). Homestays with Spanish host families encourage students to build a deeper connection with Spanish culture and provides an opportunity to practice speaking in a more casual environment. An Intercambio Program brings NYU Madrid students together with local college students to practice their Spanish and make friends.

Madrid is the political and cultural center of Spain and one of the liveliest and friendliest capital cities in Europe, replete with magnificent architecture, world-class museums, and delicious cuisine. Students at NYU Madrid enjoy a semester of rich cultural experiences that complement their studies, whether they're on a class trip to the Museo del Prado to learn firsthand about Goya's masterpieces or at an out-of-the way tapas bar on Cava Baja.

NYU New York (USA): NYU New York is now one of the largest private universities in the United States. The university, which has no walls and no gates, is deeply intertwined with New York City, drawing inspiration from its vitality. The center of NYU in New York is its Washington Square campus in the heart of Greenwich Village. The university includes 14 schools and colleges, and offers more than 2,500 courses each year in an extraordinary range of fields.

No matter what academic reasons bring you to NYU New York, you will be surrounded by the kind of opportunities, experiences, and people that can only be found in the heart of

one of the most exciting and diverse cities in the world. Students from NYU Abu Dhabi who wish to spend a semester at NYU New York should follow the study away application process established by the Office of Global Education at NYU Abu Dhabi. Please contact nyuad.globaleducation@nyu.edu for further information.

NYU Paris (France): The curriculum at NYU Paris focuses on the language, arts, history, literature, and politics of France and its relationships with the wider world. A world-class faculty provides context and support for students' academic work. Students with a limited background in French enroll in Program I, where all courses except for language are taught in English. Students proficient in French participate in Program II, which features a variety of courses taught in French. All students take a French language course appropriate to their level. Coursework is enhanced by faculty-led trips in and around Paris, to world-renowned museums such as the Louvre and the Musée Picasso or to smaller galleries and exhibits, as well as to the opera, ballet, and theatre. Students receive a University of Paris student card and may take courses at the University of Paris or at the Institut d'Études Politiques (Sciences Po). All students are carefully advised upon their arrival in Paris; students who opt to take courses in the French university system receive additional individualized in-house tutorial assistance.

NYU Paris recently moved to a new academic center in the Latin Quarter, the thriving historic and intellectual heart of Paris. In the new location, students have the opportunity to benefit from the numerous cultural, artistic, and academic institutions of this celebrated neighborhood, as well as to get to know the city through faculty-led visits and walking tours. The program offers regular day trips to places outside of the city,

such as Chantilly, Giverny, and Versailles, and weekend excursions to locations that have included Avignon, the Loire Valley, Mont-Saint-Michel, and La Rochelle. These trips allow students to further embrace the richness, depth, and diversity of French history and civilization.

NYU Prague (Czech Republic): With the most courses of any of NYU's global academic sites, NYU Prague offers students a broad curriculum in art, architecture, film, media, music, photography, politics, business, the humanities, and social science. Our faculty includes writers, ambassadors, and dissidents who helped topple the Communist regime. NYU Prague's successful music program pairs students with the most talented musicians in the nation.

Prague is a vibrant center of culture. NYU Prague students attend global conferences hosted by NYU Prague. Internships are available with international magazines, online news agencies, NGOs and consulting firms. Students explore the bucolic Czech countryside on the many NYU Prague overnight and day trips. Our Kulturama program immerses students in Prague's rich culture—opera, film, theatre, music, Czech cuisine, politics, hockey, and much more.

NYU Prague is the only study abroad site to have a student webzine—The Prague Wandering, aimed at readers around the world. Budding media stars can also work on the PragueCast, our own podcast, entirely produced by students under the leadership of Prague's BBC correspondent.

NYU Shanghai (China): Jointly established by New York University and East China Normal University, NYU Shanghai is the third degree-granting campus in NYU's global network, joining NYU Abu Dhabi and NYU's main campus in New York City.

NYU Shanghai offers a study away option for students interested in a semester or year studying in this exciting business and cultural center. Students looking to obtain their degree at this new campus can read more about opportunities here.

What is it like to live and study in Shanghai for a semester? Regardless of your tastes and preferences, Shanghai is an endlessly exciting place, rich in discoveries and new opportunities. With a population estimated to be between 16 and 24 million, it is growing and changing before your eyes. Witness the development of a city that is quickly becoming a major player on the world stage.

