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!
Although we are just entering our third year of classes, NYU Abu Dhabi is already emerging as an international center of research, scholarship, and artistic advancement, at once vitally linked to NYU New York and NYU’s global sites and poised to lead in capturing, examining and integrating the insights, ideas, and perspectives of a rapidly evolving global world.

Located in the Emirate of Abu Dhabi, NYUAD is already and increasingly engaged with its host community, and positioned, through the education it offers, the students it trains, and the research and scholarship it generates, to support Abu Dhabi’s own aspirations for educational, cultural, and scientific contributions on the world stage.

And through the powerfully innovative vision of undergraduate education it defines and delivers, NYUAD offers a model of liberal arts and science education, unsurpassed in quality, and distinctive in ability to educate leaders for a 21st-century global world.

I invite you through the pages of this Bulletin to take the first step in coming to know this singular undergraduate institution and its educational program.

Our first three undergraduate classes are drawn from the world’s best students—bright, confident, exceptionally talented pioneers, committed to our community and to global understanding, and resolved to make a difference through their lives.

The faculty who teach them are at once scholars, researchers, and artists of extraordinary professional distinction, and accomplished teachers, dedicated to transforming undergraduates into intellectual colleagues and to shaping an education responsive to challenges and opportunities of global scope.

The curriculum builds from an imaginative and comprehensive trans-disciplinary base, through 22 in-depth majors, towards a full-year independent project. It is supplemented by formative opportunities for research, community participation, and study abroad, for up to two semesters, at NYU’s other global sites. Focused on depth, breadth, and global perspective, an NYUAD education equips students with the intellectual and ethical foundations to set considered priorities for their societies and the world and to begin to chart their own paths to contributing to the realization of those priorities.

I am convinced that no other undergraduate institution brings a deeper commitment to or greater capacity for placing undergraduate education at the service of a more informed, productive, just, and cooperative world. And I am very proud of the success that NYUAD has already achieved along this historic course.

Alfred H. Bloom
The World’s Honors College

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, and in the company of a unique and highly-talented peer group.

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 tracks
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 campus in New York as well as NYU academic centers in Accra, Berlin, Buenos Aires, Florence, London, Madrid, Paris, Prague, Shanghai, Sydney, Tel Aviv, and Washington, D.C.

Creative use of technology
to connect NYUAD, NYUNY, 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.
NYU Abu Dhabi gives its students exceptional opportunities to explore, through pre-professional courses, the professions they might want to pursue, and helps them gain entry to graduate and professional schools, including those at NYU.

Most of NYU's highly selective graduate and professional schools in New York will offer special consideration to NYUAD students who apply to these schools for graduate education. This special consideration recognizes the distinctiveness of an NYUAD education and the exceptional talent of the students who enroll at NYUAD. Participating schools will award scholarships covering full tuition for their studies to a select number of qualifying NYUAD graduates.

Participating graduate and professional schools include

Courant Institute of Mathematical Sciences
Leonard N. Stern School of Business
NYU School of Law
NYU School of Medicine
NYU College of Dentistry
NYU College of Nursing
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

To better facilitate this special admissions consideration, the NYUAD Career Development Center and a designated admissions officer from each of the schools will be available throughout the undergraduate years of NYUAD students to counsel them on the school's admissions process and to provide one-on-one advising.

NYUAD’s Pre-Professional Tracks

NYUAD students are able to explore different professional options and get a jumpstart on graduate education through the seven pre-professional tracks in the NYUAD curriculum. Expert faculty of NYU's professional schools participate in the pre-professional programs, connecting NYUAD students with NYU's internationally ranked graduate and professional schools. The combination of a broad arts and sciences education with pre-professional tracks is a distinguishing feature of the NYUAD curriculum. For more information on the pre-professional tracks, see pp. 231-245.

Dual Degree Programs

In select fields, NYUAD students are able to gain early admission to master's degree programs offered at NYUNY and NYU Poly. Following completion of the B.A. at NYUAD, students take courses at NYUNY to complete the requirements of the graduate program. In some programs, careful planning of the undergraduate program allows students to compress a two-year program into one year of study. NYUAD students may earn a Master of Public Administration at the Wagner Graduate School of Public Service, and engineering majors may earn a Master of Science in several engineering disciplines at the Polytechnic Institute of NYU. The list of dual degree programs available to NYUAD students will be expanded in the coming year. See pp. 140-141 for information about the M.P.A., and pp. 190-193 for information about the M.S.
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 comprehensive research university, NYUAD is a force for social and educational progress and intercultural understanding. The dynamic relationship between NYU’s campuses in New York 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.
NYUAD offers a core curriculum, 22 majors, numerous multidisciplinary and disciplinary concentrations, pre-professional tracks, and electives in an array of fields. The courses described in the following pages will be phased in over time as the size of the student body and faculty grows, and new courses will be developed to reflect student interests. The offerings at NYUAD are also enriched by the wide array of programs across NYU’s global network. Over four years of undergraduate study, students will have an extensive choice of courses in all disciplines and be able to fulfill all requirements.
Academic Calendar

MARHABA (ORIENTATION)
Aug. 26–27 Fri–Sat New Students arrive
Aug. 28–30 Tue–Thurs Orientation

FALL SEMESTER 1
Sept. 2 Sun Classes begin
Sept. 6 Thu, 5:00 pm Add/Drop and change of grading basis deadline for 7-week courses
Sept. 13 Thu, 5:00 pm Add/Drop and change of grading basis deadline for 14-week courses
Sept. 27 Thu, 5:00 pm Course withdrawal deadline for 7-week courses
Oct. 18 Thu Last day of classes for 7-week courses
Oct. 18 Thu, 5:00 pm Course withdrawal deadline for 14-week courses
Oct. 20 Fri Study Day
Oct. 20 Sat Exam Day for 7-week courses

FALL SEMESTER 2
Oct. 21 Sun Classes begin
Oct. 24–29 Wed–Mon No classes: Eid al-Adha Break*
Oct. 25 Thu, 5:00 pm Add/Drop and change of grading basis deadline for 7-week courses
Oct. 30 Tue Special Thursday class schedule
Nov. 4–8 Sun–Thu Spring Semester advisement and registration
Nov. 15 Thu No classes: Al-Hijri/Hijri New Year’s Day
Nov. 15 Thu, 5:00 pm Course withdrawal deadline for 7-week courses
Dec. 2 Sun No classes: National Day
Dec. 16 Sun Last day of classes
Dec. 17–20 Mon–Thu Exam Days
Dec. 21 Fri Winter Break Begins

WINTER BREAK
Dec. 21, 2012–Jan. 5, 2013 No classes

* Exact date(s) for Islamic holidays are subject to change depending upon the lunar citing. NYUAD will confirm exact dates nearer to the anticipated dates once they are announced by applicable U.A.E. authorities.

2012–13

JANUARY TERM
Jan. 6 Tue Classes begin**
Jan. 6 Wed, 5:00 pm Add/Drop deadline for all courses
Jan. 10 Thu, 5:00 pm Course withdrawal deadline for all courses
Jan. 23 Wed Classes end
Jan. 24–28 Thu–Mon No classes

SPRING SEMESTER 1
Jan. 29 Tue Classes begin
Feb. 7 Thu, 5:00 pm Add/Drop and change of grading basis deadline for 7-week courses
Feb. 14 Thu, 5:00 pm Add/Drop and change of grading basis deadline for 14-week courses
Feb. 26 Tue Special Thursday class schedule
Feb. 27–28 Wed–Thu Special Study Program Weekend
Feb. 28 Thu, 5:00 pm Course withdrawal deadline for 7-week courses
March 20 Wed Last day of classes for 7-week courses
March 21 Thu, 5:00 pm Course withdrawal deadline for 14-week courses
March 21 Thu Exam Day for 7-week courses

SPRING BREAK
March 22–30 Fri–Sat No classes

SPRING SEMESTER 2
March 31 Sun Classes begin
April 4 Thu, 5:00 pm Add/Drop and change of grading basis deadline for 7-week courses
April 7–11 Sun–Thu Fall Semester advisement and registration
April 25 Thu, 5:00 pm Course withdrawal deadline for 7-week courses
May 16 Thu Classes end
May 17–18 Fri–Sat Study Days
May 19–22 Sun–Wed Exam Days

**The start and end dates of the January Term may vary slightly by site.
January 2010 and is in the final stages of the ABET is the internationally recognized Accreditation (CAA) of the United Arab Emirates Ministry of Higher Education and Scientific Research licenses post-secondary educational institutions and accredits individual majors. NYU Abu Dhabi was granted licensure by the Commission in January 2010 and is in the final stages of the accreditation process. It is expected that CAA accreditation will be completed during the fall semester 2012. For a complete, up-to-date list of NYUAD majors that have been accredited by the Commission, please visit the CAA web site at caa.ae/CAA/DesktopModules/InstPrograms.aspx

Additionally, NYUAD’s five Engineering majors will undergo the standard process for accreditation by ABET (Accreditation Board for Engineering and Technology). ABET is the internationally recognized accreditor for college and university programs in engineering; it accredits the Engineering programs at the Polytechnic Institute of NYU in New York. ABET does not launch its accreditation process until the first cohort of students have graduated, but the accreditation is retroactive.

**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 Bachelor of Arts degree is awarded to students who major in the Arts, Humanities, Social Sciences, and 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. The degree requirements are the same for the B.A. and the B.S. and are described below.

A full course is 4 credits. Students must complete a minimum of 144 credits, or 36 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).

Students typically take four courses each semester, which may be a combination of 14- and 7-week courses, and one course in the January Term, for a total of nine courses per year.

They must complete the Core Curriculum, writing, and Islamic World requirements; fulfill the requirements for an academic major; and complete a year-long senior 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 courses in NYUAD’s seven pre-professional tracks, numerous concentrations, and elective courses outside the NYUAD majors. 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 linguistics, and religion. Pre-professional tracks allow students to begin exploring careers through an investigation of the academic preparation expected in various fields.

Most disciplinary programs offer optional concentrations for non-majors. These concentrations typically include four courses and are designed for students who wish to concentrate several electives in a particular field.

**Types of Courses:** NYUAD has three types of courses: 14-week courses; 7-week courses; and 3-week courses in January. Fourteen-week courses meet at least two and a half hours per week; courses with experimental or arts labs may meet up to six hours per week. Seven-week courses meet at least five hours per week. The January course is a full-time, immersive experience, and students focus solely on that one course.

**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 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 fulfill the requirements for Experimental Discovery in the Natural World. Students should take five Core courses in the first two years, except Engineering majors who should take four Core course in the first two years, one course in each area of the Core.

**Writing:** The development of strong writing skills throughout a student’s academic career is an important objective of an NYUAD education. The 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. At the beginning of the first year, students complete language proficiency assessments 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. The language assessments may allow students to waive *Analysis and Expression*.
All students are required to take at least one 14-week Writing Intensive Core Curriculum course. This ideally happens in the first year; however, those who take Analysis and Expression may, if necessary, defer to the first semester of the second year. These courses (described in greater detail under the Core Curriculum, pp. 29–49) include a weekly writing workshop in addition to two regular class meetings. Writing Intensive Core Curriculum courses are excellent forums in which to strengthen writing skills, and some students take more than the requirement. Writing Intensive Cores are designated by a “W” suffix in the course number.

Writing continues in the majors, where students focus on the styles appropriate to each discipline. Although the form will vary from experiment write-ups to footnoted papers to journal entries, courses in the majors typically require a minimum of 12 pages of writing. During the senior year, the capstone project involves a significant piece of writing and demonstrates the student’s ability to communicate clearly and persuasively.

Global Academic Fellows for writing are attached to specific writing classes. They also provide individual consultations in the Writing Center.

Islamic Studies: All incoming 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 a “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 be counted toward the 144-credit graduation requirement, only those courses in which grades of C or higher are earned may be counted toward major 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 complete four January Terms. They normally take one course full-time for three weeks in January, although upperclass students may apply to fulfill the January Term requirement by other means. For further information on the January Term, see pp. 247-255.

Physical Education: The Physical Education requirement includes the completion of two 7-week sessions of athletic activity. Students can choose from a variety of individual or team sports at the intramural or externally competitive levels (depending on skill level), lifetime sport instruction (such as golf or tennis), or fitness classes (such as aerobics or Pilates). Students must attend at least 90% of scheduled events during the 7-week session to receive credit. These activities are not graded. Students must complete this requirement during their first two years, unless they obtain a medical exemption. For more information on Physical Education, see pp. 280-282.

CONCENTRATIONS

NYUAD concentrations offer a basis to focus on a field of study other than the major. Most concentrations require four courses that complement the major area of study or are of personal interest to a student. Two types of optional concentrations are offered.

Disciplinary concentrations are available to students not majoring in that subject. 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.

Multidisciplinary concentrations support work across disciplines and engage 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 NYUAD concentrations do not already exist, NYUAD students are eligible to complete one of the many academic minors offered elsewhere in the NYU global system. Minors wholly within an individual NYU school and cross-school 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, 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.
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 NYUAD admissions representative. These meetings can be arranged by emailing nyuad.admissions@nyu.edu. In addition to on-site meetings at our portal 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 Undergraduate Admissions Processing Center in New York City. Students must apply using the Common Application and the New York University Supplement. 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 Undergraduate Admissions Processing Center must receive the following:

- The Common Application with NYU Supplement;
- 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 NYUAD, please see our Web site at: nyuad.nyu.edu/admissions.

Candidate Weekend in Abu Dhabi: Highly qualified applicants may be invited to participate in an NYUAD 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 NYUAD. No applicant will be offered admission without having participated in a Candidate Weekend; the costs associated with attending a Candidate Weekend are covered by NYUAD.

Applying to NYU Abu Dhabi and Other NYU Campuses: Students can indicate their interest in being considered for admission to NYUAD in addition to programs at NYU’s campus in New York City on the NYU Supplement to the Common Application.
When to Apply:

**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

**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.

Courses of Instruction
Courses in 2012–13

Over 250 courses will be offered in 2012–13. Although many courses are crosslisted in several programs, in this list each course appears once, under its primary discipline.

For the most current list of courses, please visit nyuad.nyu.edu.

THE CORE CURRICULUM

Pathways of World Literature
A Thousand and One Nights, Prof. Horta

Becoming Human: Literatures of the Nature-Culture Borderlands, Prof. Chaudhuri

Contagion, Prof. Waterman

Cosmopolitan Imagination, Assoc. Dean Patell

Discovery and Recognition in Narrative, Film, and Drama, Prof. Kennedy

Doubleys and Mask, Prof. Miller

Enchantment, Prof. Horta

The First Historians, Prof. Swislocki

Global Shakespeare, Assoc. Dean Patell

Law and the Imagination, Prof. Stimpson

Mortal and Immortal Questions, Prof. Mitsis

Myth, Magic, and Representations of Childhood, Prof. Williams

Nation and Narration, Prof. Rajan

Our Monsters, Ourselves, Prof. Williams

Postcolonial Turn, Prof. Majithia

Reading the Body: Physiognomy, Body Language and Facial Expression, Prof. Neuber

Tragedy, Prof. Zamir

Structures of Thought and Society
Animals, Culture, and Society, Prof. Swislocki

Consciousness, Prof. Block

Cultures and Modernities, Prof. Peutz

Disease and Society, Prof. L. Minsky

Faith in Science, Reason in Revelation, Prof. Stearns

Gender and Globalization, Prof. Abdulkadir

Gift and Exchange, Prof. Balzani

Global Justice and Authority, Prof. Coleman

Ibn Khaldun and Political Theory, Prof. Holmes

Legitimacy, Prof. Ramey

Love, God and Politics, Prof. Friedland

Peace, Prof. Klimke

Politics and the City, Prof. Menoret

Property, Prof. Michm

Relationship of Government and Religion, Pres. Sexton

Snap Judgments, Prof. Quadflieg

Tolerance and Relativism, Prof. Silverstein

Wealth of Nations, Prof. Chacon

What is Man? Prof. A. Minsky

Art, Invention, and Technology
Catastrophe, Prof. Jeong

Computers and Music, Prof. Toussaint

Conviction and Doubt, Prof. Segal

Creativity and Innovation, Prof. Cook

Fame, Prof. King

The Human Voice, Prof. Daughtry

Ideas of the Erotic, Prof. Shohat

Ideas of the Portrait, Prof. Zamir

Machine Dreams, Prof. Levine

Maps, Prof. Hudson

Nature of Code, Prof. Shiffman

Performing Body in History, Prof. Ziter

Reinventions of Love, Prof. Polendo

Representations, Prof. Amikpa

Scapegoat, Prof. Sanders

Technology, Arts, and Media, Prof. El-Saddik

Ways of Seeing: Colonialism, Race, Multiculturalism, Prof. Stam

Ideas and Methods of Science: Experimental Discovery in the Natural World
Coastal Urbanization and Environmental Change, Prof. Burt

Domain of Crystals, Prof. Rabeh

Where the City Meets the Sea: Studies in Coastal Urban Environments, Prof. Burt

The Copernican Revolution, Prof. Maudlin

Evolution: The Incredible Human Journey, Prof. Sharif

Ideas and Methods of Science: Science, Society, and History

Atom and Energy, Prof. Zaw

Genetics: Successes, Challenges and Implications for Society, Prof. Al-Assah

Sustainable Energy, Prof. Naumov

Quantum Theory and Relativity: The Impact of a Scientific Revolution, Prof. Camia

Serendipity in Science, Prof. Bernstein

State and Fate of Biodiversity, Prof. Volk

THE CORE CURRICULUM (CONT.)

Heuristics, Prof. Shasha

Language of Computers: Introduction to Programming Using Python, Prof. Odeh

Microbes, Meals, and Metagenomics, Prof. Tan

Arts and Humanities Colloquium
The Age of Warhol, Prof. Waterman

Children and Childhood: Medical, Historical and Cultural Perspectives, Prof. Klass and Wolff

The Enlightenment and Its Institutions, Prof. Siskin

Global Text: Moby Dick, Assoc. Dean Patell and Prof. Zamir

Arts and Humanities Colloquium

Humanism: Literature, Visual Arts, and Architecture, Prof. Neuber

Memory and the City: Berlin in 20th-Century History and Literature, Prof. Neuber

The Miracle of Florence, Prof. Kranman

Documentary Techniques, Prof. Segal

Film and Media Theory, Prof. Jeong

French New Wave Cinema, Prof. Stam

Introduction to Animation, Prof. Petit

Sound, Image, and Story, Prof. Savio

History
Empires and Imperialism in East Asia, Prof. Swislocki

Food and Drugs in Chinese History, Prof. Waley-Cohen

Modern South Asia, Prof. L. Minsky

Islamic Art and Architecture: Theory and Practice of History, Prof. Roth

Urbanism and Modernity: Paris, Istanbul, Berlin, Prof. Roth

United States in Transnational and Global Perspective 1: America and the World until 1898, Prof. Klimke

Intermediate Arabic 1 and 2, Arabic language faculty

Advanced Arabic 1 and 2, Arabic language faculty

Elementary Chinese 1 and 2, Prof. Jiao

Intermediate Chinese 1 and 2, Prof. Jiao

Analysis and Expression: Debates about Contemporary Islam, Prof. Patrick

Film and New Media
Concepts in Film and New Media, Prof. Jeong

Developing the Feature, Prof. Sanders

Directing the Camera, Prof. Sissel

Ancient Egyptian Art, Prof. Al-Assah

Critical Theories and Methods of Literary Studies, Prof. Neuber

Fiction Writing: Craft Workshop, Prof. Strauss

Global Music Analysis, Music faculty

Intermediate Western Music Theory, Prof. Quayle

Interpreting Music, Prof. Quayle

Introduction to Western Music Theory, Prof. Quayle

Making Music: From Creation to Distribution, Prof. King

Music Ensembles, Prof. Charlier

Philosophy
Central Problems in Philosophy, Prof. Shah

Freedom and Responsibility, Prof. Shah

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Directing the Camera, Prof. Sissel

Ancient Egyptian Art, Prof. Al-Assah

Critical Theories and Methods of Literary Studies, Prof. Neuber

Fiction Writing: Craft Workshop, Prof. Strauss

Global Music Analysis, Music faculty

Intermediate Western Music Theory, Prof. Quayle

Interpreting Music, Prof. Quayle

Introduction to Western Music Theory, Prof. Quayle

Making Music: From Creation to Distribution, Prof. King

Music Ensembles, Prof. Charlier

Philosophy
Central Problems in Philosophy, Prof. Shah

Freedom and Responsibility, Prof. Shah

Language

Intermediate Arabic 1 and 2, Arabic language faculty

Advanced Arabic 1 and 2, Arabic language faculty

Elementary Chinese 1 and 2, Prof. Jiao

Intermediate Chinese 1 and 2, Prof. Jiao

Analysis and Expression: Debates about Contemporary Islam, Prof. Patrick

Film and New Media
Concepts in Film and New Media, Prof. Jeong

Developing the Feature, Prof. Sanders

Directing the Camera, Prof. Sissel

Ancient Egyptian Art, Prof. Al-Assah

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Central Problems in Philosophy, Prof. Shah

Freedom and Responsibility, Prof. Shah
ARTS AND HUMANITIES (CONT.)

Modern European Philosophy, Prof. Silverstein
Theater
Body at Work: Voice and Movement for the Artist, Prof. Kuhlke
Directed Acting, Prof. Polendo
Fundamentals of Acting, Prof. Coray

SOCIAL SCIENCE

Social Science
Logic of Social Inquiry, Prof. Hedström
Mathematics for Social Sciences, Prof. Mihm
Statistics for the Social and Behavioral Sciences, Prof. Ezgi; Prof. Jensen; Profs. Billibie and Mayoral
Probability and Statistics for Social Sciences, Prof. Ramey
Varieties of Capitalism, Prof. Abdulkadir

Economics
Behavioral Economics, Prof. Cesarini
Collective Welfare and Distribution, Prof. Moulin
Cooperative Games and Applications, Prof. Bogomolnaia
Development and Public Policy, Prof. Bourguignon
Development Economics, Prof. Ray

Making Theater, Prof. Polendo
Theater in the Arab World, Prof. Ziter
Thinking Theater, Prof. Levine
Visual Arts
Designing Abu Dhabi, Prof. Puccetti

Graphic Design Studio, Prof. Puccetti
Introduction to Visual Arts Practice: Images, Objects, Actions, Profs. Bransford and Torreano
Introduction to Visual Culture, Prof. Savio
Interdisciplinary Projects, Profs. Bransford and Torreano

Landscape, Architecture, Art, and the Making of the Mughal Empire 1525-1700, Prof. Westermann
Photographic Practice, Prof. Alvan
Types of Art from Calligraphy and Stone Carving to Digital Type, Prof. Puccetti

SOCIAL SCIENCE (CONT.)

Ethnographic Field Research, Prof. O’Brien
Gender and Society, Prof. England
Inequality, Prof. Torche
Islam and Society, Prof. O’Brien

Law, Society and Public Policy, Prof. Dixon
Modern Welfare State, Assoc. Dean Brückner
Practicum in Social Research: Sexuality, Religion and Gender, Prof. Friedland
Race and Ethnicity, Prof. Morning
Religion and Society, Prof. O’Brien
Social Networks, Prof. Bearman
The World System, Prof. Derugian

SCIENCE AND MATHEMATICS

Foundations of Science
Foundations of Science 1: Energy and Matter, Science faculty
Foundations of Science 2: Forces and Interactions, Science faculty
Foundations of Science 3: Systems in Flux, Science faculty
Foundations of Science 4: Form and Function, Science faculty
Foundations of Science 5: Propagating Change, Science faculty
Foundations of Science 6: Oscillations and Uncertainties, Science faculty

Genomics and Bioinformatics, Profs. Salehi-Ashtiani, Piano, and Gunelsus
Organismal Biology, Biology faculty
Chemistry
Biochemistry 1, Prof. Rabeh
Organic Chemistry 1, Prof. Trabosi
Organic Chemistry 2, Prof. Trabosi
Physical Chemistry: Thermodynamics and Kinetics, Prof. Naumov

Computer Science
Algorithms, Prof. Toussaint
Artificial Intelligence, Prof. Toussaint
Computer Systems Organization, Prof. Chen
Data Structures, Prof. Chen
Introduction to Computer Science, Prof. Odeh

Mathematics
Abstract Algebra 1, Prof. Bourrouldj
Calculus, Prof. Camia
Calculus with Applications, Mathematics faculty
Discrete Mathematics, Prof. Pycke
Introduction to Probability and Statistics, Mathematics faculty
Linear Algebra, Mathematics faculty
Mathematical Functions, Mathematics faculty
Multivariable Calculus, Mathematics faculty
Ordinary Differential Equations, Mathematics faculty
Real Analysis 1, Mathematics faculty

Psychology
Cognition, Prof. Almeida
Developmental Psychology, Prof. Carey
Introduction to Psychology, Prof. Henry
Research Methods in Psychology, Prof. Quadflieg
Social Psychology, Prof. Henry

Physics
Advanced Physics Lab, Prof. Kass
Electricity and Magnetism, Physics faculty
### Engineering

- Analytical Methods, Prof. Sinanoglu
- Circuits and Fundamentals, Prof. El Saddik
- Design and Innovation, Assoc. Dean Jagannathan
- Digital Logic, Prof. Sinanoglu
- Engineering Conservation Laws, Prof. Khapli
- Engineering Materials, Engineering Faculty
- Engineering Statics, Prof. Cook
- Experimental Methods, Prof. Sinanoglu
- Instrumentation, Sensors, Actuators, Prof. El Saddik
- Simulation and Computational Methods, Prof. Mavridis

### Multidisciplinary Programs

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<td>Making of the Muslim Middle East, Prof. Stearns</td>
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<tr>
<td>Anthropology and the Arab World, Prof. Peutz</td>
<td>Oil, Energy, and the Middle East, Prof. Haykel</td>
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<td>Emergence of the Modern Middle East, Prof. Menoret</td>
<td>Problems and Methods in Arab Crossroads Studies, Prof. Stearns</td>
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<td>Interwoven Pasts of Spain and Morocco, Prof. Stearns</td>
<td>Society and Politics of Saudi Arabia, Prof. Menoret</td>
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<td>Heritage, History, and Memory in the Modern Middle East, Prof. Peutz</td>
<td>The Environment Global Climate Change, Prof. Holland</td>
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<td>State and Fate of Biodiversity, Prof. Volk</td>
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<td><strong>Interactive Media and Technology</strong></td>
<td>The Nature of Code, Prof. Shiffman</td>
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<td><strong>Urbanization</strong></td>
<td>Cities and Consumption, Prof. Zaloom</td>
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<td>Global City, Prof. Florida</td>
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<td>Metropolis: Culture and Politics in the 21st Century, Prof. Klinenburg</td>
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<td><strong>Leadership and Social Entrepreneurship</strong></td>
<td>Critical Issues in Social Entrepreneurship: Innovations in the Middle East, Prof. Emerson</td>
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### Pre-Professional Tracks

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<td>Business and Organizational Studies</td>
<td>Global Banking and Financial Markets, Prof. Smith</td>
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<td>Principles of Marketing, Prof. Buchanan</td>
<td>Journalism Food in the Global Kitchen, Prof. Ciezadlo</td>
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<td>Education and Diversity: Historical and Comparative Perspectives, Prof. Zimmerman</td>
<td>Law International Law, Prof. Alvarez</td>
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<td>Punishment in Law, Politics and Society, Prof. Barkow</td>
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<td><strong>Leadership and Social Entrepreneurship</strong></td>
<td>Critical Issues in Social Entrepreneurship: Innovations in the Middle East, Prof. Emerson</td>
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<td><strong>Museum and Cultural Heritage Studies</strong></td>
<td>Shared Cultural Heritage: Policies and Perspectives, Prof. Parthesius</td>
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<td>Museums, Communities, and Public Art, Prof. Finkelpearl</td>
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<td>Global Banking and Financial Markets, Prof. Smith</td>
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<td>Berlin Memory and the City: Berlin in 20th-Century History and Literature, Prof. Neuber</td>
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### January Term

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<td><strong>Abu Dhabi</strong></td>
<td>Brains in Action, Prof. Carew</td>
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<td>Bridging the Divide between the Arab World and the West, Prof. Zogby</td>
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<td>Critical Issues in Social Entrepreneurship: Innovations in the Middle East, Prof. Emerson</td>
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<td>Designing Abu Dhabi, Prof. Puccetti</td>
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<td>Education and Diversity: Historical and Comparative Perspectives, Prof. Zimmerman</td>
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<td>Engineering Materials, Engineering Faculty</td>
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<td>Fiction Writing: Craft Workshop, Prof. Strauss</td>
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<td>Food in the Global Kitchen, Prof. Ciezadlo</td>
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<td>Heuristics, Prof. Shasha Landscape, Architecture, Art, and the Making of the Mughal Empire 1525–1700, Prof. Westermann</td>
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<td>Microbes, Meals and Metagenomics, Prof. Tan</td>
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<td>Oil, Energy and the Middle East, Prof. Haykel</td>
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<td>Photographic Practice, Prof. Alwan</td>
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<td>Race and Ethnicity, Prof. Morning</td>
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<td><strong>Buenos Aires</strong></td>
<td><strong>Buenos Aires</strong> Cities and Consumption, Prof. Zaloom</td>
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<td><strong>Buenos Aires</strong> International Law, Prof. Alvarez</td>
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<td><strong>Buenos Aires</strong> Metropolis: Culture and Politics in the 21st-Century City, Prof. Klinenburg</td>
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<td><strong>Florence</strong></td>
<td>Introduction to Machiavelli, Prof. Holmes</td>
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<td>The Miracle of Florence, Prof. Kronman</td>
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<td><strong>London</strong></td>
<td>The Enlightenment and its Institutions, Prof. Siskin</td>
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<td>Idea of the Portrait, Prof. Zamir</td>
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<td>Politics in Modern Europe, Profs. Hix, Laver and Tucker</td>
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<td><strong>Shanghai</strong></td>
<td>Children and Childhood: Medical, Historical and Cultural Perspectives, Profs. Klass and Wolf</td>
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<td>Food and Drugs in Chinese History, Prof. Wealy-Cohen</td>
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<td><strong>Sydney</strong></td>
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<td><strong>New York</strong></td>
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<td>Museums, Communities, and Public Art, Prof. Finkelpearl</td>
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<td>Nation-Building, Profs. Jones and Taub</td>
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<td>Nature of Code, Prof. Shiffman</td>
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<td>Understanding the Financial Crisis, Profs. Fernandez and Leamy</td>
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### Courses of Instruction | Courses in 2012-13

26 | 27
The NYU Abu Dhabi Core Curriculum asks students to grapple with profound and enduring questions about the human and social condition while developing essential intellectual skills.

Core classes introduce varied modes of thinking and forms of human creativity, from science and technology to literature and music; improve foundational skills in expository writing, public speaking, analysis, and quantitative reasoning; 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.

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 in the 21st century, the NYUAD Core focuses on great books and fundamental ideas from several different cultural traditions. These classes are enriched by the varied international backgrounds and experiences of the students at NYUAD, who exchange their ideas and pose questions to one another in dynamic discussions. As students deepen their knowledge, they cultivate tolerance and respect for classmates with different points of view. Overall, the Core Curriculum fosters the deeper global understanding that is a hallmark of NYUAD.

The guiding principles of the Core Curriculum include:

- Small classes: 10–15 students
- Sustained contact with faculty
- Seminars based on discussion
- Cross-cultural perspectives
- Great books, big issues, and ideas
- Significant writing requirements on the mechanics and art of expository writing

The courses in the Core Curriculum vary from semester to semester with extensive choices in each area. The Core Curriculum is organized in four areas. Students are required to take two courses in each area, for a total of eight courses. Core Curriculum 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.

The Core courses also provide in-depth focus on oral and written expression. Students are required to take one Writing Intensive Core course typically in the first year; these courses include a weekly writing workshop. The writing intensives courses are designated by the “W” suffix in the course number. (Students who take Analysis and Expression may defer the Writing Intensive Core course to the second year.) The small class size and emphasis on discussion enable students to practice and improve their ability to articulate ideas clearly and persuasively. The first-year writing classes establish a solid foundation for more demanding writing assignments in upper-level electives and Capstone Projects.
CORE CURRICULUM COURSES

Core Curriculum courses vary from year to year.

CORE 1: PATHWAYS OF WORLD LITERATURE

Pathways of World Literature introduces students to great works of literature in different cultural traditions and involves close reading and discussion of primary texts. Courses focus on recurring themes and aspects of the human condition and on evolving forms of literary expression. 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

A Thousand and One Nights
Fall 2012
Prof. Horton
Writing Intensive
Crosslisted with Arab Crossroads Studies
For centuries The 1001 Nights (or Arabian Nights) has served as a point of encounter between Middle Eastern literary traditions and the cultural politics of Western literary and artistic production and translation. This course examines the much-debated history of the Nights and the cross-cultural exchange that has seen the tales adapted for distinct audiences in medieval Egypt and Syria, modern Europe, the Americas, and the Middle East.

COREP-AD 2

Discovery and Recognition in Narrative, Film, and Drama
Fall 2012
Prof. Kennedy
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 Intensive
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

Becoming Human: Literatures of the Nature-Culture Borderlands
Spring 2013
Prof. Chaudhuri
Writing Intensive
From a timeless classic such as The Bacchae to an international bestseller such as The Life of Pi, literature has used stories of non-human encounters to articulate both the limits and the possibilities of human nature. We read some of the world’s most imaginative mappings of the borders between human beings and the “others” in contrast to whom they define themselves: gods, animals, nature, and machines. We look at creation myths and foundational epics, such as Gilgamesh, The Ramayana, and Genesis; we explore the varieties and meanings of anthropomorphism in such works as Shakespeare’s The Tempest, Swift’s Gulliver’s Travels, Mary Shelley’s Frankenstein, and Philip K. Dick’s Do Androids Dream of Electric Sheep?; we read literary accounts of solitary nature as philosophical points of departure by such thinkers as Plato and St. Augustine; the development of monemomics as a response to the challenges of urban space; the decline in representations of the city during the European Middle Ages; the inclusions of the city in the past-Enlightenment Western Literature; and the depiction of cities in non-Western texts and films.

COREP-AD 4I

Other Worlds: Cosmography, Utopias, Travel Accounts
This course investigates the representation of other worlds in texts and films. Whether depicted as matters of fact (as in cosmography), or as a projection of ideal conditions in opposition to one’s own world (as in utopias), or as a mixed blessing when a person meets with circumstances that put everything he knows about the world at risk (as in travel accounts), other worlds offer the opportunity to investigate the encounter with difference as a fundamental aspect of human experience.

COREP-AD 5W

Global Traffic: Fictions and Films of Place and Space
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, we examine how literature, film, games, graphic novels, and new media guide readers in this new landscape by charting new conceptions of self and place, community, and global citizenship.

COREP-AD 7

False Identities: Constructing the Immortal
The works we explore are pervaded by ghosts: the embrace of demons or devilish illusions and the spirits of the dead are omnipresent. Indeed all human civilizations appear to have constructed an immortal world inhabited by spiritual beings and vapours. Consequently, one can find extensive narratives and visualizations of ghosts in word and image up to our present day. This course will follow a wide range of texts, pictures, and films from antiquity to the present day, including Homer, Plato, the Bible, Shakespeare, Hobbes, Kant, Thomas Mann, the Arabian Nights, the Tale of Genji, and various Chinese sources.

COREP-AD 10

Cities: Writing the Urban Space
Cities hold a special fascination for writers as the most complex form of social organization. This course investigates the various ways in which writers have represented the dynamics of city life. Topics to be investigated include the use of cities as philosophical points of departure by such thinkers as Plato and St. Augustine; the development of monemomics as a response to the challenges of urban space; the decline in representations of the city during the European Middle Ages; the inclusions of the city in the past-Enlightenment Western Literature; and the depiction of cities in non-Western texts and films.

COREP-AD 11

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COREP-AD 12W

Our Monsters, Ourselves
Fall 2012
Prof. Williams
Writing Intensive
Drawing from literature of the past 200 years, this course considers 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 his/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 2013 (7 weeks)
Prof. 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

The Cosmopolitan Imagination
Fall 2012
Assoc. Dean Patell
Originating in the idea of the world citizen and conceived in contradiction 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.
Tragic drama originated in ancient Greece and has 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 16
Placeless Modernism
This class considers case studies in a global history of modernism in relation to two competing models of place: the ethnographic turn toward place that began in the late eighteenth century and continues in a wide array of projects today and, on the other hand, the idea of frictionless internationalism manifest in early twentieth-century modernism, and most of all in the slightly later concrete poetry movement.

COREP-AD 18W
Postcolonial Turn 
Spring 2013  
Prof. Majithia
Writing Intensive
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.

COREP-AD 19W
Myth, Magic, and Representations of Childhood 
Spring 2013  
Prof. Williams
Writing Intensive
Using some classics of children’s literature from countries around the world, including several novels from the Harry Potter series, students examine the ways in which children’s literature offers insight into contemporary culture, particularly concerns about power and politics. Course readings include fairy tales and myths from around the world, as well as writings from theorists and philosophers who have used these “children’s stories” to analyze and explain aspects of the human experience. Focusing on questions of genre, influence, and intertextuality, students explore how—or if—“children’s literature” ultimately offers a more cosmopolitan perspective than literature intended solely for adults.

COREP-AD 20
Speculative Fiction
This course uses texts and films to explore the speculative impulse behind narrative. Through the analysis of science fiction, utopian and dystopian narratives, texts from political theory, and even works considered to be “realist” in their orientation, students consider the ways in which works of fiction present their readers with thought experiments that pose different kinds of “what if” questions. Is it possible to conceive of speculative fiction as, in fact, the type of all fiction?

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
Inter racial Learning
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
Fall 2012  
Prof. Miller
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 the film hero and the Assassin. 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, carnivale signes, and ghostly doubles in Latin American, North American, and African cultural forms. We will 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 2012  
Prof. Waterman
Writing Intensive
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 metaphysically 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 25
The First Historians
Fall 2012  
Prof. Swislocki
How is the relationship between history and storytelling? How do we fashion meaning in epics, chronicles and historical accounts, and interpret other civilizations? This course looks for answers to these questions in the first great works of history, Herodotus’s Histories and Sima Qian’s Records of the Historian. Addressing the civilizations of Greece, Persia, and China and their neighbors, these works gave historical narrative 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 classics, 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.
CORE-AD 29
Reading the Body: Physiognomy, Body Language and Facial Expression
Fall 2012
Prof. Neuber
Reading the body in terms of physiognomy used to be a respected field of (natural) philosophy as well as common practice from ancient times onwards and around the globe. A (pseudo-)Aristotelian treatise and Pliny’s extensive writing on the subject in his Natural History, Chinese Tang-period perceptions, and Japanese/Korean scholarship (as documented in The Tale of Genji) give sufficient proof of the ubiquity of the subject’s dignity. The course will trace physiognomic patterns as a means to establish individuaal identity (e.g. Genji, Parzival) as well as other patterns (e.g. Polo, Staden), starting with these texts and continuing through the Middle Ages and the Renaissance. It was only in the age of Enlightenment that severe criticism arose, branding physiognomy a pseudo-science and leaving only body language and facial expression as serious fields of empirical study. Modern cognitive science, however, has brought the subject back with a vengeance.

CORE-AD 30
Mortal and Immortal Questions
Fall 2012
Prof. Mitsis
We read a wide-ranging selection of works from different cultural and chronological periods that have framed in memorable, though often contradictory, ways some basic questions about human existence, the problem of death, the nature of religion, the value of our emotional attachments to others, and the benefits and dangers of human knowledge. Throughout the semester, students have the opportunity to become more practiced in understanding the nature of aesthetic argument and in what used to be characterized as the proper use of one’s solitude, that is, examining what it means to be a human being with death. Readings include Homer, Ramayana, Cao Xueqin, Proust, Sophocles, Euripides, Ibn Tufayl, Teresa of Avila, and Tolstoy.

CORE-AD 31
Nation and Narration
Fall 2012
Prof. Rajan
The nation is so much cultural concept as political ideology. The formulation ‘nation and narration’ envisages both the construction of the nation as narration and the imaginings of the nation in narrative (historical and literary). To capture a sense of the wider-ranging connections between nation and narration we track, through a variety of texts across cultures, periods and genres, the spread of the idea of the modern nation from Europe to the rest of the world; the struggles of anti-colonial nationalisms; the birth of postcolonial nation-states; their subsequest rituals and tribulations; the rhetoric of nationalism; the critiques of nationalism; the voices of minorities, immigrants and indigenous peoples that disrupt a homogenous ‘national culture’; the phenomena of transnationalism and globalization; and their implications for the future of the nation-state. Readings and films to be studied include: Chimamanda Ngozi Adichie, Half of a Yellow Sun; Assia Djebar, Fantasia, an Algerian Cavalcade; Dave Eggers, What is the What; D.W. Griffith, Birth of the Nation; Michael Ondaatje, English Patient; Salman Rushdie, Midnight’s Children; William Shakespeare, King Henry; and Rabindranath Tagore, Home and the World.

COREA-AD 9W
Reinventions of Love
Spring 2013
Prof. Polendo
Writing Intensive
Crosslisted with The Core: Art, Invention, and Technology

CORE 2: STRUCTURES OF THOUGHT AND SOCIETY

Core 2: Structures of Thought and Society introduces students to the historical and contemporary thought about social organization, belief systems, and their change over time. Students investigate values, ideas, and faiths 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 could range from Plato and Confucius to Ibn Khaldun, Karl Marx, and Sigmund Freud. Courses may stress moral reasoning and ethical arguments, and consider contemporary issues, such as political leadership or medical ethics.

CORE-AD 1W
Tolerance and Relativism
Spring 2013
Prof. Silverstein
Writing Intensive
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?

CORE-AD 2
Wealth of Nations
Spring 2013
Prof. 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.

CORE-AD 5
Relationship of Government and Religion
Fall and Spring 2012-13
Prof. Swislocki
Crosslisted with Law
This course examines the relationship between government and religion. To this end, the course concentrates 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 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. This course is continued into the second semester.

CORE-AD 6W
Disease and Society
Spring 2013
Prof. L. Minsky
Writing Intensive
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 understanding 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.

CORE-AD 7W
Animals, Culture, and Society
Spring 2013
Prof. Swislocki
Writing Intensive
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.
THE CORE CURRICULUM

CORES-AD 8J
Athens and Jerusalem
In this seminar, we will explore one of the great intellectual encounters that has shaped the history of Western thought. On the one side are the pagan Greeks, with their ideas of wisdom and excellence, and their belief in the eternal order of the world. On the other are the children of Abraham—those who affirm the existence of a transcendent creator God; who deny the immortality of the world; and who insist on the supremacy of will over reason. Since Tertullian in the second century CE, the clash between these two systems of ideas has been known as the conflict between Athens and Jerusalem.

CORES-AD 10
What is Man?
Spring 2013
Prof. A. Minsky
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 11W
Faith in Science, Reason in Revolution
Fall 2012
Prof. Stearns
Writing Intensive
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 12
Love, God and Politics
Fall 2012
Prof. Friedland
The course grapples with love, a blind spot in social theory, and its relation with religion, transcendence, sacrifice, and faith. On the one hand, sexuality and gender have become objects of intense concern, politicized by religious movements around the world from the fundamentalist Christians in America to Islamists and pietists in the Islamic world. On the other hand, for large numbers of young people in the Western world not only has sexuality become increasingly unhinged from love, but love has become a troubling category, something uncertain and dangerous to believe in. This course explores the relationship between love, sex, and religion as they reverberate in both the private and public spheres.

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 14
Self-Representation
There are many different ways in which human beings represent themselves. I represent myself as a living being, as belonging to a given society and culture, as having a given character, and so on. But do I have a representation of myself as the author of those representations? Exploring this question casts light on central questions of philosophy, for instance the relation between mind and body, the relation between self and other, or the belief that we have freedom of the will. Readings may include selections from Western philosophy and Buddhist philosophy as well as neuroscience, psychology, psychoanalysis, and literary works.

CORES-AD 15W
Politics and the City
Fall 2012
Prof. Menoret
Writing Intensive
Cities are probably the most efficient social networks. They allow for increased communication and innovation spaces or for deliberation and collective action. This course explores the reasons why cities rise and decline, the mechanisms of formal and informal urban planning, skyscrapers and suburbs, urban nature and urban design. In-class sessions are supplemented by workshops on Abu Dhabi, visits to the Abu Dhabi Urban Planning Council, and fieldwork in the city.

CORES-AD 16
Family and Kinship
Crosslisted with Social Research and Public Policy
Beijing 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 18J
The Social Life of Finance
This is a course about how and why finance matters. From credit derivatives to pyramid schemes, home mortgages to credit cards, finance both underwrites the aspirations and lines the underbelly of the contemporary economy. Finance also shapes the urban environment, producing new city forms and social structures. Drawing on sociology, anthropology, historical development of the Image of Man in a context 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 21
Gender and Globalization
Fall 2012
Prof. Abdullah
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? This course considers the ways women around the globe have responded to both the benefits and costs of globalization through political, economic, and social lenses. We begin with a review of the debates that surround globalization emphasizing the expressions of gendered nature. The course introduces students to select women’s issues—employment, political participation, reproductive rights, and healthcare—that have emerged in the global context and the international debates around them. Lastly, the course looks at the relevance of women’s representation to address gender issues 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
Fall 2012
Prof. Peutz
Writing Intensive
“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 disjunctions 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 23
Financial Systems as Social Forms
Financial systems direct flows of capital between savers and borrowers, but they also shape contemporary values and understandings of the self and others. This course compares the theories implicit in the U.S. and U.A.E. financial systems and reflects how they work in practice. Whereas credit and interest are central to U.S. banking, Shari’ah law forbids interest, so Islamic banking uses profit- and loss-sharing to organize investment. By comparing these two systems, we seek to understand how financial systems mediate competing values in a global context.

CORES-AD 24
Landscapes of Memory
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 civilizations 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 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.
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 include seminal works on gift exchange by Marcel Mauss, Bronislaw Malinowski, Franz Boas, and others.

**CORES-AD 26 Legitimacy**

*Fall 2012*  
Prof. Ramey

What are the foundations of political legitimacy and to what extent do governments abide by them? In this course, we explore these questions using both classical and contemporary accounts. The first half of the course focuses 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 contexts 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**

*Spring 2013*  
Prof. Klimke

**Writing intensive**

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 inter- and post-1789 world and discuss legitimacy in the Ancient Greece, Rome, Medieval Europe, and Early 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 28X Ibn Khaldun and Political Theory**

*Spring 2013 (7 weeks)*  
Prof. Holstein

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 conglomeration, 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.

**CORES-AD 29 Property**

*Fall 2012*  
Prof. Minh

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 will 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**

*Spring 2013 (7 weeks)*  
Prof. Block

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 Lai and Stanislas Dehaene.

**CORES-AD 31 Snap Judgments**

*Fall 2012*  
Prof. Quadflieg

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 membership (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 will be 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 will be discussed.

**CORES-AD 32 Global Justice and Authority**

*Fall 2012 (7 weeks)*  
Prof. Coleman

Political governments claim to exercise authority and not merely power. What is the distinction between authority and power, and the basis of governmental claims to legitimately exercise authority? The course will examine theories of legitimate authority. Some claim that political authority derives from God. Others hold that political authority derives from the consent of the governed. Still others argue that political authority is never legitimate. We shall explore the classical views of Hobbes, Locke, Rousseau and the anarchist tradition of Pierre-Joseph Proudhon, Robert Nozick, and Robert Wolfe, and read in both western and non-western traditions, secular and the non-seculiar traditions.

**CORES-AD 8 Knowledge, Inference, Uncertainty, Probability**

Crosslisted with The Core: Society, Science, History

**MDURB-AD 116J Metropolis: Culture and Politics in the 21st-Century City**

*January Term (Buenos Aires)*  
Prof. Klinkenberg

Crosslisted with Social Research and Public Policy, Urbanization

**CORE 3: ART, TECHNOLOGY AND INVENTION**

**Art, Technology and Invention** draws material from a wide range of artistic genres and media, including architecture, painting, sculpture, photography, theater, music, cinema, and television, and from different cultural traditions. Art is a mode of knowledge that arises from transforming raw materials, such as sounds, objects, images, and the human body, into representational and expressive forms through the passionate and disciplined exercise of the imagination. It offers an understanding of self and the world that embraces ambiguity, complexity, innovation, and change. As such, it also opens a unique conceptual space for engaging with the rapid development of science, technology, and communication that is transforming society and culture in the 21st century. These courses stimulate students to make connections between different practices and traditions as well as 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.
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 7
Cosmopolitanism and Pop Culture
Popular culture—culture that appeals to or reaches a mass audience—can help connect people of divergent nationalities, experiences, and identities, thereby facilitating cosmopolitan ideals. In this seminar, we look at the changing role of the artist as world citizen over the course of the late 20th and early 21st century. The main thrust of the course is music: we deal with the rise of the “world music” concept in the 1980s, and students investigate postcolonial musicians who have grappled in differing ways with the challenge of cosmopolitanism. We also look at cosmopolitanism as it is deployed in contemporary film, television, literature, and food, and the impact of emergent technology forms on globalization. Students engage with the cosmopolitan sounds and sights of the region as we stop to consider the evolving contemporary popular cultural scenes of Abu Dhabi and Dubai.

COREA-AD 8
Collaborative Arts: Creativity and Social Experience
This course is a practical exploration of collaboration as fundamental creative working method. Taught by a collaborative artist, the course looks at collaboration as it has emerged from the recent history of art, literature, and science to become an essential method of contemporary social experience. Course projects and materials are based around the use of the iPad. Working with the device on creative, co-authored projects, students gain first-hand experience in considering how collaboration is structured and managed in the production of creative works and how a consideration of collaborative and interactive methods changes the way we think about the nature of the finished creative project.