NYU Sydney (Australia): NYU Sydney is located in Australia's largest and most cosmopolitan city, providing students the unparalleled opportunity to live and study in a hub of commerce, culture, and communication in the Asia-Pacific region. The academic center is located in a recently renovated historic building in a central area of Sydney. The facility houses classrooms, a computer lab, library, and administrative offices. A common area doubles as a study lounge and space for social gatherings.

Students enrolled in courses at NYU Sydney are able to explore Aboriginal art and culture as the longest continuous civilization on the planet. Courses introduce Australia's rich history of immigrant communities that formed this continent-sized nation with unique and compelling characteristics. The curriculum offers classes in anthropology, English, environmental studies, history and society, journalism, and communications, among many other courses of study. Leading professors are drawn from Sydney and the local region. Faculty-led field trips, which take students beyond the areas visited by casual tourists, are an essential part of the program.

NYU Sydney faculty and staff are committed to creating an environment where active learning and exploration are the rule. Courses and projects rooted in the community, field-based research, internship opportunities, as well as chances to travel throughout the city, surrounding neighborhoods and region will give students a thorough experience of local domains, society and culture.

NYU Tel Aviv (Israel): At NYU Tel Aviv, students experience life in one of the world's most intriguing and multidimensional cities. A vibrant coastal metropolis on the Mediterranean, Tel Aviv is the cultural, financial, and technological center of Israel. Students explore this truly global city and acquire a sophisticated understanding of Israel, the Middle East and the interrelationships between cultures, political movements, and religious traditions. Students benefit from high caliber local professors who teach students in areas such as journalism, politics, Hebrew and Arabic. Students connect with local culture through experiential learning/internships, partnerships with a local university and excursions to surrounding areas in Israel.

NYU Washington, D.C. (USA): No global network would be complete without a location in the US capital, the seat of the federal government, home to 174 embassies, the headquarters of international policy-making bodies, think tanks, and the site of many museums, monuments and cultural institutions. Concentrated study and research in an array of subjects, including American studies, art history, business, environmental studies, history, journalism, metropolitan studies, politics, prelaw, and public policy is enhanced by access to Washington's distinctive intellectual, political, and cultural life. Students learn under the guidance of a world-class faculty, and engage in carefully selected and academically

supervised internships with elected officials, government agencies, international organizations, NGOs, museums, media, and other institutions.

Students live and attend class just blocks from the White House, the World Bank, and the Smithsonian museums at the Constance Milstein and Family Global Academic Center, which features seminar rooms, an auditorium, reading room, and student lounges on each floor. The center also serves as a venue for dynamic public programming featuring leaders in government, business, and culture as well as notable public figures as part of the Weissberg Forum for Discourse in the Public Square. These events encourage students to discuss topical issues with distinguished speakers and contribute to an academic environment that deepens their understanding of public policy, civic activism, cultural studies, international concerns, green initiatives, media matters, political debates, legal issues and business affairs. A large NYU alumni network provides additional opportunities for students, including support for our mentoring program.

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The NYUAD Campus

The campus of NYU Abu Dhabi is located on Saadiyat Island, a natural island that lies a short distance from the main island of Abu Dhabi and is now under development. The Cultural District of Saadiyat Island will feature three major museums: the Zayed National Museum, the Louvre Abu Dhabi, and the Guggenheim Abu Dhabi. Other districts will take advantage of the island's spectacular beaches and mangrove lagoons. NYUAD is located in the Al Marina District, which will eventually have a prominent marina and downtown feel.

Occupying a total area of approximately 38 acres hectares of land, the university occupies two sites: the main site with the university buildings, and the north site, where the outdoor athletic facilities are located. The campus design allows the natural environment to be experienced year-round. It is dense, walkable, and responsive to the climate, with shaded walkways and landscaped courtyards, plazas, and gardens for social interaction. The design also fosters the integration of living and learning, with residences, classrooms, and faculty offices organized in mixed-use buildings, not separated in distinct areas.

SAADIYAT CAMPUS

The campus, designed by Rafael Viñoly Architects, is organized by its split-level, pedestrian-only circulation system. At ground level, shaded colonnades, pools of water, and landscaped sitting areas flank the main east-west spine of the campus. Three plazas along this main street form gathering places, and other campus streets connect the plazas to the surrounding area. The plazas each have a major center of campus life: the Experimental Research Building is on the West Plaza, the Arts Center on the East Plaza, and the Campus Center on the Central Plaza. Dining halls stand at each end of the main street.