COREA-AD 9W
Reinventions of Love
Spring 2013
Prof. Polenda
Writing Intensive
Crosslisted with The Core: Pathways of Literature
This course explores how the mythology, poetics, imagery, and emotion associated with romantic love have varied dramatically over time and in different cultures. Spanning several millennia and many continents, our material challenges us to think about love and 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
Spring 2013
Prof. Sanders
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 cyberbullying and examines how the Internet itself is often used as a scapegoating device.

COREA-AD 12
Catastrophe
Fall 2012
Prof. Jeong
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 13
Maps
Fall 2012
Prof. Hudson
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.
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Technology, Arts, and Media
Fall 2012
Prof. El Saddik

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 art 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.

Nature of Code
January Term (New York)
Prof. Shiftman

Crosslisted with Interactive Media and Technology

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.

Ritual and Play

Underlying performances of all kinds—théatre, 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 Ramila of Hinduism, the Olympic Games, Noh Drama of Japan, American baseball, “deep” and “dark” play.

Communication and Technology

The ability to communicate has been central to humanity from the beginning of time. While speech may have been the first great revolution in human communication, it certainly is not the last. Throughout our history, the forms of communications we have employed haven’t been limited to our innate capabilities but have been extended by technology. Technology has allowed humans the ability to overcome time and distance and to produce more sophisticated and rich forms of communication. In this course we examine the history of human communication culminating with the current state of communication technologies that are being developed online and in the mobile world.

Renaissance Orientations

Scholarly approaches to Renaissance art have traditionally focused on what it inherited from the Roman world. What happens to our understanding of the Renaissance when we highlight its relationship to Jerusalem, Constantinople, and other cultural centers in the Eastern Mediterranean? This course investigates the interpretive implications of this shift in orientation, exploring the West’s fascination with objects and images produced by Byzantine and Islamic artists, and the complications of identity produced by pilgrimages to the east, both real and imaginary.

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 fundamentally 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.

Inventions

Inventions have played a pivotal role in the development of history, mankind, and culture. Inventors articulate problems and find creative solutions, often by combining concepts that are not typically linked. This class examines inventions and the process of inventing through case studies. We consider the historical context of inventions and how the use of inventions can change from one culture to another. Some of the inventions we explore are the bow and arrow, the lever, the bicycle, dynamite, the fax machine, and the computer. Students are presented with problems and asked to create prototypes and invent new tools.

Computers and Music
Fall 2012
Prof. Toussaint

This course introduces the students to basic concepts in music information retrieval, music classification, computer music recognition, music theory, music perception, and music cognition, from the mathematical and computational points of view. Topics to be covered include music notation systems; representation of music in a computer; features of rhythm; features of melody; features of timbre; measuring music similarity; measuring music complexity; searching music data-bases; designing composition tools; automatic generation of music; optical music recognition; phylogenetic analysis and evolution of music; models of tonality; beat tracking; music segmentation; meter induction; and the design and analysis of human listening tests using computer software tools.

Conviction and Doubt

Fall 2012
Prof. Segal

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 security, structure, 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.

Idea of the Exotic

Spring 2013
Prof. Shahat

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, art, media, and institutions—the museum, 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; Henry M. Dorr, A Colored Man Round the World; Jules Verne, Around the World in Eighty Days; and The Letters of Gertrude Bell.
The rise of contemporary stars
by Dipesh Charkravorty,
Imperialist Nostalgia
This course considers representations of social and cultural structures. This class examines the representation and theorization of the human body as evident in acting and performance practices. We will be particularly attentive to the international circulation of and distribution of the body. To what extent are the representations 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, and Suzuki.

CORE 4: IDEAS AND METHODS OF SCIENCE
Ideas and Methods of Science introduces students to 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 create experimentally testable hypotheses, gather data and make observations, and 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, in conjunction with Computer Science, exploit important cellular macromolecules, such as DNA, and proteins as well as their three-dimensional structures that allow 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 computers, including visualization in a three-dimensional environment the normal and altered macromolecules associated with some common but complex human maladies.

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Experimental Discovery focuses on fundamental scientific concepts and phenomena, with added emphasis on science as a process, including hypoth- esis testing, designing and experimentation, data collection, and drawing conclusions. Courses in this track have a project-based lab component.

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emphasizes the functional properties. Is it indeed possible to tackle these and other energy-related issues 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. 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.

CODERI-AD 17
Domain of Crystals
Spring 2013
Prof. Rabeh
Laboratory included
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 characterization in order to understand the basic principles of atomic structure and theory, chemical bonding and reactions, thermochemistry, periodicity, and solution chemistry.

CODERI-AD 24J
Heuristics
January Term (Abu Dhabi)
Prof. 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.

CODERI-AD 25J
Coastal Urbanization and Environmental Change
January Term (Sydney)
Prof. Samuel
Crosslisted with The Environment, Urbanization
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.

CODERI-AD 26
Sustainable Energy
Fall 2012
Prof. Naumov
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 will tackle 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 will provide a holistic overview of the current issues with inexpensive energy resources and the challenges with alternative energies. It will provoke the creative input of students and will include undergraduate research projects, field work and brainstorming discussions aimed at possible alternative solutions.

Science, Society, and History emphasizes the impact of science on society as well as cultural and historical reactions to scientific discovery. These courses focus on pressing world issues and current technology addressed by the natural sciences and mathematics.

CODERI-AD 2
Life in the Universe
Why is Earth the only object in the solar system with obvious signs of life? How did the basic blocks of life form on Earth? What is the likelihood that there are other forms of life out there? This course addresses these questions and more, by covering the chemical evolution of the Universe, the formation of our solar system, the search for life in extra-solar planets, and the possible cosmological implications of life’s existence.

CODERI-AD 5W
Imortality
Writing Intensive
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 harvest of life 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, the course will confront physical immortality—birth, growth, aging, sickness, and death—as the course explores immortality and the human desire to live forever.

CODERI-AD 6
Social Issues in the New Biosciences
While the 20th century has often been characterized as the Century of Physics, many have already named the 21st century as the Century of Genetics. Improvements in human health and wellness are largely due to our understanding of the molecular genetic revolution. This includes the technique of somatic nuclear cell transfer (with the realization of mammalian cloning and the specter of human cloning) and germ-line gene therapy (with its specter of altering the genetic makeup of future generations). Alongside these markers is the promise of stem cell cures for many human ailments and diseases, and DNA identification technology to exonerate the innocent and convict the guilty. But this is only the beginning, since the newest developments promise to go far beyond the potential to “divide into human “enhancements” of mental acuity and physical prowess. This course examines these and other developments, lodging the heated debates that each generates in both social and cultural histories and current incarnations.

CODERI-AD 8
Knowledge, Inference, Uncertainty, Probability Crosslisted with The Core: Structures of Thought and Society
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?

CODERI-AD 10
Quantum Theory and Relativity: The Impact of a Scientific Revolution
Fall 2012
Prof. Camia
At the beginning of the 20th century, a scientific revolution redefined our understanding of the universe. The invention of quantum mechanics fundamentally changed the way we think about the physical world. Einstein’s theory of relativity completely altered our conception of time, space, and gravity. 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.

CODERI-AD 11J
State and Fate of the Earth Crosslisted with The Environment
What is the current state of Earth in terms of human well-being and human impact on Earth’s natural systems? Issues such as energy, CO₂ climate, agriculture, water, and material fluxes are intricately tied together as a global system that has expanded by about 3% per year. This growth rate will lead to a world in 2050 in which the average world citizen will have a life approximately equal to that of the average European or Japanese today and about four times the average Chinese today. Will this be possible and what will be the implications for the issues above? In this inquiry-based, seminar, substantial portions of the course
will require students to conduct research by locating, using, and sharing technical papers and data bases, synthesizing facts and viewpoints, making presentations, and writing short technical papers that will be peer-reviewed by the other “researchers” in the class. The course includes field trips relevant to the topics above.

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
Genetics: Successes, Challenges and Implications for Society
Spring 2013
Prof. Al-Assah
When the gene was discovered and our ability to manipulate it became apparent, a new era in science began. The Human Genome Project, completed in 2003, led to the identification of the genes in human DNA. As a result, gene therapy, genetic food modification, and organismal cloning emerged, all with the hope of improving the social, economic, and physical quality of human life. This course travels through the world of genetics and examines the successes, controversies and challenges of genetic research, with a particular focus on the Human Genome Project.

COREI-AD 20W
Atom and Energy
Spring 2013
Prof. Zaw
Writing Intensive
E=mc²: 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 face in determining and guiding the uses of nuclear power as we 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 21
Serendipity in Science
Spring 2013
Prof. Bernstein
In 1754 the antiquarian Horace Walpole coined the word serendipity based on the Persian fairy tale “The Three Princes of Serendip,” whose heroes “were always making discoveries, by accidents and sagacity, of things they were not in quest of.” In the ensuing centuries, the word has had a colored history. Many of the major scientific and technological developments that shape our modern economy and culture had serendipitous components, including X-rays, penicillin, nylon, vulcanization of rubber, Post-Its, Velcro, saccharin, Nutrasweet, Teflon, insulin, the Pap test, super glue, and a host of others. In this course we examine the history of serendipity, the synergism between the scientific background and experience of the individual scientist and researcher, and some of the many serendipitous breakthroughs that have changed and extended our lives and continually improve our standard of living.

COREI-AD 22
Trust, Risk and Deception in Cyberspace
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 the Hu identity. 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 examine 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 23
The Copernican Revolution
Fall 2012 (7 weeks)
Prof. Maudlin
Before Copernicus, the earth was regarded as the stable center of the universe. Coming to accept the earth’s rotation and motion around the sun was one of science’s greatest shocks to humanity’s understanding of our place in the order of things. We investigate the structure of the theories that preceded Copernicus, and the various sorts of arguments—empirical, conceptual, and even religious—that were made for and against his account. Our aim is to appreciate how scientific theories of the world are constructed, criticized and defended. Texts include relevant parts of Aristotle and Ptolemy, Galileo’s Starry Messenger and On The Two Chief Worlds Systems, Thomas Kuhn’s The Copernican Revolution, Bertold Brecht’s Galileo, and Paul Feyerabend’s Against Method.

COREI-AD 27
Evolution: The Incredible Human Journey
Fall 2012
Prof. Shariff
What we consider modern human society represents a tiny and very peculiar blip in the very long history of human beings on this planet. Whether we consider the 10,000 year history of settled civilization, the 200,000 year history of anatomically modern humans, or the 6 million year history of “proto-humans” since our divergence from our closest species relatives, to fully understand human society is to consider the incredible journey that has led our species to where we are now. Through an investigation of the Bible, art, archaeology, psychology, anthropology, and deep history, and with the use of films, myths and scientific research, we explore this epic journey and the legacy that it has left on humanity.

MDENV-AD 114J
State and Fate of Biodiversity
January Term (Accra)
Prof. Volk
Crosslisted with The Environment
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. In each area of inquiry, courses respond to the location of Abu Dhabi and enable students to deepen their understanding of Middle Eastern history and culture. The courses also reinforce an awareness of the global interconnectedness of human values and the need for intercultural communication and respect.

Students majoring in Film and New Media, Music, Theater, and Visual Arts undertake both artistic practice and academic study, and establish a balance between practice and reflection, craft and critical study, that suits them best. They have the opportunity to create original works in a variety of media, while those with a primary interest in academic study may focus on the history, theory, and criticism of art, architecture, film and new media, music, and theater.

The History program adopts a global perspective, concentrating on four broad regions, each with its own unique geographical, cultural, and historical identity: the Indian Ocean, Asia-Pacific, the Atlantic, and the Mediterranean worlds. The Literature program focuses on world literature, written in English or in English translation. The study of literary texts as they migrate from one culture to another, the theory and practice of translation, and creative writing in its various artistic and scholarly forms are basic constituents of the program.

The Philosophy program encompasses three main areas of philosophical inquiry: practical philosophy, focusing on fundamental issues in morality, politics, and value; theoretical philosophy, focusing on fundamental questions in epistemology, metaphysics, mind, language, and science; and the global history of philosophy from ancient to modern times.

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.

The Arts and Humanities Colloquia do not comprise a major; they are multi-disciplinary courses that support the various Arts and Humanities majors. The colloquia create unexpected connections and cross-pollination between disciplines.
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 multifaceted perspectives on their subjects, teaching students to think 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. These courses are open to all NYUAD students, but students pursuing any Arts or Humanities major are required to take at least one Arts and Humanities Colloquium.

**ARTS AND HUMANITIES COLLOQUIA**

**AHC-AD 100**  
**Varieties of Memory**  
Offered occasionally  
Everyone talks about memory, yet nobody knows quite what it is. The basic question, what is memory, is unresolved: is memory located in the brain, or is it a complex of activities characteristic of the mind or psyche? We speak of personal memories, repressed memories, communal memories—the list goes on. This course introduces the rich variety of ideas, activities, and artifacts all said to be about memory. Among them are memory and place, memory and time, how societies remember, the art of memory, remembering the future, memory and creativity, and metaphors of memory.

**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 5,000 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, studies 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 120**  
**Art/Science Collisions: Communicating with Data**  
Offered occasionally  
The aim of this course is to explore and draw inspiration from the scientific process, its representations, and data. The goal is to cultivate purposeful science communication and to encourage critical responses to scientific and technological practice in modern culture. Students focus on a particular area of science and become familiar with its process, language, and data. From direct experiences with scientists and science students, students propose their own art/science collisions and develop one idea as a media/interactive presentation for the final project.

**AHC-AD 123**  
**Postcolonial Memory: Representing Cultures of Displacement**  
Offered occasionally  
With the growing numbers of immigrants and refugees from the Middle East/North Africa in cities such as London, Paris, Berlin, Barcelona, New York, Los Angeles, Montreal, Mexico City, Buenos Aires, and Sao Paulo, the construction of “us” versus “them” can no longer correspond to one geography, simplistically imagined as “over there.” This seminar studies questions of displacement as represented, mediated, and narrated in a wide variety of texts. It focuses especially on memoirs, whether in written or audiovisual form, which confront exclusionary and essentialist discourses with a rich cultural production that foregrounds a complex understanding of such issues as “home,” “homeland,” “exile,” “hybridity,” and “minorities.”
At the global art market’s most recent peak in 2007, 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

*Spring 2013*

Assoc. Dean Patell, Prof. Zamir

Is there such a thing as a cultural revolution? This course restitutes 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’s 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 visual arts. 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 to transcending 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 128J Children and Childhood: Medical, Historical and Cultural Perspectives**

Offered occasionally

*January Term (Shanghai)*

Profs. Klass and Wolf

Every society cares deeply about its children, but every society cares for its children differently. This global examination of children discusses common themes and cultural variations. We consider child labor, children in cities, children and war, and the changing historical nature of the family in America, Europe, and China. We discuss education and health in global perspective, looking at children in the urban world of the 21st century, with field trips to the Shanghai Children’s Palace, the Shanghai Children’s Hospital, a school, and an orphanage. Each student reports to the class on some particular theme of childhood in comparative cultural perspective.

**AHC-AD 129J Memory and the City: Berlin in 20th-Century History and Literature**

Offered occasionally

*January Term (Berlin)*

Prof. Neuber

Crosslisted with Urbanization

One may well call European and especially German history in the 20th century eventful. As the German capital, Berlin saw the transition of the German Empire to a functioning if turbulent democratic state in 1918. The rise of the Nazis to power and their defeat in WW II led to the notorious division of the city which then belonged to two states. When the Berlin Wall came down in 1989, German reunification was imminent. The course engages with Berlin as a city of memory as represented in places and reflected in literature. Visits include: Checkpoint Charlie; the Berlin Wall; the Reichstag; the Olympic stadium and village; the Bauhaus Archive and Museum; and the Gemäldegalerie.

**AHC-AD 130J The Miracle of Florence**

Offered occasionally

*January Term (Florence)*

Prof. Kronman

In the 15th and 16th centuries, the city of Florence was a center of immense creativity in every area of human endeavor and 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.
Moving images have the power to engage vast audiences, influence global cultures, and frame the way that entire populations perceive an increasingly complex world. The major in Film and New Media offers students the opportunity to study the arts and histories of international screen cultures with an equal emphasis on practical creative work and critical scholarly inquiry. In this multiplatform discipline, the major engages students with classic cinema, popular drama and comedy, animation, documentary, and mobile and interactive media. We offer theoretical and practical study of the key disciplines—including screenwriting, directing, cinematography, sound design, producing, editing, and distribution—employed in the collaborative process of visual storytelling. Using a wide range of creative, technical, and intellectual skills, students create original content and study key aspects of a wide variety of film, television, and digital media. Projects range from traditional screen narratives in familiar genres to intensely experimental works.

Abu Dhabi is destined to become a global center of film, television, and digital media production. This development provides our students with a unique opportunity to explore the latest innovations, methods, and technologies that will shape the future of our media. The Film and New Media major promotes independent artistic and intellectual vision and celebrates the cross-pollination of academic disciplines and the arts. Students are encouraged to aspire to the status of the ancient storytellers, who made themselves indispensable to the tribe by performing the essential tasks of enriching lives, overcoming fears, and explaining the inexplicable. Over the centuries the tools and techniques may have changed, but the storyteller remains the guardian of the culture.

The Film and New Media program offers two concentrations, one focused on practice, the other on history, theory, and criticism. Students interested in new media should also consider the related multidisciplinary concentration in Interactive Media and Technology (see pp. 224–225).

Concentration in Film and New Media Production
The concentration in Film and New Media Production requires four courses: Sound, Image, and Story and Concepts of Film and New Media in addition to two production and craft courses. The elective production/craft classes can be a combination of documentary and narrative, editing, and screenwriting or they can have a particular focus to support a possible capstone project. A student should work with an advisor in the Film and New Media program to plan their production/craft sequence.

**REQUIREMENTS FOR THE CONCENTRATION IN FILM AND NEW MEDIA PRODUCTION**
4 courses, distributed as follows:

- 2 Required courses: Sound, Image, and Story; Concepts of Film and New Media
- 2 Electives in Production and Craft

Concentration in Film History, Theory, Criticism
The concentration in Film History, Theory, and Criticism foregrounds comparative thinking through interdisciplinary and transnational approaches to film and new media. Students develop critical and interpretive skills for understanding documentary, experimental, narrative, and interactive modes of film and new media from around the globe and learn methodological and theoretical models for analyzing film and new media as a historically transnational phenomenon. The concentration in Film and New Media Studies is ideal for those interested in aesthetic and social aspects of audiovisual and digital media. Only one course may double-count for the concentration in Film History, Theory, Criticism and another major or concentration.

**REQUIREMENTS FOR THE CONCENTRATION IN FILM HISTORY, THEORY, CRITICISM**
4 courses, distributed as follows:

- 1 Concepts of Film and New Media
- 3 Electives in History, Theory, and Criticism
**FILM AND NEW MEDIA COURSES**

**REQUIREMENTS FOR MAJORS**
11 courses, distributed as follows:

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**ELECTIVES: PRODUCTION AND CRAFT**

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<tr>
<th>Course</th>
<th>Title</th>
<th>Description</th>
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<tr>
<td>FILM-AD 101</td>
<td><strong>Sound, Image, and Story</strong></td>
<td>Offered every year Spring 2012 Prof. Savio An intensive and practical production workshop introducing the fundamental principles of storytelling through sound, image, and visual sequencing. Using digital single-lens reflex cameras, that shoot both stills and video, students learn the essentials of cinematic language from composition to editing. Sound can include music, sound FX, and/or voiceover. Character, place, and memoir are explored in the context of the projects assigned. A major goal of the course is to develop the ability to work with others, and to understand professional protocol. Projects will be edited on Final Cut Pro. Four lab sessions outside of class are mandatory.</td>
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<tr>
<td>FILM-AD 103</td>
<td><strong>Concepts of Film and New Media</strong></td>
<td>Offered every fall Fall 2012 Prof. Jeong An introduction to the basic methods and concepts of screen studies. The course provides an overview of the historical development of cinema and television as international artistic and social forces. Topics include the role of the Internet as a challenge to traditional modes of media production and distribution. Students are also introduced to aesthetic questions, the language of production, and the lines of critical enquiry that have been developed for the media.</td>
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<td>FILM-AD 107</td>
<td><strong>Directing the Camera</strong></td>
<td>Offered every other year Fall 2012 Prof. Sissel 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.</td>
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<tr>
<td>FILM-AD 209</td>
<td><strong>Documentary Production</strong></td>
<td>Offered every other year 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, practical exercises, and production work. Working collaboratively in small production teams, each student completes three projects. The course introduces the fundamentals of lighting, camera and sound recording HD or SD video, and emphasizes the creative role for the editor. Students learn to understand how pacing, transitions, cuts, and continuity can enhance a film. Digital editing tools including Final Cut Pro are utilized.</td>
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**Writing the Short Screenplay**

Offered every other year 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.

**Single Shot Cinema**

Offered every other year In this hands-on course, we explore the vocabulary of camera movement and the dramatic impact of the long, single take. Single Shot Cinema is a film method that re-interprets film language based on the technical developments and possibilities of filmmaking in the digital age. What was once only possible with cranes and Steadicams is now accessible to the low-budget filmmaker. Students discover how to block actions and characters in a scene and how to choreograph one single shot, using smooth and flexible camera movements that express the drama, emotion, and vision of the director.
FILMM-AD 210  Introduction to Animation  Offered every other year  Prof. Petit  Spring 2013 (7 weeks)  A practical introduction to the basic techniques of animation. Topics include flipbook, clay, collage, and drawing from the model. Cameraless animation, optical toys and 2-D digital animation are also explored. Principles of motion are stressed, such as anticipation, follow-through, staging, overlapping action, and exaggeration, among others. All work is tested on video. At the end of the course each student will have an edited two-minute reel.

FILMM-AD 211  Person-to-Person: The Interview  Offered occasionally  Crosslisted with Journalism  Exploring the interview in film, radio, television, print, and new media, this class considers a range of theoretical and practical approaches to the shaping of questions, the interviewer/interviewee relationship, character, and constructing an argument. Readings include Plato, Deleuze, and Studs Terkel and the class examines the approaches of Errol Morris, Michael Moore, Sadie Benning, David Frost, James Agee, Oprah Winfrey, and others. Class projects investigate these techniques from both a practical and theoretical perspective.

FILMM-AD 212  Short Film Production  Offered every other year  In this practical introduction to short filmmaking, each student writes and directs three short fiction films, working in groups of four and rotating crew positions. Student work is screened and critiqued in class. Students are introduced to the fundamentals of screenwriting, acting, directing, lighting, and sound recording, and working with HD or SD video. Digital editing tools including Final Cut Pro are utilized. Digital output, compression, and online distribution is also covered.

FILMM-AD 213  Social Software  Offered every other year  Crosslisted with Interactive Media and Technology  Traditional broadcast media (television and radio) are in a time of transition, pushed in new directions by the increasing ease of producing compelling material, and by the interactive and social nature of the Internet. Blogs and other Internet-based social networks have given rise to an audience that is eager to engage with and participate in the creation of media. The goal of this course is to introduce students to new technologies and methods for creating participatory media and making it available to the public. Students develop ideas for helping this transition along both on the Internet and in the traditional broadcast space.

FILMM-AD 214  Developing the Feature  Offered every other year  Spring 2013  Prof. Sanders  Crosslisted with Literature and Creative Writing  A workshop devoted to the development of a feature-length screenplay. Topics include the germinal idea, research, the step outline, and the first draft. Students are encouraged to develop original ideas, create memorable characters, construct effective stories and structures, and write distinctive dialogues. Students workshop their story ideas and screenplay pages in class.

FILMM-AD 223  Documentary Techniques  Offered every other year  Fall 2012  Prof. Segal  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 Dziga Vertov, Agnès Varda, and 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.

MEDM-AD 302  Mobile Media  Offered every other year  Crosslisted with Interactive Media and Technology

MEDM-AD 302  New Media Lab  Offered every other year  Crosslisted with Interactive Media and Technology

THEAT-AD 115  Directing the Actor  Offered every year  Spring 2013  Prof. Polonia  Crosslisted with Theater

ELECTIVES: HISTORY, THEORY, CRITICISM

FILMM-AD 150  Frames of World Cinema: 1960 to present  Offered every other year  World cinema typically has been studied as a collection of national traditions. What happens when the history of cinema is reframed within a set of regional, transnational, and global traditions? The course explores film theory and close analysis to rethink the history of world cinema with particular emphasis on post-1960 Hollywood and New Wave films.

FILMM-AD 151  French New Wave Cinema  Offered occasionally  Spring 2013  Prof. 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 (Jean-Paul Sartre, Simone de Beauvoir) and the movement’s theoretical underpinnings in the film criticism of Cahiers du Cinema, we examine a chronological series of films by the Cahiers directors (Truffaut, Godard, Chabrol, Rohmer), the Left Bank directors (Resnais, Duras, Varda, Marker), and Cinema Verite (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. Themes of the course include: first-person “auteur” cinema; artistic modernism and film; the revolution in film language; the film adaptation of novels; feminism and the New Wave; the impact of May 68 and the legacy of the French New Wave in World Cinema.

FILMM-AD 221  The Box: TV to Websode  Offered occasionally  This course examines the background, context, and history of television and its migration to the World Wide Web. Topics include: politics and economics of media institutions; audience and reception; cultural and broadcast policy; aesthetic modes; and movements.

MEDM-AD 222  Comparative (Post)Colonialism: Media and Representation  Offered occasionally  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 is comparative, transnational and transdisciplinary, mingling the theories and methods of media studies, literary studies, philosophy, and social sciences. 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.

FILMM-AD 224  The History of Editing  Offered every third year  Beginning with the famous contrast between the styles of Lumière and Méliès, between respect for the real and its fabrication, this course explores the theory and practice of editing. Topics to be explored include: the theory and practice of montage in the works of Griffith, Gance, and the Russian School (Kuleshov, Pudovkin, Eisenstein); the emergence of classical Hollywood style; the impact of sound upon editing; the theory and practice of the long take (from Welles to Sukorov); the impact of wide-screen format; the influence of video editing and digital media upon new forms of montage in the cinemas of Hollywood, Bollywood, and beyond.

FILMM-AD 225  Imagined Networks, Global Connections  Offered occasionally  This course examines emergent “imagine networks” (anti-globalization activists, youtubers, second lifers) fostered by new media technologies and applications. What is the changing relationship between the local and global and how do “global” phenomena affect national and personal identities? Readings are historical, political, and literary.

FILMM-AD 226  Indian Cinema  Offered occasionally  While its total revenue stream is only the size of a medium-size Hollywood studio, the global audience for Bollywood film is larger than that of Hollywood, and both are 100 years old. The course explores the character and development of its unique aesthetics and idioms as they responded to the radical social changes wrought by the liberation of India from colonialism and the development of technological modernity. Topics include the early cinema of Phalke, the coming of sound, the golden age of the 1950s, the development of the new wave, Bengali Cinema, the figure of Amitabh Bachchan and the Indian star system, and the emergence of modern Bollywood as a domain of media synergy and globalization.
What is the relationship between art and politics? What are its limits and possibilities? Are we talking about cinema that is narrative, formal, symbolic, or vestigial? How does interactivity impact narrative perception, rhythm, and arc? Is the interface user-driven or machine-driven? Multilinear or singular? Screen or object based? Do we want to make profound or emotional narrative work in a multilinear or interactive environment? The creation and evaluation of work in this class pivots on the notion of narrative perception: a viewer’s desire to actively make story out of represented moments, from Chaplin’s silent movies to U.S. Army recruitment ads to De Kooning’s paintings of women.

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, and exhibition in Africa, Asia, Latin America, indigenous nations, the Middle East, North America, and transnational collaborations.

What is the relationship between art and politics in the age of digital distribution? This production seminar examines historical examples of radical media art from Dada to Hacktivism, developing a critique of these practices based on readings including Hakim, Bertolt Brecht, and Critical Art Ensemble. Students respond to the material by creating media projects.

How do technology and new media change the way we create, consume, and distribute video? The goal of this class is to provide an overview of video and its relevance to present-day new media. Topics covered include aesthetics and concepts, camera use, basic editing in Final Cut Pro, DVD Studio Pro, and an introduction to interactive video software such as Jitter. Through a series of weekly experiments and assignments, students gain experience with video blogging, short format documentary style, and interactive video installations. Previous video experience is not required and experimentation is highly encouraged.

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.

This course surveys film and media studies from the World Through the Documentary Lens

Offered every year starting 2013-14

The capstone experience provides seniors with the opportunity to work closely with a faculty mentor and to produce a Capstone Project. Projects may range in form from a creative art project to a theoretical or historical research project. The program consists of a capstone seminar, taken in the first semester of the senior year, and a year-long individualized thesis tutorial. During the capstone seminar, students define the parameters of their projects and begin exploratory work and research. 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 durée—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.

History majors are required to take *The Theory and Practice of History* and a minimum of seven elective courses distributed as follows: at least one global thematic course; at least two courses in two different regional areas (Indian Ocean, Asia-Pacific, Atlantic, and Mediterranean); at least one course that primarily covers a period before 1800; and at least one course from Arts and Humanities Colloquia. Certain History courses may count towards more than one regional field within the major, but a single course can only fill one field. Courses in the Core Curriculum or other concentrations may also count toward the major if approved by the student’s mentor. At least one elective course must be from Arts and Humanities Colloquia.

All History majors develop a foundation of knowledge that is both genuinely globally comparative and genuinely 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.

**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. Students pursuing the concentration in History are required to take four courses:

- one global thematic course;
- two courses in a single regional area;
- one elective.

All courses that a student wishes to count towards the concentration in History must be approved in advance by the student’s mentor, including those taken at NYU’s global sites. At least three courses must be designated History courses. Only one course may double-count for the concentration in History and another major or concentration.

**Requirements for the Concentration in History**

4 courses, distributed as follows:

1. Global thematic course
2. Courses in a single regional area
   - (Indian Ocean, Asia-Pacific, Atlantic, or Mediterranean)
3. Elective
### HISTORY COURSES

#### REQUIRED FOR MAJORS

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<tr>
<th>Course</th>
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<th>Instructor</th>
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<tr>
<td><strong>HIST-AD 100</strong></td>
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<tr>
<td><strong>The Theory and Practice of History</strong></td>
<td>Offered every year</td>
<td>Prof. Roth</td>
<td>What is history? This course offers an introduction to theories and practices of history drawn from different parts of the world. It considers the utility of such different historical sources as written documents, excavated artifacts, oral histories, and visual culture and how to balance contradictory accounts of the same event.</td>
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<td><strong>HIST-AD 113</strong></td>
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<td><strong>Judaism, Christianity, and Islam</strong></td>
<td>Offered every third year</td>
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<td>The course concerns the origins, development, spread, and interactions of three global religions, with comparative emphasis on the way each understood itself and its relationship to the others. Topics include the religions’ social, cultural, political, and economic roles as these played out in different locations and at different historical moments.</td>
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#### ELECTIVES: GLOBAL THEMATIC COURSES

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<td><strong>HIST-AD 110</strong></td>
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<td><strong>Cold War</strong></td>
<td>Offered occasionally</td>
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<td>The subject is the Cold War as global conflict. The course focuses on Europe and the Third World, 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.</td>
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<td><strong>HIST-AD 111</strong></td>
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<td><strong>Global Environmental History</strong></td>
<td>Offered every other year</td>
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<td>This course offers an overview of global 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 around the world. Our central goal is to understand the relationship between globalization, natural resource use, and environmental change, and to explain how this relationship unfolded (and continues to unfold) differently across major world regions. This course assumes no background knowledge in either world or environmental history.</td>
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<td><strong>HIST-AD 114</strong></td>
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<td><strong>The World that Trade Made</strong></td>
<td>Offered occasionally</td>
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<td>Long-distance trade has existed since ancient times. It has been accompanied by migrations, the spread of world religions, advances in transportation and other technology, the expansion of knowledge and information, and, of course, the exchange of goods from basic foodstuffs to exotic luxuries. This course examines the material changes that trade brought about both in the home area and in distant trading locations, and analyzes the resulting development of different kinds of connections both predictable and unanticipated.</td>
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#### HIST-AD 164

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<th>Instructor</th>
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<tr>
<td><strong>Urbanism and Modernity: Paris, Istanbul, Berlin</strong></td>
<td>Offered every other year</td>
<td>Prof. Roth</td>
<td>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</td>
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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.

SRPP-AD 110
The World System
Offered every other year
Fall 2012
Prof. Derlugian
Crosslisted with Social Research and Public Policy

REGIONAL COURSES: INDIAN OCEAN WORLD

HIST-AD 125
Capitalism in South Asia
Offered every third year
Is capitalism a set of global arrangements superimposed on a set of local cultures, a long-term tendency of South Asian societies, or something that has entered into the very structure of modern South Asian society? This course explores a range of topics from the Indian Ocean trading world; protoindustrialization in pre-colonial India; the East India Company to developmentalist theories and prounindustrialization policies; nationalism, decolonization, and political economy; and neo-liberalism.

HIST-AD 126
African History through Literature
Offered occasionally
Crosslisted with Literature
Through literature, this course acquaints students to approaches and navigate competing models of nationalism, cosmopolitanism, and universalism in the world today.

HIST-AD 128
History of Religions in Africa
Offered occasionally
Covers (1) traditional African religions, including the myths of origin; concepts of the individual and the Supreme Being; the individual’s relation to the universe; links between the world of the living and the spiritual; ancestral worship, divinities, witches, and sorcerers; and sacrifice, prayer, birth, and death; (2) the impact of Islam on traditional African religions and the spread of Islam; (3) the impact of Christianity and missionary enterprise in the late 19th and early 20th centuries in sub-Saharan Africa; and (4) the impact of secular culture on religions in sub-Saharan Africa.

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.

VISAR-AD 165J
Landscape, Architecture, Art and the Making of the Mughal Empire 1525-1700
Prof. Westermann
January Term (Abu Dhabi)
Crosslisted with Visual Arts

REGIONAL COURSES: ASIA-PACIFIC WORLD

HIST-AD 140
China in the Global Context
Offered every third year
This course examines China in the global context since long before the coming of Europeans in the 1500s. Topics include religion and belief systems, including Buddhism, Confucianism, Daoism, Christianity, and Islam; trade in tea, silver, opium, foodstuffs, silk, and other exotics; intellectual exchange; art; law; travel; diasporas; shipping; weaponry; foreign representations of China and Chinese representations of others.

HIST-AD 141
Eurasian Empires
Offered occasionally
Explores states 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
Modern Asian Cities
Offered occasionally
How does globalization take place in cities and how do cities embody and reflect globalization? This course focuses on such cities as Shanghai, Jakarta, Mumbai, and others to examine such topics as rapid and uneven urbanization; poverty, inequality, and social justice; social, political and cultural lives; and the relationship between the built environment and everyday lives in these globally interconnected urban environments.

HIST-AD 143
Silk Roads Past and Present
Offered every third year
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 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 144
Topics in Asia-Pacific History
Offered occasionally
Crosslisted with The Ancient World
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
January Term (Shanghai)
Prof. Waley-Cohen
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 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 146
Empires and Imperialism in East Asia
Offered every other year
Fall 2012
Prof. Swislocki
This course examines empire building and cultural encounters in the East Asia region, comparing the character of empires across time and space, as well as the politics of human diversity. We look at the nuts and bolts of empire building, as well as the cultures of conquest shape identity (especially ethnicity and gender) and regional geopolitics.

REGIONAL COURSES: ATLANTIC WORLD

HIST-AD 116
Global Revolutions 1789–1989
Offered every other year
The course explores the phenomenon, 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. Readings include historical documents as well as theoretical works by Burke, Marx, Lenin, Lukacs, Arendt, Fanon, Debray, and Marcuse.

HIST-AD 155
The Age of Euro-American Empires, 1492–1821
Offered occasionally
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.
The course explores the economic, political, and social history of Jews under the rule of the Third Reich.

The Holocaust: The Third Reich and the Jews
Offered occasionally

This course introduces ideas and intellectual traditions that were overlaid upon native traditions. Students learn about the interaction of the great empires of the Near East and the Western worlds.

HIST-AD 158
The Two Europes: Islam and Christendom, 711-1529
Offered every third year

This course covers the strategies of British, French, Russian, Ottoman, German, Habsburg, American, and Soviet empires through World War II.

HIST-AD 161
Islam in Africa and the Americas
Offered every third year

This course explores the strategies of British, French, Russian, Ottoman, German, Habsburg, American, and Soviet empires through World War II.

HIST-AD 162
Topos in Atlantic History
Offered occasionally

This course explores the economic, political, and social history of Jews under the rule of the Third Reich.

HIST-AD 163
Ideas into Ideologies: Nineteenth-Century German Ideas and Their Global Legacies
Offered every third year

This course explores the economic, political, and social history of Jews under the rule of the Third Reich.

HIST-AD 164
Ethnicity, Race, and Immigration in United States History
Offered occasionally

This course explores the economic, political, and social history of Jews under the rule of the Third Reich.

HIST-AD 165
Early Modern Mediterranean Worlds
Offered occasionally

This course explores the economic, political, and social history of Jews under the rule of the Third Reich.

HIST-AD 166
The United States in a Transnational and Global Perspective 1: America and the World until 1898
Offered every other year

This course explores the economic, political, and social history of Jews under the rule of the Third Reich.

HIST-AD 167
The United States in a Transnational and Global Perspective 2: America and the World until 1898
Offered every other year

This course explores the economic, political, and social history of Jews under the rule of the Third Reich.

HIST-AD 168
The Crusades
Offered every other year

This course explores the economic, political, and social history of Jews under the rule of the Third Reich.

HIST-AD 169
The Crusades
Offered every other year

This course explores the economic, political, and social history of Jews under the rule of the Third Reich.

HIST-AD 170
The Ancient Near East
Offered occasionally

This course explores the economic, political, and social history of Jews under the rule of the Third Reich.

HIST-AD 171
The Ancient Mediterranean World
Offered occasionally

This course explores the economic, political, and social history of Jews under the rule of the Third Reich.

HIST-AD 172
Regional Courses: Mediterranean World

This course explores the economic, political, and social history of Jews under the rule of the Third Reich.

HIST-AD 173
The Crusades
Offered every other year

This course explores the economic, political, and social history of Jews under the rule of the Third Reich.

HIST-AD 174
The Crusades
Offered every other year

This course explores the economic, political, and social history of Jews under the rule of the Third Reich.

HIST-AD 175
The Crusades
Offered every other year

This course explores the economic, political, and social history of Jews under the rule of the Third Reich.

HIST-AD 176
The Crusades
Offered every other year

This course explores the economic, political, and social history of Jews under the rule of the Third Reich.

HIST-AD 177
The Crusades
Offered every other year

This course explores the economic, political, and social history of Jews under the rule of the Third Reich.

HIST-AD 178
The Crusades
Offered every other year

This course explores the economic, political, and social history of Jews under the rule of the Third Reich.

HIST-AD 179
The Crusades
Offered every other year

This course explores the economic, political, and social history of Jews under the rule of the Third Reich.

HIST-AD 180
The Crusades
Offered every other year

This course explores the economic, political, and social history of Jews under the rule of the Third Reich.

HIST-AD 181
The Crusades
Offered every other year

This course explores the economic, political, and social history of Jews under the rule of the Third Reich.

HIST-AD 182
The Crusades
Offered every other year

This course explores the economic, political, and social history of Jews under the rule of the Third Reich.

HIST-AD 183
The Crusades
Offered every other year

This course explores the economic, political, and social history of Jews under the rule of the Third Reich.

HIST-AD 184
The Crusades
Offered every other year

This course explores the economic, political, and social history of Jews under the rule of the Third Reich.

HIST-AD 185
The Crusades
Offered every other year

This course explores the economic, political, and social history of Jews under the rule of the Third Reich.

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The Crusades
Offered every other year

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HIST-AD 187
The Crusades
Offered every other year

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The Crusades
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HIST-AD 199
The Crusades
Offered every other year

This course explores the economic, political, and social history of Jews under the rule of the Third Reich.

HIST-AD 200
The Crusades
Offered every other year

This course explores the economic, political, and social history of Jews under the rule of the Third Reich.

HIST-AD 201
The Crusades
Offered every other year

This course explores the economic, political, and social history of Jews under the rule of the Third Reich.

HIST-AD 202
The Crusades
Offered every other year

This course explores the economic, political, and social history of Jews under the rule of the Third Reich.

HIST-AD 203
The Crusades
Offered every other year
HIST-AD 175
The Ottoman Empire in World History
Offered every third year.
The course examines the Ottoman Empire from a world historical perspective. Beginning with the collapse of the Byzantine state and ending with the French Revolution, students gain an understanding of the Ottoman state and society and its responses to, and participation in, global trade, interstate warfare, and the cultural and political development of the modern world.

HIST-AD 176
Topics in Mediterranean History
Offered occasionally
Crosslisted with The Ancient World
Course 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.

ACS-AD 201X
Making of the Muslim Middle East
Offered every year
Fall 2012
Prof. Stearns
Crosslisted with Arab Crossroads Studies

ACS-AD 204J
Interwoven Pasts of Spain and Morocco
January Term (Madrid)
Prof. Stearns
Crosslisted with Arab Crossroads Studies

ACS-AD 131X
Emergence of the Modern Middle East
Offered every year
Spring 2013
Prof. Menoret
Crosslisted with Arab Crossroads Studies

ACS-AD 202
Paradise Lost: Muslims, Jews, and Christians in al-Andalus
Offered every other year
Crosslisted with Arab Crossroads Studies

TOPICAL RESEARCH

HIST-AD 298-299
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.

CAPSTONE

HIST-AD 400-401
Capstone Research Project (2 Semesters)
Offered every year starting 2013–14
The capstone experience provides seniors with the opportunity to work closely with a faculty mentor and to conduct extensive research on a topic of their choice. The program consists of a capstone seminar, taken in the first semester of the senior year, and a year-long individualized thesis tutorial. During the capstone seminar, students define a thesis topic of their choice, develop a bibliography, read broadly in background works, and begin their research. In the tutorial, students work on a one-to-one basis with a faculty director to hone their research and produce successive drafts of a senior thesis. The capstone experience culminates in the public presentation of the senior thesis. Students may also elect to participate in a College Capstone Project with students majoring in other disciplines in the arts, and the natural and social sciences. Collaborating students work with a faculty member to define the overall goals of the Capstone Project, as well as the particular goals of each participant.

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 are strongly encouraged to study a language other than English while at NYUAD. Language study opens a window into other cultures and ways of conceiving the world. 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.

Languages offered at NYUAD through regular coursework are Arabic and Chinese. Students are urged to study Arabic, which is the first language of Abu Dhabi. Classroom learning is enhanced by opportunities to apply language skills in the community and to travel to other Arabic-speaking countries in the region. Students of Chinese are able to spend at least a semester at NYU’s program 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. 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.

Students are required to achieve mastery in English. For many, English is a second, if not a third language. All students will graduate from NYUAD with sophistication not just in writing, but in all aspects of communication. NYUAD thus provides a series of courses that help students achieve near-native fluency and expertise in English language expression. We recognize the close connection between culture and language: the cultural background of students influences their style of expression and class participation, and we work with them to thrive in the interactive approach to learning at NYUAD. The foundation course is Analysis and Expression, which develops critical
thinking in tandem with written and verbal expression. Students seeking further support, whether to refine their writing skills, enhance their verbal fluency, or improve their articulation and accent, will find it at the Academic Resource Center, where instructors are trained in English as a second language. Periodic language assessments monitor the progress of students to assure they are on track to reach the goal of advanced proficiency in English.

**LANGUAGE COURSES**

**ARABIC**

**ARABL-AD 101**  
Elementary Arabic 1  
Offered every fall and spring  
Fall 2012; Spring 2013  
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 2012; Spring 2013  
Arabic language faculty  
Prerequisites: Elementary Arabic 1 (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 201**  
Intermediate Arabic 1  
Offered every fall and spring  
Fall 2012; Spring 2013  
Arabic language faculty  
Prerequisites: Elementary Arabic 2 (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 2012; Spring 2013  
Arabic language faculty  
Prerequisites: Intermediate Arabic 1 (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 219**  
Colloquial Arabic  
Offered every other year  
Prerequisite: Intermediate Arabic 2 (ARABL-AD 202) or equivalent  
Complements the student’s knowledge of Standard Arabic to include proficiency in one of the major Arabic vernaculars, with emphasis on daily life tasks, conversational fluency, and cultural sensibility.

**ARABL-AD 301**  
Advanced Arabic 1  
Offered every fall  
Fall 2012  
Arabic language faculty  
Prerequisite: Intermediate Arabic 2 (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 2013  
Arabic language faculty  
Prerequisites: Advanced Arabic 1 (ARABL-AD 301) or equivalent  
A continuing study of Arabic at the Advanced level, with emphasis on writing compositions and conducting research.

**ARABL-AD 329**  
Introduction to Islamic Texts (in Arabic)  
Offered occasionally  
Prerequisites: Intermediate Arabic 2 (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 Mohammad). 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.
Analysis and Expression: Debates about Contemporary Islam
Offered every fall and spring
Fall 2012; Spring 2013
Prof. Patrick
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.

Analysis and Expression: The Human Condition
Offered every fall and spring
WRIT-AD 110X
Fall 2012; Spring 2013
Prof. Stalla and Staff
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.

Analysis and Expression: The Human Condition
WRIT-AD 110
Offered every fall and spring
Fall 2012; Spring 2013
Prof. Stalla and Staff
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.

Language and Culture
CHINL-AD 101
Elementary Chinese 1
Offered every fall
Fall 2012
Prof. Jiao
Opened 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 2013
Prof. Jiao
Prerequisites: Elementary Chinese 1 (CHINL-AD 101) or equivalent
A continuation of Elementary Chinese 1. The course is designed to reinforce and further develop language skills in listening, speaking, reading, and writing as it relates to everyday life situations.

CHINL-AD 201
Intermediate Chinese 1
Offered every fall
Fall 2012
Prof. Jiao
Prerequisites: Elementary Chinese 2 (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 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 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 2013
Prof. Jiao
Prerequisites: Intermediate Chinese 1 (CHINL-AD 201) or equivalent
A continuation of Intermediate Chinese 1, focusing on semi-formal usage of Chinese language when discussing more academically-flavored cultural or social topics.

CHINL-AD 301
Advanced Chinese 1
Offered every fall
Fall 2012
Prof. Jiao
Prerequisites: Intermediate Chinese 2 (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 2013
Prof. Jiao
Prerequisites: Advanced Chinese 1 (CHINL-AD 301) or equivalent
Continuation of Advanced Chinese 1. Designed to reinforce and further develop students knowledge of formal usage of Chinese language.
Literature provides an entrance to emotional truths about the world and the human condition. It takes us to our multiple selves and to the multiple, many-layered, and interacting worlds in which we live. It is a realm of expression in which the imagination and the imaginary hold sway—thus an aesthetic adventure in which individual writers experiment with form and invent a literary language that is richer and more complex than the everyday, and also in which collective cultures take shape and communicate to readers pleasures of recognition and discovery.

Students in the Literature major study oral and written texts that have significant aesthetic interest and that stimulate critical thinking about how human beings represent the experience of living. The Literature major focuses on world literature, taught in English translation, and on Anglophone literature (literature from around the world originally written in English), that is part of world literature. Where possible, students with fluency in other languages may read assigned texts in the original language.

The Literature program puts into dialogue literary texts relevant to the range of students and cultures represented at NYU Abu Dhabi. The courses ask such questions as: How does literature capture the mood and direction of a culture? Can literature have an impact on society? What makes a text “literary”? What transforms a body of texts into “literature”? How do different formal strategies affect the ways in which the reader receives a text?

The goals of the major are to foster students’ skills as interpreters of literature and as analysts of cultures, increase appreciation of literary form and knowledge about literature, understand literature’s relationship to social and political contexts, and promote lucid and forceful writing. Students majoring in Literature are also strongly encouraged to take a course in Creative Writing and to pursue additional language studies in conjunction with the major.

A major in Literature prepares students for a wide variety of careers in business, politics, and education that expect critical thinking, excellent writing skills, the ability to do discerning research, to read deeply and creatively, to be receptive to the perspectives of others, and to present ideas coherently and convincingly. At least one course must be from Arts and Humanities Colloquia.

Concentration in Literature
The concentration in Literature and enables students to develop expertise in literary scholarship and critical thinking by building on the foundations laid by the two Pathways of World Literature 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 three courses: Literary Interpretation or Critical Theories and Methods of Literary Studies, and a minimum of two electives chosen from among the courses designated as electives and topics seminars. Students may count one course in Creative Writing towards their elective requirement.

All courses that a student wishes to count towards the concentration in Literature, including those taken at another NYU global site, must be approved in advance by the student’s mentor. Only one course may double-count for the concentration in Literature and another major or concentration.

REQUIREMENTS FOR THE CONCENTRATION IN LITERATURE
3 courses, distributed as follows:

1. Literary Interpretation or Critical Theories and Methods
2. 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, dramatic writing, and screenwriting.

All courses that a student wishes to count towards the concentration in Creative Writing, including those taken at another NYU global site, must be approved in advance by the student’s mentor. Only one course may double-count for the concentration in Creative Writing and another major or concentration.