On the south side of the campus are academic buildings, with ground-floor classrooms and faculty and administrative offices on the first floor. In the middle of the buildings are outdoor courtyards with trees and informal seating for a break between classes. The sloping walls that surround the courtyards form dramatic glass cones. Stunning sculptural objects, the glass cones bring light into the academic buildings, offer views of the upper residential level, and reveal the campus's unique split-level circulation system.

Two stories above ground level, the “High Line” provides access to the residences and informal, green spaces. Having students, faculty, and staff live on campus facilitates their interaction, a key to the educational experience at NYUAD. Faculty and senior staff reside in apartments with views over the campus, to downtown Abu Dhabi, and across Saadiyat Island to the Arabian Gulf. The student residences are organized around courtyards with gardens and areas to relax outdoors. In the middle of the courtyards, the glass cones emerge and afford views from the High Line down to the ground level, visually connecting the

living and learning spaces. Beautifully landscaped, the High Line weaves through the intimate residential courtyards and across rooftops where dramatic vistas of the campus and the city unfold. The High Line is more than a pathway; a social space where neighbors chat and stroll, children play, students jog and hang out, it reinforces the spirit of community and friendliness that characterizes NYU Abu Dhabi.

Shading systems achieved through urban design, the close proximity of structures, architectural features such as the colonnade, and the integration of landscape materials facilitate the University's goal of year-round use of outdoor spaces. Measures to generate 75 percent of household hot water and 10 percent of power from renewable energy sources help the University achieve its sustainability goals.

The layout of the campus promotes interaction between the disciplines. The facilities include a wide variety of instructional spaces, including experimental laboratories, new media labs, film production facilities, music practice rooms, and classrooms with sophisticated technological infrastructure. The flexible labs in the Experimental Research Building support a range of advanced research projects. The Arts Center has four theaters and a variety of teaching and production spaces, including art studios for painting, drawing, sculpture, and animation, media labs, editing suites, and film shooting stages. The Campus Center combines the Library, Student Center, Health and Wellness Center, and a performance gymnasium with a 50-meter pool, running track, ball courts, climbing wall, squash and racquetball courts, and fitness center. The indoor athletic facilities are complemented by outdoor fields, track and tennis courts.

An open campus, NYU Abu Dhabi welcomes members of the public—to lectures and conferences at the NYUAD Institute Conference Center; exhibitions at the Art Gallery; athletic activities at the Sports Center; and performances at the Arts Center. The campus also has a Bookstore and variety of cafés and dining facilities.

Visiting and Contact Information

WELCOME CENTRE IN ABU DHABI

The NYU Abu Dhabi Welcome Center is the first point of contact for visitors at the Saadiyat Campus. Located at the main entrance, the Welcome Center provides visitors with information about all aspects of the university, including admissions, the NYU Abu Dhabi Institute, and human resources. The Welcome Center is also the meeting place for those attending an information session, joining a campus tour, seeking print literature about the university, or meeting with a member of the NYUAD faculty or staff. Prospective students and their parents are encouraged to come to the Welcome Center to schedule a visit with an admissions counselor.

NYUAD IN NEW YORK CITY: 19 WASHINGTON SQUARE NORTH

From its prestigious location in Greenwich Village, 19 Washington Square North (WSN) is the gateway to NYU Abu Dhabi at Washington Square. It is an information center for visitors interested in NYUAD; the academic home for NYUAD students, faculty, and administrators while staying in New York; and an active connecting point, stimulating interest and participation in NYUAD.

19 WSN hosts classes, research workshops, exhibitions, and public programs that reinforce the curricular and research initiatives of NYUAD and foster collaborations with colleagues at NYU in New York. Global Network Seminars, supported by excellent videoconference equipment, enable classes in New York and Abu Dhabi as well as other NYU sites to interact. For a complete list of programs and exhibitions please visit nyuad.nyu.edu/news.events/events.nyc.html.

For NYUAD students studying in New York, 19 WSN is a hub. Some classes and various social activities take place at 19 WSN, which

serves as a connection site for NYUAD and NYUNY students to meet, collaborate, and learn from one another.