REQUIREMENTS FOR THE CONCENTRATION IN CREATIVE WRITING
4 courses, distributed as follows:

1. Introduction to Creative Writing
2. Creative Writing Electives
### REQUIREMENTS FOR THE MAJOR

10 courses, distributed as follows:

- **2 Required Courses:** Literary Interpretation; Critical Theories and Methods of Literary Studies
- **6 Electives:** at least one course must be Arts and Humanities Colloquium and 2 Capstone Project

### YEAR 1

**Fall Semester**

- **CORE**
- **CORE**
- **CORE**
- **GENERAL ELECTIVE**

**Spring Semester**

- **CORE**
- **CORE**
- **LITERATURE ELECTIVE**
- **GENERAL ELECTIVE**

**January Term**

- **GENERAL ELECTIVE**

### YEAR 2

**Fall Semester**

- **CORE**
- **LITERATURE ELECTIVE**
- **GENERAL ELECTIVE**
- **GENERAL ELECTIVE**

**Spring Semester**

- **LITERARY INTERPRETATION**
- **GENERAL ELECTIVE**
- **GENERAL ELECTIVE**
- **GENERAL ELECTIVE**

**January Term**

- **GENERAL ELECTIVE**

### YEAR 3

**Fall Semester**

- **CRITICAL THEORIES AND METHODS**
- **LITERATURE ELECTIVE**
- **GENERAL ELECTIVE**
- **GENERAL ELECTIVE**

**Spring Semester**

- **LITERATURE ELECTIVE**
- **GENERAL ELECTIVE**
- **GENERAL ELECTIVE**
- **GENERAL ELECTIVE**

**January Term**

- **GENERAL ELECTIVE**

### YEAR 4

**Fall Semester**

- **CORE**
- **LITERATURE ELECTIVE**
- **GENERAL ELECTIVE**
- **CAPSTONE**

**Spring Semester**

- **ARTS & HUMANITIES COLLOQUIUM**
- **GENERAL ELECTIVE**
- **CAPSTONE**

### LITERATURE COURSES

#### REQUIRED FOR MAJORS

- **LITCW-AD 100**
  - **Literary Interpretation**
  - Offered every year
  - **Spring 2013**
  - **Prof. Majithia**
  - 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 skill at a variety of modes of analysis, from the formal to the historical. Also emphasizes the writing process, with the production of four to five formal papers.

- **LITCW-AD 101**
  - **Critical Theories and Methods of Literary Studies**
  - Offered every year
  - **Fall 2012**
  - **Prof. Neuber**
  - 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.

#### ELECTIVES

- **LITCW-AD 111**
  - **Classical Literature and Its Global Reception**
  - Offered every third year
  - Crosslisted with The Ancient World
  - 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 every third year
  - 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. Genres to be considered include romanticism, naturalism, realism, antirealism, and postcolonial theater.

- **LITCW-AD 117**
  - **History, Politics, and Literature**
  - Offered occasionally
  - Studies in text and context that examine the question of what is intrinsic to and extrinsic to the literary text through the examination of semester long case studies.

- **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 qauhorns of Khayyam, sonnets of Shakespeare and Camões, and modern and contemporary works by Borges, Pessoa, Saramago, Kundera, Ondaatje, and Paz Sollant.

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 every other year

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. We trace how this malleable form has served different historical moments, cultural contexts, and political ideologies, and ask why magic realism has been privileged as a global form. We look at art, art criticism, film, and fiction from Europe, the Americas, and the Middle East.

LITCW-AD 121

Classic Arabic Literatures
Offered every third year

Crosslisted with Arab Crossroads Studies

An introduction to some of the most influential texts from Arabic, Hebrew, Persian, and Turkish literary cultures. Readings include The Arabian Nights, Shahnameh, lyric poetry, and novels from the 20th century.

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 nationalistic traditions of the novel break down in the period after the Second World 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 126

Tales of Love and Death
Offered occasionally

This course explores foundational myths and fairy tales, from the Babylonian Epic of Gilgamesh to contemporary re-envisionings of Bluebeard and Cinderella. Long before print and the coming of the book, every society has 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). The course includes readings from classic works (Homer, Ovid, as well as the above), which act as a stimulus to original writing projects and inspire tales that draw on the participants’ own cultures.

LITCW-AD 127

Classic American Literature
Offered every other year

Spring 2013

Prof. Waterman

This course focuses on works that have been considered classics of “American Literature” and examines the history and politics behind the formation of the U.S. literary canon. The course asks students to think self-consciously about the terms used in its title. We examine the rise of “literature” as a discipline unto itself; the various factors that lead a work to be dubbed a “masterpiece” or a “classic”; 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 relation between history and culture and myth; the dialectic of freedom and slavery in American rhetoric; and the American obsession with race. Authors: Columbus, Cabeza de Vaca, Bradford, Winthrop, Rowlingdon, Bradstreet, Edwards, Franklin, Jefferson, Brown, Foster, Douglass, Emerson, Thoreau, Whitman, Stowe, Hawthorne, and Melville.

LITCW-AD 129

World Literature
Offered every other year

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? We address fundamental practices of interpreting world literature such as how to read across time, across cultures, and in translation.

ACS-AD 112

Modern Arabic Literature
Offered occasionally

Crosslisted with Arab Crossroads Studies

ACS-AD 161X

Cities and Modern Arabic Literature and Society
Offered occasionally

Crosslisted with Arab Crossroads Studies

HIST-AD 126

African History through Literature
Offered occasionally

Crosslisted with History

THEAT-AD 131

Modern Drama: Realism and Naturalism
Offered every third year

Crosslisted with Theater

TOPICAL RESEARCH

LITCW-AD 298

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.

LITCW-AD 390

Advanced Seminar
Offered occasionally

An intensive course in methods of research. The course focuses on a single topic studied from numerous theoretical and methodological approaches to gain confidence in completing original research. This course may be taken by juniors in any discipline as preparation for their Capstone Projects.

CAPSTONE

LITCW-AD 400-401

Capstone Research Project (2 Semesters)
Offered every year starting 2013–14

The capstone experience provides seniors with the opportunity to work closely with a faculty mentor and to conduct extensive research on a topic of their choice. The program consists of a capstone seminar, taken in the first semester of the senior year, and a year-long individualized thesis tutorial. During the capstone seminar, students define a thesis topic of their choice, develop a bibliography, read broadly in background works, and begin their research. In the tutorial, students work on a one-to-one basis with a faculty director to hone their research and produce successive drafts of a senior thesis. The capstone experience culminates in the public presentation of the senior thesis. Students may also elect to participate in a College Capstone Project that may include students majoring in other disciplines such as the arts, and the natural and social sciences. Collaborating students work with a faculty member to define the overall goals of the Capstone Project, as well as the particular goals of each participant.

CREATIVE WRITING COURSES

These courses are open to all students at NYUAD.

LITCW-AD 180

Introduction to Creative Writing
This workshop introduces the basic elements of poetry, fiction, and personal narrative 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.
ARTS AND HUMANITIES | LITERATURE AND CREATIVE WRITING

LITCW-AD 128
**Advanced Creative Writing: Spectrum of Essays**
*Offered every year*
*Spring 2013*
*Prof. Stalla*

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 honors level work by the end of the semester.

LITCW-AD 130J
**Fiction Writing: Craft Workshop**
*Offered occasionally*
*January Term (Abu Dhabi)*
*Prof. Strauss*

Our class is a writing workshop that emphasizes shoptalk: how to begin a story, say; how to introduce a character; how to avoid the bumpy ending. We read student submissions and also works of published fiction, both good and bad. (Stories that make mistakes are a great learning tool.) In the course of our course, we take up such impossible questions as, “What is the relationship of plot to sub-plot? How does one hold the reader’s attention?” Now, in Art, rules must be flexible—but Students are asked to think of writing in strategic terms; each story-telling decision needs to make tactical sense. With that in mind, we examine—with so much esprit de corps as to arouse envy—the tenets of the craft of fiction.

LITCW-AD 320
**Advanced Creative Writing: Workshop in Fiction, Poetry, Nonfiction, or Dramatic Writing**
*Offered every third year*

A course focused on one genre (prose fiction, poetry, nonfiction, and dramatic writing) that offers students the opportunity to hone their writing through workshops that integrate in-depth craft discussions. Extensive outside reading deepens students’ understanding of the genre in question and broadens their knowledge of the evolution of literary forms and techniques. The genre focus rotates semester to semester.

FILMM-AD 110
**Writing the Short Screenplay**
*Offered every other year*
*Crosslisted with Film and New Media*

FILMM-AD 214
**Developing the Feature**
*Offered every other year*
*Spring 2013*
*Prof. Sanders*

Music is a form of cultural expression that constitutes an integral part of every civilization. The NYU Abu Dhabi Music program has two distinguishing features. First, the program takes a global approach to music making and emphasizes both eastern and western approaches to music theory, history, criticism, and practice. The program bridges musical theory, repertoire, and performance styles of Western music (including but not limited to classical, jazz, and popular styles) as well as the influential transnational traditions of North Africa, the Arab Peninsula, the Levant, and the Persian Gulf regions. Abu Dhabi’s proximity to major regional musical centers, such as Istanbul, Beirut, and Delhi, and to neighboring Dubai’s recording studios and performance venues offers the opportunity to learn first-hand about international popular music.

Second, the music major at NYUAD is dedicated to learning through making music, and through the continual interaction and synthesis of action and reflection. Students are expected to participate in ensembles and can also receive private training on their instruments. Team-taught courses and hybrid courses that draw on music’s relation to dance, theater, visual art, literature, and film, as well as philosophy, religion, cognition, evolution, emergent technologies, and the environment, are offered regularly. The curriculum provides special opportunities to study and participate in digital music recording and telematic music and to consider the process of making music from its creation to production and distribution.

The strong programs at NYU in New York in ethnomusicology, recording, and digital music are accessible to students in Abu Dhabi through courses taught by affiliated faculty and terms spent in New York and other global sites.

Students pursuing a major or concentration in Music at NYUAD gain proficiency in theory, history, criticism, and interpretation of music traditions throughout the world. At the same time, our students develop skills in analysis, critical thinking, composition, writing, and technology that are valuable across disciplines. As a result, the major and concentration in Music constitute excellent preparation for graduate study in music and related fields in the Arts and Humanities; for careers in the music, media, and culture industries; or for any occupation demanding clear and original thinking, command of the written word, analytical skills, and creativity.
### MUSIC COURSES

**REQUIRED FOR MAJORS**

**MUSIC-AD 101**  
Interpreting Music  
Offered every year  
Fall 2012  
Prof. Quayle  

This course introduces students to several modes of inquiry as it explores and introduces a wide repertoire of musical materials. We explore approaches to music, stressing historical, documentary, and archival work and contrast these with ethnographic, philosophical, and empirical/scientific modes of investigation. Repertoire varies from year to year, but includes such aspects as Beethoven symphonies, North Indian instrumental music, Middle Eastern song, and new technologies such as auto-tune and new arenas for music such as video games and ring tones.

**MUSIC-AD 105**  
Introduction to Western Music Theory  
Offered every year  
Fall 2012  
Prof. Quayle  

This course explores melody, harmony, and counterpoint in the music of diatonic tonality through projects in directed composition and analysis. The focus is on Western written tonal music: classical music of the Common Practice Period (roughly 1600-1900) and later music that adheres to many of the same principles. Regular reading and listening assignments place techniques in proper historical context and expose students to standard and lesser-known repertoire. Weekly lab sections are devoted to skills in musicianship (sight-singing, dictation, and basic keyboard skills) and are required throughout the semester.

**MUSIC-AD 120**  
Making Music: From Creation to Distribution  
Offered every year  
Spring 2013  
Prof. King  

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 teams to develop creative music projects involving original writing/composition, recording, performance, and a basic creative plan for dissemination that also involves emergent and/or interactive media. The course also has a historical scope in which students consider how aforementioned broad course questions have been addressed at different key moments in history and how the complexion of those questions has differed in various national and regional contexts.

### ELECTIVES: ARTS PRACTICE

**MUSIC-AD 197**  
Music Ensembles  
Offered every fall and spring  
Fall 2012; Spring 2013  
Prof. Charlier  

Music Ensembles  

Students participate in two concerts.

**MUSIC-AD 206**  
Global Music Analysis  
Offered every spring  
Spring 2012  
Music faculty  

Prerequisite: Introduction to Western Music Theory (MUSIC-AD 105)  

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 of the creators. Initial weeks are spent surveying a variety of musics and analytical approaches. Each student chooses from a diverse array of research topics (a particular genre, artist, piece, or strain of music) early in the semester, preparing to teach an entire class session on his/her topic in the final weeks.

**MUSIC-AD 197**  
Music Ensembles  
Offered every year  
Fall 2012; Spring 2013  
Prof. Charlier  

Music Ensembles  

Students participate in two concerts.

### ELECTIVES: ARTS PRACTICE

**MUSIC-AD 197**  
Music Ensembles  
Offered every fall and spring  
Fall 2012; Spring 2013  
Prof. Charlier  

Music Ensembles  

Students participate in two concerts.
The course challenges students to expand their thinking about sound. Each year students develop a project involving hands-on use of new technologies and work with students in other areas of the Arts to execute it.

**MUSIC-AD 211**  
**Song, Sound, and Technique**  
Offered every third year

This introductory course uses the voice as a way to approach basic questions of musical style, technique, theory, and meaning. Using singing as the primary instrument, students explore different tuning systems, from the equal temperament of the Western classical tradition, to other systems with different patterns, inflections, and approaches to intonation. This course includes discussions of aesthetics and raise issues of musical meaning in different cultural contexts, and looks specifically at the musical traditions of the region. Students are encouraged to work creatively in the different traditions we encounter.

**MUSIC-AD 212**  
**Sonic Art**  
Offered every third year

This studio course focuses on the use of sound as a sculptural artistic medium with special emphasis on audio installation, broadcasting, and editing. The course challenges students to expand their notion of studio practice to consider non-visual concepts, improvisation, participatory work, and performative intervention. Students build upon their current artistic strategies in order to bring dynamics of location, duration, and interaction to their work. We work with techniques such as basic recording and editing, real-time mixing and composition, digital editing, critical listening, web broadcasting, FM radio transmission. In addition, we listen to a range of audio material from artists, musicians, and others, watch films that address audio concepts, and read selections from a survey of texts about contemporary music and audio culture.

**ELECTIVES: HISTORY, THEORY, CRITICISM**

**MUSIC-AD 213**  
**Regional Musics of the Middle East**  
Offered every third year  
Crosslisted with Arab Crossroads Studies, Urbanization

The course exposes students to the major secular and religious musical forms of both urban and some rural cultures of the Eastern Arab world, North Africa, Turkey, and Iran. Cultural and historical readings encourage them to make connections with broader cultural currents, while those with a musical specialization analyze specific musical forms and pieces. Each year two repertoires are explored in detail after a broad overview of regional musics.

**MUSIC-AD 102**  
**Topics in Western Classical Music**  
Offered occasionally

Rather than present stylistic overviews, this course focuses on selected works and introduces them in various contexts. Depending on the experience and expertise of the instructor, the course might focus on Bach fugues, Mozart opera, Schoenberg’s piano music, or the development of electro-acoustic music. While the focus is on issues of how these works create effects, and resultant questions of meaning, we also look at sociological and political issues.

**MUSIC-AD 205**  
**Intermediate Western Music Theory**  
Offered every year  
Spring 2013  
Prof. Quayle  
Prerequisite: Introduction to Western Music Theory (MUSIC-AD 105)

Further exploration of melody, harmony, and counterpoint in the music of diatonic tonality through projects in directed composition and analysis.

**MUSIC-AD 230**  
**Bhangra, Bollywood and Beyond**  
Offered occasionally

The influence of South Asian contemporary music (i.e. Bhangra and Bollywood) has become a global phenomenon as demonstrated by Jay-Z rapping on Panjabi MC’s international smash bit “Beware,” the pervasiveness of hip-hop’s use of classical India instrumentation, and the increased presence of Bollywood soundtracks at the Oscars as well as in mainstream American film. The music genres of Bhangra and Bollywood, however, are often conflated and misused terms to describe the Indian influence in contemporary music. In this course, we survey the various genres of South Asian music and how they intersect with contemporary American culture. This exploration includes a look at the global forces (corporate, cultural, political) that shape both the sound and presence of these musical forms in modern dance music and popular culture. We also consider ideas of authenticity, appropriation, co-optation as they relate to increased presence of South Asian genres of music in American media.

**MUSIC-AD 231**  
**The Black Diaspora**  
Offered occasionally

The class examines the musical traditions that have been preserved and invented as a result of the Black diaspora. Students can expect to learn about: Rasta, Ethiopia, and the role of H.I.M. Haile Selassie in the 1930s and beyond; mento, the salacious, swinging folk that predated ska; how and why ska evolved into rocksteady in the 1960s; the function of jazz within reggae; the pivotal figure of Robert Nesta Marley, and O.M. and the Wailers band.

**MUSIC-AD 232**  
**Improvisation in a Cross-Cultural Context**  
Offered occasionally

The concept of improvisation is essential to music-making the world over, but is often poorly understood, and with the exception of jazz, rarely treated with much respect. This course explores the idea of improvisation as understood in varied musical cultures across the world, and explores both its connection to and distance from the concept of composition. Students learn to improvise in a selected group of styles that might include developing a cadenza to a Mozart piano concerto, creating a song in the style of Monk, learning a North Indian rag, or studying Balinese Gamelan music.

**MUSIC-AD 233**  
**Music Histories**  
Offered occasionally

Each year this course looks closely at several aspects of the history of music with a focus on a different way of organizing materials. The first year of the course looks at Music and the State, and at the history of the relationship between music making and state apparatus, from Mozart to Shostakovich, and from the Turkish courts to those in China. How do political frameworks and aesthetic goals intertwine and what are some fresh ways of looking at the results? Other courses look at such topics as “Music and the Sacred,” and “Music and Text” from a historical vantage point.

**MUSIC-AD 234**  
**Music in and of the City: Abu Dhabi**  
Offered occasionally  
Crosslisted with Urbanization

Abu Dhabi is a cosmopolitan musical culture with an increasingly vibrant musical life. From local weddings to symphony orchestra concerts, and from Moroccan nightclubs to religious singing, this course looks at the broad musical cultures of Abu Dhabi, including everything from traditional Emirati wedding music to visiting ensembles from Poland or Iraq. Each student undertakes a specific project related to some aspect of music in the area, and the class will make frequent visits to performance venues. We anticipate several trips to other cities in the Emirates for comparative purposes.

**CAPSTONE**

**MUSIC-AD 400-401**  
**Capstone Research Project (2 semesters)**  
Offered every year starting 2013–14

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 program consists of a capstone seminar, taken in the first semester of the senior year, and a year-long individualized thesis tutorial. During the capstone seminar, students define the parameters of their projects and begin exploratory work and research. The capstone experience culminates in the public presentation of the project. Students may also elect to participate in a College Capstone Project with students majoring in other disciplines in the humanities, the natural and the 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.
Philosophy is the attempt to answer the most fundamental questions about ethics, politics, knowing, and being—questions on which many other important questions depend—through rigorous and informed rational inquiry. Some of these questions have been pursued, in many different places, for thousands of years; others have arisen only with more recent developments in science or culture. In the contemporary world, philosophy has become a fully global discipline. The Philosophy major at NYU Abu Dhabi seeks to integrate the study of contemporary international philosophy with an understanding of philosophy’s rich multicultural history.

Philosophy, past and present, may be distinguished broadly into two branches. Practical philosophy includes ethics (fundamental questions about the good, the right, and the virtuous in relation to individuals) and political philosophy (fundamental questions about duty, obligation, and rights in relation to the state). Theoretical philosophy includes epistemology (fundamental questions about belief, truth, and knowledge) and metaphysics (fundamental questions about reality and its structure). At the same time, no field of inquiry or endeavor is without its own most fundamental and therefore philosophical questions; hence, philosophy also encompasses, within these two branches, a wide range of more specialized and interdisciplinary areas. Indeed, many academic disciplines that are now well established as mature fields of inquiry began as branches of philosophy. Among philosophy’s most important tools is logic—itself another field of inquiry originated by philosophers.

The faculty in Philosophy is actively engaged in the pursuit of answers to philosophical questions and aims to enable students to pursue such questions themselves in a way that will meet the highest intellectual standards. This collaborative pursuit prepares students for graduate work in philosophy or other fields of inquiry; for any of the many professions that benefit from analytical thinking and argumentation, such as politics, law, medicine, and business; and for a more reflective life of deepened awareness and understanding.

Electives are determined in consultation with the student’s academic mentor and should reflect a reasonable balance of courses in the following three areas: history of philosophy, practical philosophy, and theoretical philosophy. Courses other than Logic typically involve intensive discussion and substantial writing. At least one course must be from Arts and Humanities Colloquia.

**Concentration in Philosophy**

The concentration in Philosophy is open to all NYUAD students and offers training in methods of critical inquiry into fundamental questions and an understanding of how those methods can be and have been applied across a range of philosophical topics concerning human knowledge and action. 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 major; to help students to develop the analytical, logical, and persuasive skills that enhance nearly all professional pursuits; and to enrich the intellectual life of any reflective individual.

Students who elect to pursue the concentration in Philosophy are required to take four courses: *Central Problems in Philosophy* and a minimum of three electives, with one course from each of the following three areas: history of philosophy, practical philosophy, and theoretical philosophy. Students who pursue the concentration in Philosophy in order to support their work in a different discipline can petition their mentor to have this distribution requirement waived, should they wish to focus on courses that are more directly related to their chosen major.

All courses that a student wishes to count towards the concentration in Philosophy must be approved in advance by the student’s mentor, including those taken at NYU’s global sites. Only one course may double-count for the concentration in Philosophy and another major or concentration.

**Requirements for the Concentration in Philosophy**

4 courses, distributed as follows:

1. Central Problems in Philosophy
2. Electives: one course from each of the three areas of the philosophy curriculum: History of Philosophy; Practical Philosophy; Theoretical Philosophy
### PHILOSOPHY COURSES

#### REQUIRED FOR MAJORS

These courses presuppose no background in philosophy and are required for Philosophy majors, though they are also open to non-majors. Central Problems in Philosophy serves as the gateway into the major; it is a prerequisite for all of the upper-level philosophy electives.

**PHIL-AD 101**

Central Problems in Philosophy  
Offered every year  
Spring 2013  
Prof. Shah  
This course introduces students to the discipline of philosophy by way of several philosophical problems, including skepticism, the ethics of punishment, and the existence of God. But philosophy is more than a set of specific problems. It is a way of attacking problems. We focus on the method of philosophy: clear, careful, analytical reasoning. We practice this method and hone our philosophical skills both in class discussions and in written work.

**PHIL-AD 102**

Logic  
Offered every other year  
All philosophers are wise. Socrates is a philosopher. Therefore, Socrates is wise. Our topic is the nature of this therefor. Logic is the science of reasoning—the study of the ways in which statements support or contradict one another. We investigate the logical structure of everyday language and see how the correctness or incorrectness of reasoning depends on this structure. We develop a formal language in order to make this structure more perspicuous.

**PHIL-AD 110**

Biomedical Ethics  
Offered every third year  
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 111**

Contemporary Moral Problems  
Offered every third year  
People disagree fiercely about the morality of torture, abortion, taxes, physician-assisted suicide, terrorism, and so forth. Can we find common ground in shared ethical principles that will allow us to engage in rational debates about these issues rather than in disrespectful shouting matches (or worse)? This is our guiding question as we investigate many of the contemporary moral issues that divide us.

**PHIL-AD 112**

Death  
Offered occasionally  
There is one thing we can be sure of: 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 badness? 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? 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 every other year  
Fall 2012  
Prof. Shah  
Do we have free will? 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 discuss the nature of persons, action, freedom, and responsibility in an effort to answer these questions.

**INTRODUCTORY ELECTIVES**

**PHIL-AD 114**

Philosophy of Religion  
Offered every third year  
An examination of several major questions that arise in philosophical discussions of religion, such as: Is it always irrational to form beliefs about matters which transcend the realm of the empirical, given that such...
beliefs cannot be directly supported by evidence? If so, then many religious beliefs are irrational. Is this the case, or can religious beliefs be supported by other means? Can philosophical reflection help us to prove the existence of God? Can it bring clarity to such puzzling matters as God’s relationship to time, or the question of how a benevolent and omnipotent God could permit the existence of evil? Alternatively, is the entire project of evaluating religious discourse as a set of claims about transcendent realities misguided, perhaps because religious language works differently than the language we use to speak about ordinary objects?

PHIL-AD 117
Aesthetics
Offered every third year
This course will address 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 emotion? 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?

POLSC-AD 140J
Introduction to Machiavelli
January Term (Florence)
Prof. Holmes
Crosslisted with Political Science

UPPER-LEVEL ELECTIVES: HISTORY OF PHILOSOPHY

All courses listed here require Central Problems in Philosophy (PHIL-AD 101) or consent of the instructor as a prerequisite.

PHIL-AD 120
Ancient Mediterranean Philosophy
Offered occasionally
Crosslisted with The Ancient World
An examination of the major figures and schools in Greek, Hellenistic, and Roman philosophy, with special attention to Plato and Aristotle.

PHIL-AD 121
Classical Arabic and Islamic Philosophy
Offered every third year
An examination of important ideas and texts in the classical period of Arabic and Islamic philosophy, including those of Al-Kindi, Al-Farabi, Ibn Sina (Avicenna), and Ibn Rushd (Averroes).

PHIL-AD 122
Classical Chinese Philosophy
Offered occasionally
Crosslisted with The Ancient World
An examination of important ideas and texts in the Chinese philosophical tradition, including those developed in Confucianism, Daoism, Mohism, and Chinese Buddhism.

PHIL-AD 123
Classical Indian Philosophy
Offered occasionally
Crosslisted with The Ancient World
An examination of important ideas and texts in the Hindu, Buddhist, and Jain philosophical traditions.

PHIL-AD 124
Modern European Philosophy
Offered every other year
Spring 2013
Prof. Silverman
An examination of major philosophical ideas and texts in Europe in the 17th and 18th centuries, from the scientific revolution to the beginning of German Idealism, including works by Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant.

PHIL-AD 125
19th- and 20th-century European Philosophy
Offered every third year
A historical examination of major philosophical ideas and texts in Europe beginning with German Idealism and including such topics as phenomenology, logical positivism, analytic philosophy, existentialism, and structuralism up to the period following World War II. Figures may include Hegel, Marx, Nietzsche, Mill, Frege, Russell, Wittgenstein, Husserl, Heidegger, Sartre, and Foucault.

PHIL-AD 126
Topics in the History of Philosophy
Offered occasionally
Careful study of some particular movement, philosopher, or issues in the history of philosophy. Examples: German Idealism, Ibn Rushd, theories of causation in Indian philosophy.

UPPER-LEVEL ELECTIVES: PRACTICAL PHILOSOPHY

All courses listed here require Central Problems in Philosophy (PHIL-AD 101) or consent of the instructor as a prerequisite.

PHIL-AD 130
Ethics
Offered every third year
An examination of fundamental questions of moral philosophy: What are our most basic values and of which are specifically moral values? What are the ethical principles by which we should judge our actions, ourselves, and our lives?

PHIL-AD 131
Environmental Ethics
Offered every third year
Crosslisted with The Environment, Urbanization
An examination of the application of moral and political philosophy to issues that arise in connection with humanity’s relation to its physical environment. Topics include conceptions of stewardship and the morality of population management.

PHIL-AD 132
Philosophical Perspectives on Gender
Offered occasionally
An examination of the morality and rationality of typical female and male behavior and motivation and of the social institutions relating the sexes.

PHIL-AD 133
Topics in Practical Philosophy
Offered occasionally
Careful study of some particular theory, philosopher, or set of issues in contemporary practical philosophy. Examples: consequentialism, Rawls, metaethics.

POLSC-AD 137
Political Philosophy
Offered every other year
Crosslisted with Political Science

UPPER-LEVEL ELECTIVES: THEORETICAL PHILOSOPHY

All courses listed here require Central Problems in Philosophy (PHIL-AD 101) or consent of the instructor as a prerequisite.

PHIL-AD 140
Epistemology
Considers questions such as the following: Can I have knowledge of anything outside my own mind—for example, physical objects or other minds? Or is skepticism’s attack on my commonplace claims to know unanswerable? What is knowledge, and how does it differ from belief?

PHIL-AD 141
Metaphysics
Offered every third year
Discusses general questions concerning the nature of reality and truth. What kinds of things exist? Are there minds or material bodies? Is change illusory? Are human actions free or causally determined? What is a person and what, if anything, makes someone one and the same person?

PHIL-AD 142
Philosophy of Language
Offered every third year
An examination of various philosophical and psychological approaches to language and meaning and their consequences for traditional philosophical problems in metaphysics, epistemology, and ethics.

PHIL-AD 143
Philosophy of Mind
Offered every third year
An examination of the relationship between the mind and the brain, of the nature of the mental, and of personal identity. Can consciousness be reconciled with a scientific view of the world?

PHIL-AD 144
Philosophy of Science
Offered occasionally
An examination of philosophical issues about the natural and social sciences. Central questions include: What is the nature of scientific explanation? How does science differ from pseudoscience? What is a scientific law? How do experiments work?

PHIL-AD 145
Topics in Theoretical Philosophy
Offered occasionally
Careful study of some particular theory, philosopher, or set of issues in contemporary theoretical philosophy. Examples: reliabilism, David Lewis, consciousness.

TOPICAL RESEARCH

PHIL-AD 298-299
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.
The arts of live performance have shaped the civic, religious, and ideological lives of human beings throughout history. In the globalized present, their capacity for shaping events and encounters between actual individuals in real space and time gives them unique opportunities for creating understanding and exchange between and beyond traditions. Students majoring in Theater at NYU Abu Dhabi explore these opportunities through rigorous academic study of world dramatic literature, theater history, and performance traditions as well as by training and experimenting in the collaborative techniques of theatrical expression, not only acting and writing but also costume, stage, and lighting design. The program balances a high regard for performance traditions with a deep commitment to experimentation, risk-taking, and invention.

Today, theater-making happens at the multiple intersections of individual stories, world literature, global culture, changing technology, and interdisciplinary theory. By thinking critically about the past, present, and future of artistic and cultural performance, and by studying the cultural rituals, personal expressions, public roles, and political perspectives that make up the canon of world performance, students learn to locate their own relationship to performance—be it scholarly, artistic, or a combination of the two—in an intellectually fertile and challenging environment.

As an intensely collaborative and inherently local art form, the theater offers a way of creating community. As students come together to work cooperatively on topics of shared interest, they develop interpersonal skills and social values that are perhaps more important today, in our often impersonal world, than ever before. Discipline, teamwork, communication, creative expression, and collective problem-solving: these skills transform the lives of individuals and lay the foundations for successful careers not only in the performing arts but in many other fields as well, such as advertising, arts administration, broadcasting, education, law, management, politics, or social work.

The Theater program at NYUAD welcomes majors and non-majors to join us in creating a lively 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. At least one course must be from Arts and Humanities Colloquia.
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.

All courses that a student wishes to count towards the concentration in Theater must be approved in advance by the student’s mentor, including those taken at NYU’s global sites. Only one course may double-count for the concentration in Theater and another major or concentration.

Requirements for the Concentration in Theater
4 courses, distributed as follows:
1. Making Theater
2. Thinking Theater
3. Electives

Sample Schedule
YEAR 1
Fall Semester
- CORE
- CORE
- GENERAL ELECTIVE
- GENERAL ELECTIVE

Spring Semester
- CORE
- CORE
- THEATER ELECTIVE
- GENERAL ELECTIVE

YEAR 2
Fall Semester
- CORE
- CORE
- MAKING THEATER
- GENERAL ELECTIVE

Spring Semester
- CORE
- THINKING THEATER
- THEATER ELECTIVE
- GENERAL ELECTIVE

YEAR 3
Fall Semester
- THEATER ELECTIVE
- THEATER ELECTIVE
- GENERAL ELECTIVE
- GENERAL ELECTIVE

Spring Semester
- CORE
- ARTS & HUMANITIES COLLOQUIUM
- GENERAL ELECTIVE
- GENERAL ELECTIVE

YEAR 4
Fall Semester
- THEATER ELECTIVE
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- CAPSTONE

Spring Semester
- THEATER ELECTIVE
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- CAPSTONE
THEATER COURSES

REQUIRED FOR MAJORS

THEAT-AD 100
Making Theater
Offered every year
Fall 2012
Prof. 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 138
Thinking Theater
Offered every year
Spring 2013
Prof. Levine
This seminar-style course gives an overview of the intellectual landscape of the discipline and introduces key methodologies and contexts for understanding performance. Several classical and modern theories of drama are explored, including those of Aristotle and Brecht. A range of critical perspectives are applied to a variety of plays from different periods, places, genres, and movements, with a view to developing a shared vocabulary and framework for further studies. Though not a historical survey, the course always includes the study of at least one play using the methods of theater history, as well as one representative topic in performance studies.

THEAT-AD 101 Fundamentals of Acting
Offered every fall
Fall 2012 (7 weeks)
Prof. 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 fundamental techniques, 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 of Work: Voice and Movement for the Artist
Offered every other year
Spring 2013 (7 weeks)
Prof. Kuhlke
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 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 112 Character and Action
Offered every third year
Students develop advanced performance skills by using acting techniques associated with Stanislavsky, Meisner, Grotowski, and Suzuki. Improvisation is used to explore clarity of expression, listening, and specificity in the actor’s task, but the focus is on the creation of character and dramatic worlds. The dramatic literature employed ranges from classical through contemporary playwriting by diverse cultural traditions.

THEAT-AD 113 The Collaborative Art: Fundamentals of Stage Design and Production
Offered every third year
An exploration of the varied skills, competencies, and collaborative strategies required to bring plays to life on the stage. Weekly staging projects provide opportunities to experiment with the building blocks of scenic, costume, and lighting design.

THEAT-AD 115 Directing the Actor
Offered every year
Spring 2013
Prof. Polendo
Crosslisted with Film and 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 practice 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.

ELECTIVES: ARTS PRACTICE

THEAT-AD 110 Fundamentals of Acting
Offered every fall
Fall 2012 (7 weeks)
Prof. 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 fundamental techniques, 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 130 In Search of a New Theater: Theatrical Modernism
Offered every third year
A study of the pan-European movements that, from the 1880s onward, challenged and revamped the conventions and institutions of 19th-century drama and theater. The new stagecraft associated with Naturalism and Symbolism complemented the new dramatic structures and themes of realism and expression, while the quest for deeper social and psychological truth led to a succession of experiments with theatrical form and presentation protocols. The march of “isms” that characterized the early years of the 20th century—Futurism, Dadaism, Surrealism—continued into the postwar period with new paradigms such as Brecht’s Epic Theater and Artaud’s Theater of Cruelty, culminating in the high modernism of Theater of the Absurd.

ELECTIVES: HISTORY, THEORY, CRITICISM

THEAT-AD 131 Modern Drama: Realism and Naturalism
Offered every third year
Crosslisted with Literature
A study of the origins and development of the two most influential dramatic movements of the past century. After noting such antecedents as 19th-century melodrama and the “well-made play,” we concentrate on the plays and theories of Gerhart Hauptmann, Henrik Ibsen, Anton Chekhov, August Strindberg, Émile Zola, and others. The social and psychological focus of these playwrights is discussed in terms of philosophical influences (Hegel, Kierkegaard, Nietzsche, Darwin) as well as in relation to important theatrical theorists, models, and institutions (Andre Antoine and the Théâtre Libre, Konstantin Stanislavski, and the Moscow Art Theater). The continuing vitality of realism as well as significant mutations of and modifications to it are traced throughout the century.

THEAT-AD 132 Roots of Global Performance
Offered every third year
How have different cultures used performance to communicate and express ideas of spiritual, political, spiritual? This course examines some of the most distinctive and influential performance traditions, past and present, from around the globe, and reflects upon their significance to our contemporary globalized culture. What structural, aesthetic, and release from habitus 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 133 Theater in Ancient Greece
Offered occasionally
Crosslisted with The Ancient World
An in-depth study of the great tragedies of Aeschylus, Sophocles, Euripides, the comedies of Aristophanes, and of the theater culture that produced them. We consider such topics as the religion of the Greek theater to ritual and myth; the role and meaning of the Greek tragic chorus; the importance of the theatrical contest of the City Dionysia; the physical theater space; and the social function of Greek theater in establishing and strengthening Greek democracy. The Greek plays are seen not only as the root of dramatic art in the West, but as repositories of key concepts of Western thought on such subjects as gender relationships, the role of the citizen in a democracy, war, power, and personal responsibility.
THEAT-AD 134X
Teater in the Arab World
Offered every other year
Spring 2013
Prof. 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 co-option 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 formats 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 Natyasatra and the Kadamho 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, Rasila, 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 136
Theaters of the Black Atlantic
Offered occasionally
An examination of the drama of contemporary playwrights of African descent living in the United States, the Caribbean, and Africa. The works of Nobel Prize-winners Wole Soyinka (Nigeria) and Derek Walcott (St. Lucia) are supplemented by an exploration of the plays of other important diasporic writers such as Aimé Césaire, and Maryse Condé (Martinique), Ngugi wa Thiong’o (Kenya) and Zakes Mofokeng (South Africa) as well as African American writers such as Lorraine Hansberry and August Wilson. Issues of colonialism, postcolonialism, empowerment, and spirituality are discussed.

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.

LITCW-AD 116
History of Drama and Theater
Offered every third year
Crosslisted with Literature
CAPSTONE
THEAT-AD 400–401
Capstone Research Project (2 semesters)
Offered every year starting 2013-14
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 program consists of a capstone seminar, taken in the first semester of the senior year, and a year-long individualized thesis tutorial. During the capstone seminar, students define the parameters of their projects and begin exploratory work and research. The capstone experience culminates in the public presentation of the project. Students may also elect to participate in a College Capstone Project with students majoring in other disciplines in the humanities, the natural and the social sciences. Collaborating students work with a faculty member to define the overall goals of the group Capstone Project, as well as the goals of each participant.

Artists across the globe, in the past and present, have created images and other forms of visual communication and artistic expression that influence the way we experience the world around us. Their work often allows us to perceive nature, culture, and society with new eyes, revealing and mobilizing the deliberate and unconscious effects of images on the human mind, unraveling prejudices, building critical consciousness, and facilitating aesthetic pleasure and intellectual satisfaction.

The major in Visual Arts integrates studio art, art history, and critical theory. The studio art courses allow students to explore a range of different media and techniques including drawing and painting, sculpture, photography, video, and digital media. Equally significant are the courses that deal with art history, visual studies, and art criticism. These courses guide students to think critically about the past and present of the visual experience; understand the genesis and development of visual arts in a wide variety of societies; and critically evaluate the visual arts in writing about them. Students are encouraged to take a variety of courses in order to comprehend the reactions to observed reality, the built environment, and the creative urge in a large sphere of societies. We aim to take advantage not only of the panorama of history but to tap into the rich visual cultures of the region in which the students are studying by linking them with practicing artists, art historians, art critics, architects, urban planners, and others who shape our collective visual literacy.

The NYUAD Visual Arts program is closely related to, and crosslists courses from, the Pre-Professional track in Museum and Cultural Heritage Studies, which takes advantage of the presence in the region of museums such as the Museum of Islamic Art in Doha, and the future museums on Abu Dhabi’s Saadiyat Island. At least one course must be from Arts and Humanities Colloquia.
## VISUAL ARTS COURSES

### REQUIRED FOR MAJORS

#### VISAR-AD 101
Introduction to Visual Arts Practice: Images, Objects, Actions

- **Fall 2012**
- Offered every year
- Prof. Brosnand and Torreano

#### 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 112
Photography and Lens-Based Images

- **Offered every third year**
- An 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 cameras 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 113
Photography as Art and Practice

- **Offered every third year**
- 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 as art, a medium of communication, formulator of political and propaganda concepts, advertising tool, and aspect of popular culture are considered, 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.
VI SAR-AD 167J
Photography: Your Personal Vision
Offered every other year
This course focuses on developing a personal vision within photography. Students learn how to: shoot, edit, and present photographic essays; gain access to challenging subjects and cultures. This course offers visits to museums and other sites. Fall 2013
Prof. Puccetti

VI SAR-AD 118
Types of Art from Calligraphy and Stone Carving to Digital Type
Offered every other year
Fall 2012
Prof. Puccetti
Type Design is the art and craft of designing typefaces. From calligraphy and stone carving to digital type, the history of type reflects 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 forever on the Moon. It is important to experience the “cycle of completion” as often as possible. Therefore, students should be prepared to make a lot of paintings.

VI SAR-AD 116J
Photojournalism: Your Personal Vision
CROSSLISTED with Journalism
Offered every other year
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, this course examines the visual and semiotic role of Islamic ornament under specific historical conditions. Fall 2012
Offered occasionally
Crosslisted with Arab Crossroads Studies
This course 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. Students will acquire proficiency with the Adobe Creative Suite.

VI SAR-AD 163J
Designing Abu Dhabi
January Term (Abu Dhabi)
Prof. 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.

VI SAR-AD 150
Islamic Art and Architecture
Offered every other year
Crosslisted with Arab Crossroads Studies
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.

VI SAR-AD 151
Design and Ornament in Islamic Art
Offered occasionally
Crosslisted with Arab Crossroads Studies
This course begins with the achievements of Romanesque and Gothic cathedrals, and the paintings of Romanesque and Gothic manuscripts are studied in this foundational course.

VI SAR-AD 152
Orientalist Art
Offered occasionally
Crosslisted with Arab Crossroads Studies
This course begins with the achievements of Romanesque and Gothic cathedrals, and the paintings of Romanesque and Gothic manuscripts are studied in this foundational course.

VI SAR-AD 153
Global Art: Modern and Contemporary Contexts
Offered occasionally
This course investigates the ways in which art emerges over time as a distinct realm of human activity in different regions of the world. Students study what happens when artistic ideas and forms migrate from one geographic region (with its attendant cultural traditions) to another. Students consider how models drawn from evolutionary theory and translation studies can facilitate new ways of understanding the dynamics of the global spread of artistic ideas, forms, and expressions.

VI SAR-AD 154
History of Western Art from Antiquity to the End of the Middle Ages
Offered every other year
Crosslisted with The Ancient World
This course begins with the achievements of such ancient societies as the Egyptian, Greco-Roman, Etruscan, then considers the medieval arts of architecture, painting, and sculpture. The Pyramids, the Pantheon, Pantheon, Aix-la-Chapelle, Chartres, and the painters of Romanesque and Gothic manuscripts are studied in this foundational course.
The Exhibition Industry
Offered occasionally
Crosslisted with Museum and 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.

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.

Architecture in Abu Dhabi and Dubai
Offered occasionally
Crosslisted with Crossroads Studies
This course investigates architecture, urban design and planning, with particular attention to buildings that are designed to serve as visual monuments to the city. Students explore urban design in Abu Dhabi and Dubai in relation to several contexts, including the history, garden sculpture and landscaping, the continuing traditions of Islamic arts in the region, and the development of contemporary Western architectural forms.

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 forms of culture.

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.

History of Western Art from the Renaissance to the Modern Period
Offered every other year
This course investigates the proliferation of the shared visualic that animates Western artistic practices. Students explore the history of Western art as a series of conversations among artists and forms over time that takes place in relation to a variety of social, cultural, and ideological practices. Through case studies drawn from the history of forms from the early Renaissance in Florence to contemporary 21st-century trends, students investigate the dynamic nature of cultures and artistic practices.

Landscape, Architecture, Art, and the Making of the Mughal Empire 1525-1700
January Term (Abu Dhabi)
Prof. Westermann
Crosslisted with History
At its zenith about 1700, the Mughal empire encompassed c. 125 million people, then a quarter of the world’s population, and ranged from present-day Pakistan to India, from Kashmir to the Deccan. By then a succession of six emperors—hailing from Central Asia, descended from Genghis Khan, and aspiring to the sophistication of Persia—had created an uncommonly sophisticated heritage of gardens and palaces, mosques and manuscripts, paintings and textiles. We examine Mughal arts from 1525 to 1700, from the reign of Emperor Babur, who invaded from Afghanistan with a new ideology of landscape, through the massive building campaigns of Akbar, to the aesthetic achievements of Shah Jahan, builder of the Taj Mahal, and the restrained commissions of his rebellious son Aurangzeb. After study of Mughal conquest, arts, and modalities of empire, we spend a week in India to study major monuments and collections in Delhi, Agra, Fatehpur Sikri, and beyond.

Introduction to Museum Studies
Offered every third year
Crosslisted with Museum and Cultural Heritage Studies
The Meaning of Museums
Crosslisted with Museum and Cultural Heritage Studies
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 program consists of a capstone seminar, taken in the first semester of the senior year, and a year-long individualized thesis tutorial. During the capstone seminar, students define the parameters of their projects and begin exploratory work and research. The capstone experience culminates in the public presentation of the project. Students may also elect to participate in a College Capstone Project with students majoring in other disciplines in the humanities, the natural and the 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.

Cabinets of Wonder
Offered occasionally
Crosslisted with Museum and Cultural Heritage Studies
Sharing Heritage
Offered every other year
Crosslisted with Museum and Cultural Heritage Studies

Aurangzeb. After study of Mughal conquest, arts, and modalities of empire, we spend a week in India to study major monuments and collections in Delhi, Agra, Fatehpur Sikri, and beyond.

Multiple Lives of the Work of Art
Crosslisted with Museum and Cultural Heritage Studies
Shared Cultural Heritage: Policies and Perspectives
Offered every year
January Term (Abu Dhabi)
Prof. Parthesius
Crosslisted with Museum and Cultural Heritage Studies
Museums, Communities, and Public Art
Offered every other year
January Term (New York)
Prof. Finkelpearl
Crosslisted with Museum and Cultural Heritage Studies
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, our societies, and 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 crosslisted 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. 140-141.
SOCIAL SCIENCE FOUNDATIONS COURSES

The following courses are shared by the three Social Science majors: Economics, Political Science, and Social Research and Public Policy.

SOCSC-AD 110
Statistics for the Social and Behavioral Sciences
Offered every fall and spring
Fall 2012
Prof. Jensen; Prof. Ezig
Spring 2013
Prof. Jensen; Profs. Billiari, Mayoral
This course may be replaced with Statistics and Probability for the Social Science (SOCSC-AD 113). 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 year
Spring 2013 (7 weeks)
Prof. Hedström
Recommended Prerequisites: Foundations of Modern Social Thought (POLSC-AD 117)
Examines the several methodologies employed in social analysis. 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 test causality and use experiments in social research.

SOCSC-AD 113
Statistics and Probability for the Social Sciences
Offered every spring
Spring 2013
Prof. Ramey
Prerequisites: Calculus with Applications (MATH-AD 111)
This course may be substituted for Statistics for the Social and Behavioral Sciences (SOCSC-AD 110). 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
Spring 2013
Prof. Abdulkadir
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, mainly focusing on discourses that stem from liberal, conservative, and radical schools of thought. Comparative empirical case studies of capitalist economic institutions around the world (e.g. USA, continental Europe East Asia, and the Middle East) are provided.

SOCSC-AD 201
Mathematics for the Social Sciences
Offered every year
Spring 2013
Prof. Mihm
Prerequisites: Calculus with Applications (MATH-AD 111)
This course may be used as a substitute for Calculus (MATH-AD 112). The course covers tools critical for introductory statistical inference, analysis of variance, and hypothesis testing. The course ends with an inference-based look at linear regression.

ECONOMICS

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 analyses also consider 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 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 multi-disciplinary approach combining the best economic thinking with the best thinking in psychology, history, 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 on to graduate studies in Economics or intend to take Theory Track courses at NYU New York are advised to complete the specialization in Theory.

Requirements for the Specialization in Finance
3 courses, distributed as follows:
1. Foundations of Financial Markets
2. Finance Electives

Requirements for the Specialization in Theory
5 courses, of which 3 substitute for courses in the major and 2 are in addition to the major, distributed as follows:
1. Advanced Microeconomics in place of Intermediate Microeconomics
2. Advanced Macroeconomics in place of Intermediate Macroeconomics
4. Mathematics for the Social Sciences
5. Introduction to Econometrics

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. Students should obtain approval from their mentor to apply courses in other disciplines and at other NYU sites toward the Economics concentration.

Requirements for the Concentration in Economics
4 courses, distributed as follows:
1. Principles of Microeconomics
2. Principles of Macroeconomics
3. Electives

Sample Schedule

Requirements for the Major
14 courses, distributed as follows:
7. Required Courses: Calculus with Applications; Principles of Micro; Principles of Macro; International Econ; Intermediate Micro; Intermediate Macro; Stats for the Social and Behavioral Sciences
3. Electives
2. Breadth Electives
2. Capstone Project

Year 1
Fall Semester
- CORE
- CORE
- CALCULUS
- PRINCIPLES OF MICRO ECONOMICS

Spring Semester
- CORE
- PRINCIPLES OF MACRO ECONOMICS
- STATISTICS FOR SOCIAL SCIENCES
- GENERAL ELECTIVE

Year 2
Fall Semester
- CORE
- INTERNATIONAL ECONOMICS
- INTERMEDIATE MICRO-ECONOMICS
- GENERAL ELECTIVE

Spring Semester
- CORE
- INTERMEDIATE MACRO-ECONOMICS
- GENERAL ELECTIVE

Year 3
Fall Semester
- CORE
- BREADTH ELECTIVE
- ECONOMICS ELECTIVE
- GENERAL ELECTIVE

Spring Semester
- CORE
- BREADTH ELECTIVE
- ECONOMICS ELECTIVE
- GENERAL ELECTIVE

Year 4
Fall Semester
- ECONOMICS ELECTIVE
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- CAPSTONE

Spring Semester
- ECONOMICS ELECTIVE
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- CAPSTONE
ECONOMICS COURSES

REQUIRED FOR MAJORS

These seven courses are required for Economics majors and are open to non-majors.