NYU Abu Dhabi in New York

19 Washington Square North
New York, NY 10011
Tel: 212 992 7200

DIRECTIONS TO NYU ABU DHABI

NYU Abu Dhabi is located just off of the Sheikh Khalifa Highway (E12) on Saadiyat Island.

From Downtown Abu Dhabi:

Follow Hamdan (5th) Street toward Saadiyat Island where it becomes the E12. Cross the Sheikh Khalifa Bridge and after approximately two kilometers the exit to campus, Exit 11 Saadiyat Beach West, will be visible on the right.

From Dubai or Abu Dhabi Airports:

Follow the E11 toward Yas Island. Exit for the E12 toward Yas and Saadiyat Islands. The exit for campus is Exit 11 Saadiyat Beach West. By taxi the trip from Abu Dhabi Airport takes about 30 minutes and costs approximately 90 AED.

MAILING ADDRESS

New York University Abu Dhabi
P.O. Box 129188
Abu Dhabi United Arab Emirates

TELEPHONE

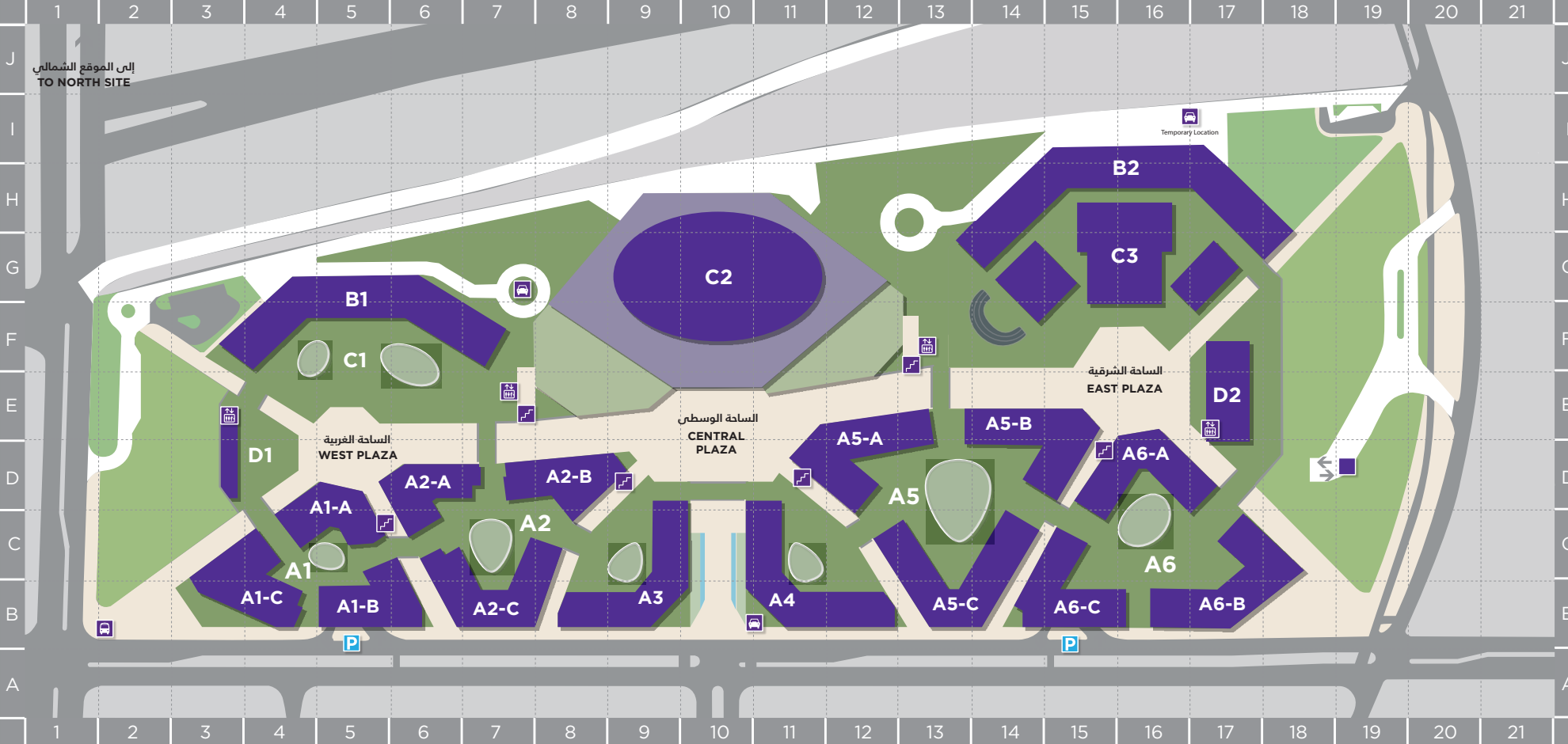
From Outside the UAE:

+971 2 628 4000
Dial the international exit code for the country from which you are dialing from
Dial the UAE country code: 971
Dial the city code and the NYUAD local number: 2 628 4000

From within the UAE:

02 628 4000

إلى الموقع الشمالي
TO NORTH SITE



- A2** Computational Research Building
- A3** West Administration Building
- A4** East Administration Building
- A5** Social Science Building
- A6** Arts and Humanities Building
- B1** West Apartment Building
- B2** East Apartment Building
- C1** Experimental Research Building
- C2** Campus Center
- C3** Arts Center
- D1** West Restaurant
- D2** East Restaurant

Services/Department	Building	Level	Services/Department	Building	Level	Services/Department	Building	Level	Services/Department	Building	Level
NYU Abu Dhabi Welcome Center	A4	G	Athletics and Recreation			Housing			Bookstore	A3	G
Admissions Office	A4	1	Gymnasium	C2	1	Office of Residential Education	A2,A5,A6	2	Campus Life	C2	2
Administrative Offices			Fitness	C2	1	Student Housing	A2,A5,A6	2-8	Career Development Center	C2	G
Vice Chancellor	A3	1	Racquetball and Squash Courts	C2	1	Research/Post Doctoral	A3,A4	2-8	Global Education	C2	G
Provost	A3	1	Swimming Pool	C2	B1	Faculty/Staff Housing	B1, B2	2-11	Health and Wellness Center	C2	G
Associate Vice Chancellor for Operations and Chief Operating Officer	A3	1	Dining			VIP Housing	D2	2	Registrar	C2	G
Senior Vice Provost for Strategy and Planning	A3	1	Campus West Restaurant	D1	G	Library			Student Club Spaces	C2	2
Dean of Arts and Humanities	A3	1	Campus East Restaurant	D2	G		C2	2	Multi-Faith Center	C2	2
Dean of Engineering	A3	1	Experimental Research Building Café	C1	G	NYU Abu Dhabi Institute Conference Center	A6	G	Public Safety	A4	1
Dean of Science	A3	1	Marketplace	C2	2				Facilities Operations and Campus Services	A4	1
Dean of Social Sciences	A3	1	Torch Club	C2	2	Prayer Rooms	C2, A1, A6	G	Miscellaneous Services		
Academic Administration	A3	1	Library Café	C2	3	Sheikh Mohamed bin Zayed Scholars Program	A6	1	IT Walk-In Center	C2	3
Art Gallery	A4	G	Convenience Store	C2	1	NYUAD Summer Academy	A6	1	Human Resources	C2	2
			Faculty Offices			Student Services			Finance	A4	1
			Academic Enrichment/Opportunities Program	C2	2	Dean of Students	C2	G	Office of University Events	C2	2
			Arts and Humanities	A6	1	Academic Resource Center (ARC)	C2	2	Public Affairs	A4	1
			Engineering	C1	1						
			Science and Mathematics	A2	1						
			Social Sciences	A5	1						

Important Contacts

NYU ABU DHABI WELCOME CENTERS

Abu Dhabi 02 628 4000
New York 212 992 7200

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Mobile 050 813 2086
Security Manager
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Mobile 050 634 3841

HEALTH AND WELLNESS

NYUAD Health and Wellness Center .02 628 8100
nyuad.healthcenter@nyu.edu
NYUAD After Hours056 685 8111
NYUAD After Hours Counselor 056 685 8444
NYUAD Wellness Exchange . .02 628 5555 (24 hrs)
wellness.exchange@nyu.edu

ABU DHABI HOSPITALS

Al Noor Hospital02 626 5265
Gulf Diagnostics Center 02 665 8090
New Medical Centre02 633 2255
Sheikh Khalifa Hospital 02 610 2000

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OFFICE OF THE DEAN OF STUDENTS