ECON-AD 101
Principles of Microeconomics
Offered every fall and spring

Fall 2012
Profs. Nyarko and Biais; Prof. Morton

Spring 2013
Prof. Morton

Crosslisted with Business and Organizational Studies, Leadership and Social Entrepreneurship, Social Research and Public Policy

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
Offered every fall and spring

Fall 2012
Prof. Dave

Spring 2013
Profs. Saint-Paul, Leahy

Crosslisted with Social Research and Public Policy

This course introduces students to the study of modern aggregate economics as applied to analyses of national economies in the long and short runs of time. The course begins with a discussion of some basic tools and data used to analyze the relationships between macroeconomic aggregates such as production, inflation and unemployment. Next, deterministic long run growth in national per capita incomes are discussed followed by introductory models of fluctuations (booms and recessions). The course concludes with analyses of the tensions inherent in the formulation of monetary and fiscal macroeconomic policies, the relationship of an aggregate economy with its financial sector, and the pitfalls and opportunities afforded to nations within the context of an emergent global economy.

ECON-AD 103
International Economics
Offered every fall and spring

Fall 2012
Prof. Malik

Spring 2013
Profs. Verdier, Rancière

Prerequisites: Principles of Microeconomics (ECON-AD 101), Principles of Macroeconomics (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
Offered every fall and spring

Fall 2012
Prof. Dave

Spring 2013
Profs. Bisin, Imbs

Prerequisites: Principles of Microeconomics (ECON-AD 101), Principles of Macroeconomics (ECON-AD 102), Intermediate Microeconomics (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, 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), instead of Intermediate Macroeconomics.

ECON-AD 105
Intermediate Microeconomics
Offered every fall and spring

Fall 2012
Prof. Thom

Spring 2013
Prof. Mihm

Prerequisites: Principles of Microeconomics (ECON-AD 101), Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111)

Intermediate microeconomics introduces the decision-making of consumers and firms, and then examines how markets allocate resources in an economy with different consumers and firms competing for scarce resources. The course begins by studying the objectives and constraints of consumers and firms in isolation, and then combines models of agent behavior to study individual markets under perfect competition, monopoly, and oligopoly. The course then explores how different markets interact in the economy to allocate resources, and emphasizes the efficiency properties of a competitive market system under idealized circumstances. The course concludes with an analysis of some of the circumstances in which competitive markets can fail to produce efficient outcomes, including externalities, public goods and asymmetric information. Students pursuing a specialization in theory must take Advanced Microeconomics (ECON-AD 305), instead of Intermediate Microeconomics.

MATH-AD 111
Calculus with Applications
Offered every fall and spring

Fall 2012
Mathematics faculty

Spring 2013
Mathematics faculty

Crosslisted with Mathematics

Discussion section included

SOCSCI-AD 110
Statistics for the Social and Behavioral Sciences
Offered every fall and spring

Fall 2012
Prof. Jensen; Prof. Ezgi

Spring 2013
Prof. Jensen; Profs. Bibbie, Mayoral

Crosslisted with Political Science, Psychology, and Social Research and Public Policy

ELECTIVES

ECON-AD 106J
Understanding the Financial Crisis
Offered occasionally

January Term (New York)

Profs. Fernandez and Leahy

Crosslisted with Political Science, Social Research and Public Policy

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 America 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-economic environment.

ECON-AD 300
Development Economics
Offered every other year

Fall 2012 (7 weeks)

Prof. Ray

Prerequisites: Intermediate Macroeconomics (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

Spring 2013 (7 weeks)

Prof. Bourguignon

Prerequisites: Principles of Microeconomics (ECON-AD 101), Principles of Macroeconomics (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 other year
Fall 2012
Prof. Malik
Prerequisites: Principles of Microeconomics (ECON-AD 101), Statistics for the Social and Behavioral Sciences (SOSC-AD 110).
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 304 Behavioral Economics**
Offered every other year
Fall 2 2012 (7 weeks)
Prof. Cesarini
Prerequisites: Intermediate Microeconomics (ECON-AD 105), Introduction to Econometrics (ECON-AD 210).
This course introduces students to the field of behavioral economics or economic psychology. This is a field which seeks to insert non-standard assumptions about human preferences or beliefs into economic models. These assumptions are often motivated by psychological evidence. Throughout the course, we emphasize the interaction between theoretical predictions and empirical data. We explore various ways in which the predictions of the theory can be tested. The course is organized around four topics: social preferences, intertemporal discounting, prospect theory, and heuristics and biases. The course requires a command of basic microeconomic theory and calculus. Some familiarity with econometric analysis of microeconomic data is also welcome.

**ECON-AD 313 Cooperative Games and Applications**
Offered every third year
Fall 2 2012 (7 weeks)
Prof. Bogomolnaia
Prerequisites: Calculus with Applications (MATH-AD 111), Intermediate Microeconomics (ECON-AD 105).
Recommended: Introduction to Game Theory (POLSC-AD 112).
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 economics such as poverty, crime, and congestion are covered along with related policies.

**ECON-AD 320 Environmental Economics and Energy Policy**
Offered every other year
Prerequisites: Intermediate Microeconomics (ECON-AD 105).
Crosstlisted with Urbanization (ECON-AD 210).
Crosstlisted with Urbanization (ECON-AD 210).
This course introduces students to the field of environmental economics. This is a field which seeks to insert non-standard assumptions about human preferences or beliefs into economic models. These assumptions are often motivated by psychological evidence. Throughout the course, we emphasize the interaction between theoretical predictions and empirical data. We explore various ways in which the predictions of the theory can be tested. The course is organized around four topics: social preferences, intertemporal discounting, prospect theory, and heuristics and biases. The course requires a command of basic microeconomic theory and calculus. Some familiarity with econometric analysis of microeconomic data is also welcome.

**ECON-AD 322 Public Economics**
Offered every other year
Spring 2013
Prof. Mortan
Prerequisites: Intermediate Microeconomics (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 every other year
Prerequisites: Principles of Microeconomics (ECON-AD 101), Principles of Macroeconomics (ECON-AD 102).
Crosstlisted with Urbanization (ECON-AD 210).
This course introduces students to the field of urban economics. This is a field which seeks to insert non-standard assumptions about human preferences or beliefs into economic models. These assumptions are often motivated by psychological evidence. Throughout the course, we emphasize the interaction between theoretical predictions and empirical data. We explore various ways in which the predictions of the theory can be tested. The course is organized around four topics: social preferences, intertemporal discounting, prospect theory, and heuristics and biases. The course requires a command of basic microeconomic theory and calculus. Some familiarity with econometric analysis of microeconomic data is also welcome.

**ECON-AD 324 Collective Welfare and Distributive Justice**
Offered every third year
Spring 1 2013 (7 weeks)
Prof. Moulin
Prerequisites: Calculus with Applications (MATH-AD 111), Intermediate Microeconomics (ECON-AD 105).
This course explores the contribution of microeconomic analysis to the normative issues surrounding the design of collective decision processes (voting rules, bargaining protocols), and the fair distribution 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.

**BREADTH ELECTIVES**

**SOSC-AD 115 Varieties of Capitalism**
Offered every other year
Spring 2013
Prof. Abdulkadir
Crosstlisted with Political Science, Social Research and Public Policy

**ACS-AD 231J Oil, Energy, and the Middle East**
January Term (Abu Dhabi)
Prof. Hayek
Crosstlisted with Political Science, Arab Crossroads Studies, The Environment

**BUSOR-AD 111J Principles of Marketing**
January Term (New York)
Prof. Buchanan
Crosstlisted with Business and Organizational Studies, Leadership and Social Entrepreneurship

**LEAD-AD 115J Critical Issues in Social Entrepreneurship: Innovations in the Middle East**
January Term (Abu Dhabi)
Prof. Emerson
Crosstlisted with Arab Crossroads Studies, Business and Organizational Studies, Leadership and Social Entrepreneurship

**MDURB-AD 122J Cities and Consumption**
January Term (Buenos Aires)
Prof. Zaloom
Crosstlisted with Urbanization, Social Research and Public Policy

**POLSC-AD 112 Introduction to Game Theory**
Offered every year
Fall 1 2012 (7 weeks)
Prof. Wilson
Prerequisites: Calculus with Applications (MATH-AD 111)
Crosstlisted with Political Science, Social Research and Public Policy, Mathematics
POLSC-AD 113
Advanced Game Theory
Offered every year
Spring 2013
Prof. Chacon
Prerequisites: Introduction to Game Theory
(POLSC-AD 112)
Discussion section included
Crosslisted with Political Science, Social Research and Public Policy

POLSC-AD 117
Foundations of Modern Social Thought
Offered every fall and spring
Fall 2012
Dean Szelényi and Prof. A. Minsky
Spring 2013
Dean Szelényi and faculty
Discussion section included
Crosslisted with Political Science

POLSC-AD 134
Political Economy of Development
Offered occasionally
Fall 2012
Prof. Nouy
Crosslisted with Political Science, Social Research and Public Policy

SOCSC-AD 112
Logic of Social Inquiry
Offered every year
Spring 2013 (7 weeks)
Prof. Hedström
Recommended Prerequisites: Foundations of Modern Social Thought (POLSC-AD 117)
Crosslisted with Political Science, Social Research and Public Policy

SRPP-AD 115J
Social Networks
Offered every year
January Term (Abu Dhabi)
Prof. Bearman
Recommended Prerequisites: Logic of Social Inquiry (SOCSC-AD 112)
Crosslisted with Political Science, Social Research and Public Policy

SRPP-AD 120
Survey Research
Offered every year
Spring 2013 (7 weeks)
Prof. Weiss
Prerequisites: Statistics for the Social and Behavioral Sciences (SOCSC-AD 110), Logic of Social Inquiry (SOCSC-AD 112)
Crosslisted with Political Science, Social Research and Public Policy

THEORY SPECIALIZATION
Available for the class of 2016
SOCSC-AD 113
Statistics and Probability for the Social Sciences
Offered every spring
Spring 2013
Prof. Ramey
Prerequisites: Calculus with Applications (MATH-AD 111)
Crosslisted with Political Science, Social Research and Public Policy
This course may be substituted for Statistics for the Social and Behavioral Sciences (SOCSC-AD 110).

SOCSC-AD 201
Mathematics for the Social Sciences
Offered every year
Spring 2013
Prof. Mihm
Prerequisites: Calculus with Applications (MATH-AD 111)
Crosslisted with Political Science, Social Research and Public Policy
This course may be used as a substitute for Calculus (MATH-AD 110).

ECON-AD 210
Introduction to Econometrics
Offered every other year
Spring 2013
Prof. Nouy
Prerequisites: Calculus with Applications (MATH-AD 111)
Crosslisted with Political Science, Social Research and Public Policy
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 cpl of identification is provided.

ECON-AD 305
Advanced Microeconomics
Offered every year starting 2013–14
Prerequisites: Principles of Microeconomics (ECON-AD 101), Principles of Macroeconomics (ECON-AD 102), Mathematics for Social Scientists (SOCSC-AD 201), Introduction to Econometrics (ECON-AD 210)
Co-requisite: Statistics for the Social and Behavioral Sciences (SOCSC-AD 210)
This course may be used as a substitute for Intermediate Microeconomics (ECON-AD 104) and Macroeconomics (ECON-AD 105). Students pursuing a specialization in theory must take Advanced Microeconomics, instead of Intermediate Microeconomics (ECON-AD 105).

FINANCE SPECIALIZATION
BUSOR-AD 352J
Global Banking and Financial Markets
Offered every other January Term
January Term (Abu Dhabi)
Prof. Smith
Crosslisted with Business and Organizational Studies

ECON-AD 303
Corporate Finance
Offered every other year
Prerequisites: Foundations of Financial Markets (ECON-AD 302), Introduction to Accounting (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 every other year
Prerequisites: Foundations of Financial Markets (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 321
Introduction to Accounting
Offered every other year
Prerequisites: Foundations of Financial Markets (ECON-AD 302)
Crosslisted with Business and Organizational Studies
This course develops students’ abilities to understand business transactions and financial statements and to determine the most appropriate financial measures for those events. The underlying rationale for accounting practices is discussed and students assess their effectiveness in providing useful information for decision-making. Emphasis is placed on accounting practices that purport to portray corporate financial position, operating results, cash flows, manager performance, and financial strength.

CAPSTONE COURSES
ECON-AD 400–401
Capstone Seminar (2 semesters)
Offered every year starting 2013–14
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.
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? Why do dictatorships affect policy-making? 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 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.
**POLITICAL SCIENCE**

**SAMPLE SCHEDULE**

<table>
<thead>
<tr>
<th>Requirements for the Major</th>
<th>10 courses, distributed as follows:</th>
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<tr>
<td>2 Required Courses:</td>
<td>2 Area Electives</td>
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<tr>
<td>Statistics for the Social and Behavioral Sciences; Intro to Political Thinking</td>
<td>2 Capstone Project</td>
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<td>2 Introductory Electives</td>
<td>2 Methods Electives</td>
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<th>POLITICAL SCIENCE COURSES</th>
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<td><strong>REQUIRED FOR MAJORS</strong></td>
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<th>Course</th>
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<th>Professors</th>
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<tr>
<td>SOCSC-AD 110</td>
<td>every fall and spring</td>
<td>Statistics for the Social and Behavioral Sciences</td>
<td>Prof. Jensen, Prof. Ezgi</td>
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<tr>
<td>POLSC-AD 130</td>
<td>every fall and spring</td>
<td>This course may be substituted with Statistics and Probability for Social Science (SOCSC-AD 113)</td>
<td>Prof. Jensen, Profs. Bilbiie, Mayoral</td>
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**INTRODUCTORY ELECTIVES**

Majors choose two of the following courses.

**POLSC-AD 117 Foundations of Modern Social Thought**
- Offered every fall and spring
- Dean Szelenyi and Prof. A. Minsky
- Spring 2013
- Dean Szelenyi and faculty
- Discussion section included
- Crosslisted with 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.

**POLSC-AD 150 Introduction to Comparative Politics**
- Offered every year
- Fall 2012
- Prof. Chacon
- Prerequisites: Statistics for the Social and Behavioral Sciences (SOCSC-AD 110), Introduction to Political Thinking (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
- Spring 2013
- Prof. Ezgi
- Prerequisites: Statistics for the Social and Behavioral Sciences (SOCSC-AD 110), Introduction to Political Thinking (POLSC-AD 130)
- 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. This course will be accepted as prerequisite for senior seminars in International Politics at NYUNY.

AREAS ELECTIVES: METHODS

SOCSC-AD 112
Logic of Social Inquiry
Offered every year
Spring 2013 (7 weeks)
Prof. Hedström
Recommended Prerequisites: Foundations of Modern Social Thought (POLSC-AD 117)
Crosslisted with Economics, Social Research and Public Policy

SOCSC-AD 113
Statistics and Probability for Social Science
Offered every spring
Spring 2013
Prof. Ramey
Crosslisted with Economics, Social Research and Public Policy
This course may be substituted for Statistics for the Social and Behavioral Sciences (SOCSC-AD 110).

POLSC-AD 201
Mathematics for Social Scientists
Offered every spring
Spring 2013
Prof. Mihm
Prerequisites: Calculus (MATH-AD 110)
Crosslisted with Economics, Social Research and Public Policy

POLSC-AD 112
Introduction to Game Theory
Offered every year
Fall 2012 (7 weeks)
Prof. Wilson
Prerequisites: Calculus with Applications (MATH-AD 111)
Crosslisted with Economics, Social Research and Public Policy

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 non-cooperative 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 every year
Spring 2013
Prof. Chacon
Prerequisites: Introduction to Game Theory (POLSC-AD 112)
Discussion section included
Crosslisted with Economics, Social Research and Public Policy
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 209
Data Analysis
Offered every year
Spring 2013
Prof. Brückner
Prerequisites: Statistics for the Social and Behavioral Sciences (SOCSC-AD 110)
Crosslisted with Social Research and Public Policy
Social scientists and policy analysts rely heavily on research drawing on observational data. Students will 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 Econometrics.

ECON-AD 106
Understanding the Financial Crisis
Offered occasionally
January Term (New York)
Profs. Fernandez and Leahy
Crosslisted with Economics, Social Research and Public Policy

POLSC-AD 210
Introduction to Econometrics
Offered every other year
Spring 2013
Prof. Noury
Prerequisites: Calculus with Applications (MATH-AD 111)
Crosslisted with Economics, Social Research and Public Policy
SRPP-AD 115J
Social Networks
Offered every year
January Term (Abu Dhabi)
Prof. Bearman
Recommended Prerequisites: Logic of Social Inquiry (SOCSC-AD 112)
Crosslisted with Economics, Social Research and Public Policy

SRPP-AD 120
Survey Research
Offered every year
Spring 2013 (7 weeks)
Prof. Weiss
Prerequisites: Statistics for the Social and Behavioral Sciences (SOCSC-AD 110), Logic of Social Inquiry (SOCSC-AD 112)
Crosslisted with Economics, Social Research and Public Policy

POLSC-AD 115J
Political Psychology
Offered every other year
Crosslisted with Psychology
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
Fall 2012
Prof. Klingemann
In this course we draw on both theory and evidence to investigate the interplay between voters’ preferences and electoral rules in modern democracies. We begin by thinking about voters’ utility functions: what kinds of returns do citizens get from voting? How do voters in different democracies weigh candidates’ policy positions, information about economic performance, and their partisan affiliations? We then consider how different electoral institutions aggregate voters’ preferences and the effects of varying electoral rules on party competition, including the number and ideological character of parties, and the responsiveness of elected officials to voter preferences.

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.
This course examines the relationship between economic incentives and the creation and maintenance of political and economic institutions. While we normally think of institutions as representing exogenous constraints on political actors, this course treats institutions as the endogenously generated result of strategic choices. Topics include the creation and assignment of property rights, the rule of law, and the creation of markets.

**POLSC-AD 134**

**Political Economy of Development**  
Offered occasionally  
Fall 2012  
Prof. Noury  
Crosslisted with Economics, Social Research and Public Policy

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 are used throughout the course.

**POLSC-AD 135**

**Politics and Finance**  
Offered every other year  
Spring 2013  
Prof. Noury

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 is placed on the United States, although international comparisons are also present. The approach is similar to that used in microeconomics, except that transactions are made through voting institutions rather than through economic exchange.

**POLSC-AD 136**

**Political Economy of Cities**  
Offered occasionally  
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 137**

**Political Philosophy**  
Offered occasionally  
Crosslisted with Philosophy

An examination of fundamental issues concerning the justification of political institutions. Topics may include democratic theory, political obligation and liberty, criteria of a just society, human rights, and civil disobedience.

**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 un-elected 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**  
Fall 2012  
Prof. Klingemann

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 Term (Florence)  
Prof. Holmes  
Crosslisted with Philosophy

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.

**POLSC-AD 158**

**Comparative Legislatures**  
Offered every other year  
Spring 2013  
Prof. Waterbury

Prerequisites: Introduction to Comparative Politics (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 has 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 2012 (7 weeks)
Prof. Chandra
Prerequisites: Introduction to Comparative Politics (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 do they develop similar human development records 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
The topics will vary from year to year.

POLSC-AD 155J
Politics in Modern Europe
Offered every other year
January Term (London)
Profs. Laver, Hix, and Tucker
Prerequisites: Introduction to Comparative Politics (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 and the structure of the European Union are examined, and the impact of integration on the political systems of the member states is analyzed. The politics of central and eastern Europe are studied in the context of democratization and the transition to market economies. The course also considers the role of the United States and other transatlantic relations in the politics of western Europe.

POLSC-AD 156
Power and Politics in America
Offered every year
Fall 2012
Prof. Ramey
Prerequisites: Statistics for the Social and Behavioral Sciences (SOCSC-AD 110), Introduction to Political Thinking (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 159X
Public Policy Challenges in the Middle East
Offered every other year
Spring 2013
Prof. Waterbury
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 arise 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 157J
Bridging the Divide Between the Arab World and the West
January Term (Abu Dhabi)
Prof. Zagbay
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 explore 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 231X
Oil, Energy, and the Middle East
January Term (Abu Dhabi)
Prof. Haykel
Crosslisted with Economics, Arab Crossroads Studies, The Environment

POLSC-AD 232X
Society and Politics of Saudi Arabia
Offered every other year
Fall 2012
Prof. Menoret
Crosslisted with Arab Crossroads Studies

AREA ELECTIVES: INTERNATIONAL POLITICS

POLSC-AD 171
International Conflict
Offered occasionally
Prerequisites: Introduction to International Politics (POLSC-AD 170)
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
Prerequisites: Introduction to International Politics (POLSC-AD 170)
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
Fall 2012
Prerequisites: Introduction to International Politics (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 scientists use to understand this system. The course seeks to familiarize students with analytical tools that will help them gain a better understanding of the current problems and opportunities facing actors in today’s international political economy.

POLSC-AD 176J
Nation-Building
January Term (New York)
Profs. Jones and Traub
Offered occasionally
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 states 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 policy issue in all 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 175
Topics in International Politics
Offered occasionally
The topics will vary from year to year.

CAPSTONE COURSES

POLSC-AD 400
Senior Seminar 1
Offered every year starting 2013–14
Students will develop a research question, construct a research design that will allow them to test potential answers to that question, and collect relevant data.

POLSC-AD 401
Senior Seminar 2
Offered every year starting 2013–14
Students will implement their proposed research design, analyze the results, and write their senior theses.
Social Research and Public Policy attracts students who are concerned with the major social problems of our times such as poverty, racism and sexism, inequality, religious, and economic fundamentalism. The major offers rigorous training in quantitative and qualitative methods to investigate such problems. It inspires in students the critical theoretical imagination and helps them to make a better sense of the world around themselves. Social Research and Public Policy majors are regarded as excellent candidates for graduate programs in law, public policy, business school, public health, education, urban planning, and social work, or for positions with non-governmental organizations (NGO’s), and in public service, urban planning, and community action. They can also continue their studies in Ph.D. programs in various social sciences, in particular in sociology and anthropology.

Social Research and Public Policy is distinguished by its breadth and its emphasis on critical thinking and hands-on empirical research, especially research linked to policy questions. 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; and two general electives. During the senior year students will develop their research design and collect data during the first semester of senior year, and during the second semester they will analyze data and write their senior theses.

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 their mentor to apply courses in other disciplines and at other NYU sites toward the SRPP concentration.

REQUIREMENTS FOR THE CONCENTRATION IN SOCIAL RESEARCH AND PUBLIC POLICY
4 courses, distributed as follows:
1. Foundations of Modern Social Thought
2. Logic of Social Inquiry
3. Electives

Social Research and Public Policy (SRPP)
SAMPLE SCHEDULE

YEAR 1
Fall Semester
CORE  CORE  FOUNDATIONS OF MODERN SOCIAL THOUGHT  STATISTICS FOR SOCIAL SCIENCES  January Term
Spring Semester
CORE  CORE  LOGIC OF SOCIAL INQUIRY  GENERAL ELECTIVE  GENERAL ELECTIVE

YEAR 2
Fall Semester
CORE  CORE  SURVEY RESEARCH  FOUNDATIONAL ELECTIVE  January Term
Spring Semester
CORE  ETHNOGRAPHIC FIELD RESEARCH  FOUNDATIONAL ELECTIVE  GENERAL ELECTIVE

YEAR 3
Fall Semester
CORE  ELECTIVE  GENERAL ELECTIVE  GENERAL ELECTIVE  January Term
Spring Semester
ELECTIVE  ELECTIVE  GENERAL ELECTIVE  GENERAL ELECTIVE

YEAR 4
Fall Semester
FOUNDATIONAL ELECTIVE  GENERAL ELECTIVE  GENERAL ELECTIVE  CAPSTONE  January Term
Spring Semester
GENERAL ELECTIVE  GENERAL ELECTIVE  GENERAL ELECTIVE  CAPSTONE
SOCIAL RESEARCH AND PUBLIC POLICY COURSES

REQUIRED FOR MAJORS

SOCSC-AD 110 Statistics for the Social and Behavioral Sciences
Offered every fall and spring
Fall 2012
Prof. Jensen; Prof. Ezgi Spring 2013
Prof. Jensen; Profs. Bilbiie, Mayoral
Crosslisted with Economics; Political Science; Psychology
This course may be substituted with Statistics and Probability for Social Science (SOCSC-AD 113)

SOCSC-AD 112 Logic of Social Inquiry
Offered every year
Spring 1 2013 (7 weeks)
Prof. Hedström
Recommended Prerequisites: Foundations of Modern Social Thought (POLSC-AD 117)
Crosslisted with Economics, Political Science

SOCSC-AD 113 Statistics and Probability for the Social Sciences
Offered every fall and spring
Spring 2013
Prof. Ramey
Crosslisted with Economics, Political Science
This course may be substituted for Statistics and Probability for Social Science (SOCSC-AD 113)

POLSC-AD 117 Foundations of Modern Social Thought
Offered every fall and spring
Fall 2012
Dean Szelenyi and Prof. A Minsky Spring 2013
Dean Szelenyi and faculty
Discussion section included
Crosslisted with Economics, Political Science

METHODS ELECTIVES

ECON-AD 210 Introduction to Econometrics
Offered every year
Spring 2013
Prof. Nourey
Prerequisites: Calculus with Applications (MATH-AD 111)
Crosslisted with Economics, Political Science

POLSC-AD 112 Introduction to Game Theory
Offered every year
Fall 2012 (7 weeks)
Prof. Wilson
Prerequisites: Calculus with Applications (MATH-AD 111)
Crosslisted with Economics, Political Science, Mathematics

POLSC-AD 113 Advanced Game Theory
Offered every year
Spring 2013
Prof. Chacon
Prerequisites: Introduction to Game Theory (POLSC-AD 112)
Discussion section included
Crosslisted with Economics, Political Science

POLSC-AD 209 Data Analysis
Offered every year
Spring 2013
Prof. Brückner
Prerequisites: Statistics for the Social and Behavioral Sciences (SOCSC-AD 110)
Crosslisted with Political Science

SOCSC-AD 201 Mathematics for Social Scientists
Offered every year
Spring 2013
Prof. Mihm
Prerequisites: Calculus with Applications (MATH-AD 111)
Crosslisted with Economics, Political Science

SRPP-AD 125 Ethnographic Field Research
Offered every year
Spring 2013
Prof. O’Brien
Recommended Prerequisites: Logic of Social Inquiry (SOCSC-AD 112)
This course may be substituted with a Methods Elective course
Crosslisted with 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.