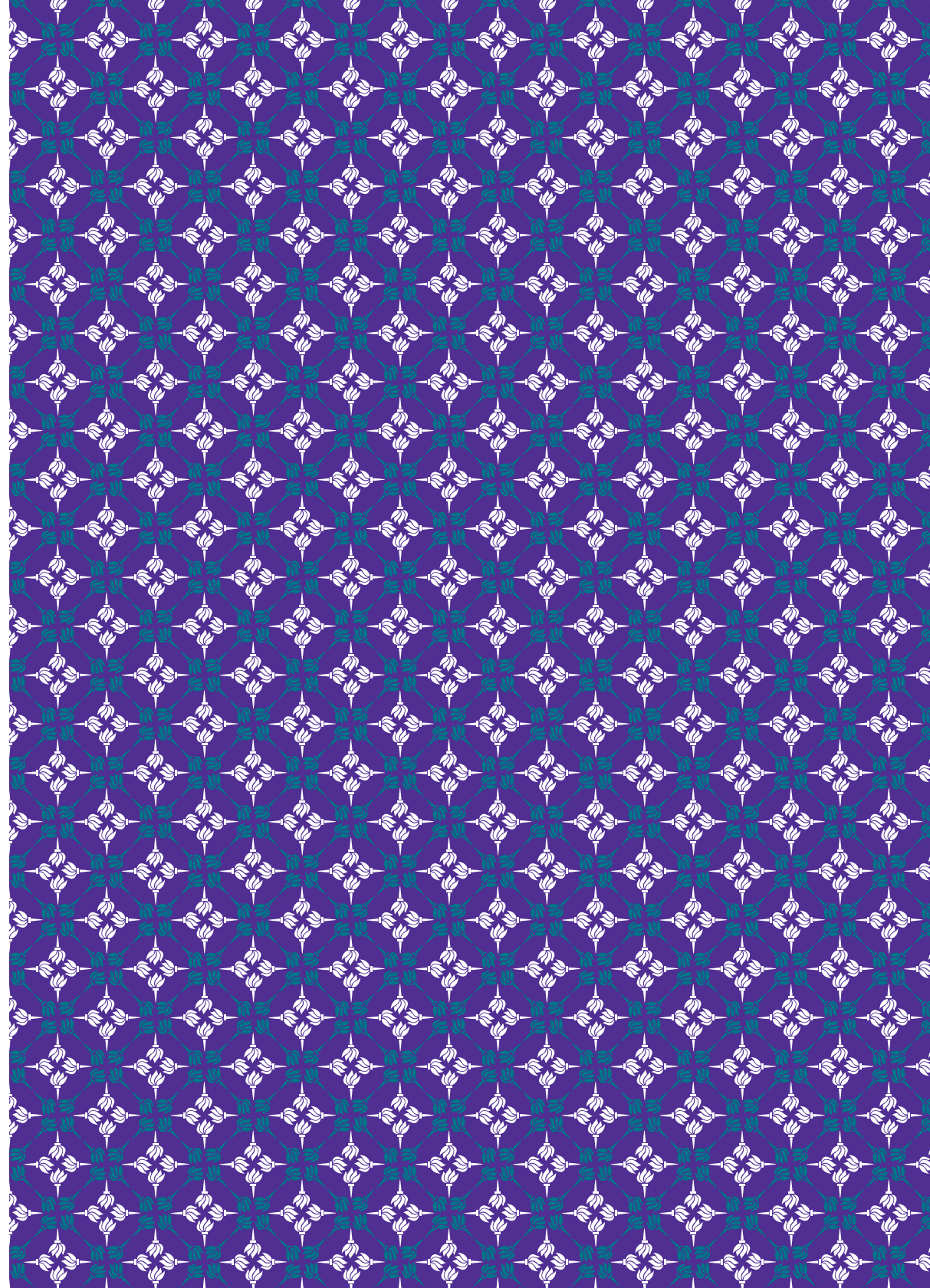
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IN THE CASE OF AN EMERGENCY

Emergency Police/Fire/Ambulance 999
NYU Wellness Exchange02 628 5555 (24 hrs)
Security Helpdesk 02 628 4402 (24 hrs)



Welcome Center in Abu Dhabi

New York University Abu Dhabi
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Abu Dhabi, UAE

Welcome Center in New York

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