SRPP-AD 115J Social Networks
Offered every year
Spring 2013
January Term (Abu Dhabi)
Prof. Bearman
Recommended Prerequisites: Logic of Social Inquiry (SOCSC-AD 112)
Crosslisted with Economics, Political Science
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.

SRPP-AD 110 The World System
Offered every other year
Fall 2012
Prof. Derlugian
Since the 18th 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 third year
Spring 2 2013 (7 weeks)
Prof. Manza
Recommended Prerequisite: Logic of Social Inquiry (SOCSC-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 will focus on exploring selected social problems such as: 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 112 Advanced Social Problems
Offered every year
Spring 2013
Prof. Wührer
Prerequisites: Introduction to Social Problems (SRPP-AD 111)
Crosslisted with Political Science
This course introduces students to advanced social problems. These problems include topics such as: cross-cultural perspectives on social problems, contemporary trends in social science, and the relationship between social problems and social change. The course also emphasizes the role of social problems in contemporary societies, including their impact on social policies and social movements.
This course explores the concepts of race and ethnicity both in modern societies 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 sociological theories of religion, we will look at substantive cases from the United States, Egypt, Iran, China, and Venezuela to gauge stratification, prejudice and discrimination in diverse areas of social life. SRPP-AD 126 Immigration Offered every other year Recommended Prerequisites: Logic of Social Inquiry (SOCSC-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 127 Inequality Offered every year Fall 2 2012 (7 weeks) Prof. Torche Recommended Prerequisites: Logic of Social Inquiry (SOCSC-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 131 Gender and Society Offered every other year Spring 2013 (7 weeks) Prof. England 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 role 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 135 Modern Welfare State Offered every other year Fall 2012 Prof. Brueckner 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 do 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 136 State Formation: The Case of the U.A.E. Offered every other year Spring 2013 Crosslisted with Economics, Political Science SRPP-AD 141 Urban Poverty and Social Policy Offered every third year This course offers a review of urban development during the past century in the United States, but in a comparative way with the rest of the world. Special attention is paid to the question of urban poverty, debates around “culture of poverty” and “underclass” and it offers a balanced evaluation of various policy recommendations to alleviate poverty.

SRPP-AD 210 Practicum in Social Research: Sexuality, Religion and Gender Politics in the United States and the Middle East Offered every year Fall 2012 Prof. Friedland The relationship between gender, family, sexuality and religion has become a major site of political struggle both in the United States and the Islamic world. Using pilot survey data collected through social network sites in the United States, Egypt and Turkey, this research practicum analyzes the ways in which religious beliefs condition young people’s sexual, gender and familial attitudes and behaviors. Students compare how gender, sexuality and family have been politicized by religious movements. Subject to approval, students will travel to Istanbul, Turkey to explore these issues with local experts and on the ground through interviews.

SOCSC-AD 115 Varieties of Capitalism Offered every other year Spring 2013 Prof. Abdulkadir Crosslisted with Economics, Political Science 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. Case studies from Asia, Africa, Latin America, the Middle East, and North America provide concrete examples of how global forces are changing the content and context of education internationally.
The first part of the seminar introduces the study of debates about the nature of science and data available through the internet. 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.

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.

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 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.
B.A.-M.P.A. Program
NYU Abu Dhabi and NYU’s Robert F. Wagner Graduate School of Public Service offer a dual degree program to enable students to earn the Bachelor of Arts and Master of Public Administration degrees in less time than it would take to complete the programs separately. NYUAD students can accelerate their progress by earning up to 28 course credits toward the Wagner M.P.A. as part of their undergraduate studies. These 28 credits typically comprise five courses, as detailed below, and up to two courses chosen from the student’s anticipated area of concentration. While completing the B.A. degree at NYUAD, students in the dual degree program may complete 280 hours of approved field experience, per Wagner’s Professional Experience Requirement. The field experience will be available to students in Abu Dhabi or in New York during the summers (or in January term) of their junior and senior years and during their fifth year of study in NYC. Admission to the dual-degree program is open to students who have completed 64 credits toward the B.A. degree, with a GPA of 3.0 or higher. Applicants must also complete a regular Wagner M.P.A. application during the junior year at NYUAD. After matriculating in the Wagner School, students are expected to acquire at least one more year (280 hours, per Wagner’s Professional Experience Requirement) of full-time professional experience relevant to their anticipated field of study for the Master of Public Administration degree.

In order to fulfill the Professional Experience Requirement, students in the B.A.-M.P.A. will have full access to the services offered by Wagner’s Office of Career Services, including individual advisement sessions, a wide variety of career-related events and programming, and Wagner’s extensive Career Directory, an on-line database of internship, fellowship, and job postings, as well as a database of employers in government, nonprofits, health care organizations, urban planning agencies, international programs, academic institutions, and private companies with a public sector focus. Additionally, students are encouraged to utilize the assortment of services offered through NYU’s Wasserman Center for Career Development.

NYUAD undergraduates enrolled in the dual-degree program will be expected to complete all of the existing requirements for the B.A. degree, including the 144 course credit degree requirement. To be considered for the dual-degree program, students are required to have a minimum GPA of 3.0, which they must maintain throughout their undergraduate career. NYUAD students must also earn a grade of B or better in each of their Wagner courses in order for the credits to be transferred to the M.P.A.

Dual-degree students must also complete Wagner prerequisites for the one-year Capstone course before enrolling in that course at Wagner. Typically this means students take any remaining requirements at Wagner during the summer prior to their full academic year of Wagner courses.

Typical Timeline for Completing the Dual-Degree Program (full-time enrollment):

Years 1-4  Completion of NYUAD B.A. (128 credits, which include up to 28 Wagner credits)
Year 5 (Summer)  Completion of Wagner prerequisites for Capstone (if necessary)
Year 5  Completion of Wagner M.P.A.

B.A.-M.PA. COURSE EQUIVALENTS

<table>
<thead>
<tr>
<th>Wagner core course</th>
<th>NYUAD equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statistical Methods (CORE-GP.10011)</td>
<td>Statistics for Social and Behavioral Sciences (SOCSC-AD 110)</td>
</tr>
<tr>
<td>Microeconomics (CORE-GP.1018)</td>
<td>Principles of Microeconomics (ECON-AD 101) or Principles of Macroeconomics (ECON-AD 102)</td>
</tr>
<tr>
<td>Financial Management (CORE-GP.1021)</td>
<td>Corporate Finance (ECON-AD 303)</td>
</tr>
<tr>
<td>Introduction to Public Policy (CORE-GP.1022 I)</td>
<td>Power and Politics in America (POLSC-AD 156) or Introduction to Public Policy (offered in Spring 2014) (SRPP-AD 111)</td>
</tr>
</tbody>
</table>

Subject to approval from Wagner additional credits may be earned towards M.P.A. electives by completing the following NYUAD courses:

- Public Economics (ECON-AD 322)
- Introduction to Econometrics (POLSC-AD 111)
- Social Policy (SRPP-AD 111)
- Social Entrepreneurship and Innovation (LEAD-AD 110)
Foundations of Science

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 business and the liberal arts to produce future leaders with global awareness, cultural sensitivity, and ethical integrity. The Division of Science and Mathematics at NYUAD offers majors in Biology, Chemistry, Computer Science, Mathematics, Physics, and Psychology.

In most of these majors, students begin their studies in an innovative three-semester sequence called Foundations of Science that covers the material in traditional introductory courses but combines those separate courses into an integrated whole, with units in biology, chemistry, and physics coordinated to reinforce and build on one another.

The science majors may well culminate in a senior Capstone Project, in which teams of students majoring in a wide range of disciplines use their collective skills to identify and solve a problem in science, technology, or engineering. Research teams also have the opportunity to participate in the cutting-edge research projects led by scientists of international distinction.

For students interested in study away, the sample schedules for the Science majors provide for one semester (year 3 fall) during which courses within the major are not required, allowing students to choose any site in the GNU, regardless of its offerings in science. Students interested in studying away for two semesters can combine a semester at NYU in New York, which offers a comprehensive range of courses in all the science majors, with a second semester at any other GNU site.

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. 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 should plan each semester with their faculty mentor.
The increasingly interdisciplinary nature of modern scientific research requires that biologists, chemists, computer scientists, engineers, mathematicians, and physicists have a fundamental understanding of one another’s areas. It is important for students engaged in these fields to understand and experience 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* 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 are 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.

Majors in Biology, Chemistry, Physics, and Engineering 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 the first semester of the first year.

*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.

Students who elect to begin the *Foundations of Science* series in their sophomore 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.

### 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 basic ecology. The concentration requires:

- Foundations of Science 1: Energy and Matter
- Foundations of Science 2: Forces and Interactions
- Foundations of Science 3: Systems in Flux
- Foundations of Science 4: Form and Function
Focuses

Weekly discussion sections are designed to hone proficiency at solving problems in a collaborative, team environment.

SCIENCE COURSES

SCIENCE AND MATHEMATICS | FOUNDATIONS OF SCIENCE

SCIEN-AD 105-106, 109
Foundations of Science 3: Systems in Flux
Offered every year
Spring 1 2013 (7 weeks)
Science faculty
Prerequisites: FS 2 (SCIEN-AD 103-104)
Laboratory and discussion section included
Foundations of Science 3: 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. They are also applied to macroscopic systems found in the biosphere. 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
Foundations of Science 4: Form and Function
Offered every year
Spring 2 2013 (7 weeks)
Science faculty
Prerequisites: FS 3 (SCIEN-AD 105-106)
Laboratory and discussion section included
Foundations of Science 4: 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 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 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 111-112
Foundations of Science 5: Propagating Change
Offered every year
Fall 1 2012 (7 weeks)
Science faculty
Prerequisites: FS 4 (SCIEN-AD 107-108)
Laboratory included
Foundations of Science 5: 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
Foundations of Science 6: Oscillations and Uncertainties
Offered every year
Fall 2 2012 (7 weeks)
Science faculty
Prerequisites: FS 5 (SCIEN-AD 111-112)
Laboratory included
Foundations of Science 6: 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, especially when populations are studied, 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.
Biology is concerned with the workings of life in all its varied forms. Over the past few decades, the life sciences have been revolutionized by the development of molecular, cellular, genomic, and bioinformatics techniques that are now 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, at unprecedented resolution, natural genetic variation and how life adapts to diverse environments. These and other discoveries in biology have shaped 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.

Some of the recent developments in the biological sciences have led to a modern 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. By necessity, 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 the contemporary tools and approaches that are available 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 Biology program 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 mandatory for students who intend to apply to medical or dental school, and it is recommended for students interested in graduate school in the life sciences.

**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 in the 21st century. 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 (e.g., dyslexia and autism) 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: Cellular and Molecular Neuroscience, Behavioral and Integrative Neuroscience, and one course from among those labeled as BCS electives. The BCS specialization also requires completion of the course Introduction to Psychology and Cognition offered by the NYUAD Psychology program.

Biology majors who seek to complete the BCS specialization are highly encouraged to complete Organic Chemistry 2, Introduction to Probability and Statistics and Introduction to Psychology, 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:

1. Foundations of Science 1–6
2. Required courses: Calculus with Applications; Multivariable Calculus; Organic Chemistry 1; Organismal Biology; Cellular and Molecular Neuroscience; Behavioral and Integrative Neuroscience; Introduction to Psychology; Cognition
3. 1 BCS Laboratory Elective
4. 2 Capstone Research Project

SAMPLE SCHEDULE
BIOLOGY

<table>
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<td>Spring Semester</td>
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<td>GENERAL ELECTIVE</td>
<td>GENERAL ELECTIVE</td>
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</table>
# BIOL-AD 140  
**Behavioral and Integrative Neuroscience**  
*Offered every year.*  
*Spring 2013.*  
*Prof. Trabolsi.*  
Prerequisites: Organismal Biology (BIOL-AD 101)  
This course addresses the physiological and anatomical bases of behavior, will emphasize mammalian sensory, motor, regulatory, and motivational mechanisms involved in the control of behavior, and higher mental processes such as those involved in language and memory.

# BIOL-AD 217  
**Cell and Molecular Neuroscience**  
*Offered every year starting 2013–14.*  
*Prof. Rabeh.*  
Prerequisites:  
- FS 1-6  
- SCIEN-AD 101-114  
Recommended: Organic Chemistry 1  
This course explores how the nervous system develops in normal animals and how genetic and epigenetic factors can disrupt these processes. Lectures on normal developmental mechanisms interleave with those on disorders to provide a solid foundation for our discussions of abnormal events during maturation. A broad range of topics, including differentiation, axon outgrowth, synapse formation, specification of connections, and plasticity are covered. The lectures on dysfunction include autism, dyslexia, mental retardation, specific language impairment, hearing loss, blindness, ADHD, demyelinating or neurodegenerative disorders, and axon regeneration. The major goal of the course is to understand the extent to which current theories can explain the etiology of each disorder, and to learn how basic research can best facilitate advances in our knowledge and, ultimately, lead to treatments or cures.

# BIOL-AD 214  
**Genetics**  
*Offered every year starting 2013–14.*  
*Prof. Rabeh.*  
Prerequisites:  
- FS 6  
- SCIEN-AD 101-114  
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? Answers to questions such as these fall partly within the discipline of genetics, which is the study of heredity. Principles from the Foundations of Science curriculum provide a framework for learning about classical genetics, chromosome structure and mutation, gene function and regulation, and aspects of molecular and developmental genetics. Recent studies in human genetics and their applications, particularly to health-related issues, are also investigated.

# BIOL-AD 216  
**Systems Biology**  
*Offered every other year.*  
*Prof. Rabeh.*  
This course covers current topics and approaches in the life sciences. Topics can include systems biology, 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.

# BIOL-AD 298-299  
**Directed Study in Biology**  
*Offered by application.*  
*Prof. Rabeh.*  
Prerequisites:  
- Organismal Biology (BIOL-AD 101), one biology elective, one biology lab elective, and permission of instructor.  
This course is intended for students who are highly motivated and seek the opportunity to work in a 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 240  
Computational Neuroscience  
Offered every other year  
Prerequisites: Behavioral and Integrative  
Neural Science (BIOL-AD 140), Calculus with Applications (MATH-AD 111), Multivariable Calculus (MATH-AD 112)  
Laboratory included  
A lecture and laboratory course addressing the application of computational techniques to the understanding of neural processing. Topics include cable theory and computation by single neurons, learning in artificial neural networks, small networks for the control of motor behavior, and neural processing of visual information. For each topic area there is an introduction to the scientific principles, a review of research, and a sequence of computer laboratories designed to familiarize the student with computational research methods used in that area.

BIOL-AD 215  
Genomics and Bioinformatics  
Offered every year  
Spring 2013  
Profs. Salehi-Ashtiani, Piano, Gunsalus  
Prerequisites: FS 1-6 (SCIEN-AD 101-114)  
Laboratory included  
Fueled by recent advances in technical approaches to data collection and analysis, the biological sciences have entered a new era in which vast amounts of genome-scale sequence and functional data are becoming available for a large number of species. These data are allowing scientists to explore biological function on an unprecedented scale. Familiarity with the fields of genomics and bioinformatics, which impact society on all levels, is vital for the next generation of scientists. This survey course introduces students to a broad range of topics in the fields of genomics and bioinformatics through lectures and hands-on exercises that use fundamental principles of chemistry, computer science, mathematics, and physics to understand organismal diversity through analyses of genomes.

ADDITIONAL COURSES FOR BRAIN AND COGNITIVE SCIENCE

These courses do not count as Biology Electives, but are required for the completion of the Brain and Cognitive Science specialization.

PSYCH-AD 101  
Introduction to Psychology  
Offered every year  
Prof. Henry  
Fall 2012  
Crosslisted with Psychology  
PSYCH-AD 110  
Cognition  
Offered every year  
Fall 2012  
Prof. Almeida  
Prerequisites: Introduction to Psychology (PSYCH-AD 101)  
Crosslisted with Psychology

CAPSTONE EXPERIENCE

BIOL-AD 400-401  
Capstone Research Project (2 Semesters)  
Offered every year starting 2013-14  
Focuses on the art of scientific problem-solving through theoretical analysis and/or experimental and technical design. The capstone research project provides an opportunity for student teams to use their knowledge and skills to identify and solve a problem or answer a question in science, technology, engineering, or mathematics. The members of each team, which may well include majors from a wide range of disciplines that include students from the humanities and social sciences, design and execute a project under the guidance of a faculty mentor. The projects end with student presentations.

COURSES FOR NON-SCIENCE MAJORS

BIOL-AD 52J  
Brains in Action  
Offered occasionally  
January Term (Abu Dhabi)  
Prof. Carew  
Every animal on the planet is a master of its universe. Bats fly with great precision in total darkness. Honeybees find their way home using a path they have never seen before. Baby songbirds retain the memory of hearing their father’s song for several months before they actually are able to sing that song themselves. All these animals rely on specific mechanisms in their brains to endow them with these remarkable abilities. Understanding
The focus of the Chemistry program 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 world. Knowledge of chemistry is fundamental to an in-depth understanding of the structural properties and biochemical reactions that define all living systems. In fact, chemistry interfaces with the life sciences and with physics and mathematics.

The range of applications of modern chemistry is broad, spanning many aspects of human activities such as the improvement of agriculture, the discovery of new drugs, and the creation of new materials by learning how molecules are assembled and how they recognize one another. Chemistry drives the exciting field of nanotechnology that generates new materials for devising ever smaller electronic devices with enhanced computing or information storage characteristics; that invents novel materials for innovative applications in industry and everyday life; and that 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 more specialized fields of chemistry such as biochemistry, organic and physical/biological chemistry, and materials sciences. The major offers elective courses that exploit the interdisciplinary areas of biochemistry, materials science, and biological and biophysical chemistry. The major in Chemistry prepares students for graduate work and rewarding careers in all phases of scientific life, from basic research to commercial product development. Chemistry majors are encouraged to complete Linear Algebra if they hope to pursue graduate or professional studies in science.

Specialization in Biochemistry (for Chemistry majors only)
The Biochemistry Specialization interfaces with the life sciences, seeking to understand how the molecules in living systems give rise to the chemical reactions that are the essence of any living organism. The focus of the biochemistry program is similar to that of the chemistry program, but with an emphasis on the chemistry of living systems. In fact, biochemistry also studies 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 kinds of matter that make up the living world. A basic knowledge of chemistry, which is provided in the Foundations of Science curriculum, is fundamental to an in-depth understanding of the structural properties and biochemical reactions that define all living systems.

The specialization in Biochemistry requires students to take Biochemistry 1 and 2 instead of completing two chemistry electives in addition to completing Experimental Biochemistry Laboratory instead of Physical Chemistry Laboratory.

Chemistry majors who specialize in Biochemistry are highly encouraged to complete Linear Algebra if they hope to pursue graduate or professional studies in science.

REQUIREMENTS FOR THE SPECIALIZATION IN BIOCHEMISTRY (FOR CHEMISTRY MAJORS ONLY)
18 courses, distributed as follows:

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<thead>
<tr>
<th>Requirement</th>
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<tr>
<td>6 Foundations of Science 1–6</td>
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<tr>
<td>10 Required courses: Calculus with Applications; Multivariable Calculus; Inorganic Chemistry; Organic Chemistry 1 and 2; Inorganic Chemistry; Physical Chemistry: Thermodynamics and Kinetics; Physical Chemistry: Spectroscopy and Quantum Mechanics; Experimental Biochemistry; Biochemistry 1 and 2</td>
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<tr>
<td>2 Capstone Research Project</td>
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## CHEMISTRY COURSES

### REQUIRED FOR MAJORS

**SCIENCE AND MATHEMATICS | CHEMISTRY**

<table>
<thead>
<tr>
<th>COURSE</th>
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<th>YEAR</th>
<th>Prerequisites</th>
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<tr>
<td>CHEM-AD 101</td>
<td>Organic Chemistry 1</td>
<td>Fall 2012</td>
<td>Prerequisites: FS 1-4 (SCIENCE-AD 101-110)</td>
<td>Prof. Trabolsi</td>
<td>Offered every year</td>
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<td>CHEM-AD 102</td>
<td>Organic Chemistry 2</td>
<td>Spring 2013</td>
<td>Prerequisites: Organic Chemistry 1 (CHEM-AD 101), Laboratory included</td>
<td>Prof. Trabolsi</td>
<td>Offered every year starting 2013-14</td>
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### CHEMISTRY SAMPLE SCHEDULE

#### YEAR 1

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#### YEAR 3

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<th>Fall Semester</th>
<th>CORE</th>
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<tbody>
<tr>
<td>Spring Semester</td>
<td>CORE</td>
<td>INORGANIC CHEMISTRY</td>
<td>PHYSICAL CHEMISTRY LABORATORY</td>
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#### YEAR 4

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<tr>
<th>Fall Semester</th>
<th>CHEMISTRY ELECTIVE</th>
<th>PHYSICAL CHEMISTRY: THERMO &amp; KINETICS</th>
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<th>CAPSTONE SEMINAR</th>
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<td>Spring Semester</td>
<td>PHYSICAL CHEMISTRY: QM &amp; SPECT.</td>
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<td>GENERAL ELECTIVE</td>
<td>CAPSTONE PROJECT</td>
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CHEM-AD 203
Physical Chemistry Laboratory
Offered every year starting 2013-14
Prerequisites: Physical Chemistry: Thermodynamics and Kinetics (CHEM-AD 103), Physical Chemistry: Quantum Mechanics and Spectroscopy (CHEM-AD 104)
The course introduces the principles and practices of modern experimental methods that are widely used in contemporary analytical, organic, physical, and biological chemistry laboratories. Students become familiar with instrumental methods, such as ultraviolet/visible spectrophotometry, fluorescence spectrosopy, infrared spectroscopy, and nuclear magnetic resonance. Students learn about interfacing computers and instruments for data collection and data analysis, and computer modeling of molecular structures.

CHEM-AD 311
Inorganic Chemistry
Offered every year starting 2013-14
Prerequisites: Organic Chemistry 1 and 2 (CHEM-AD 101-102), Physical Chemistry: Thermodynamics and Kinetics (CHEM-AD 103), Physical Chemistry: Quantum Mechanics and Spectroscopy (CHEM-AD 104)
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.

MATH-AD 111
Calculus with Applications
Offered every fall and spring
Fall 2012
Mathematics faculty
Spring 2013
Mathematics faculty
Discussion section included
Crosslisted with Mathematics
This course may be replaced with Calculus (MATH-AD 110).

MATH-AD 112
Multivariable Calculus
Offered every fall and spring
Fall 2012
Mathematics faculty
Spring 2013
Mathematics faculty
Prerequisites: Calculus (MATH-AD 110)
Discussion section included
Crosslisted with Mathematics

ADDITIONAL REQUIREMENTS FOR THE BIOCHEMISTRY SPECIALIZATION

CHEM-AD 301
Biochemistry 1
Offered every year
Fall 2012
Prof. Rabeh
Prerequisites: Organic Chemistry 1 and 2 (CHEM-AD 101-102)
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. This course provides a rigorous introduction to biochemistry, which continues in Biochemistry 2, 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 2
Offered every year starting 2013-14
Prerequisites: Biochemistry 1 (CHEM-AD 301)
Crosslisted with Biology
Building on the lessons of Biochemistry 1, this course emphasizes analysis of basic metabolic pathways, including glycolysis, electron transport, and oxidative phosphorylation, as well as mechanisms of metabolic regulation and integration.

CHEM-AD 304
Experimental Biochemistry
Offered every year starting 2013-14
Prerequisites: Biochemistry 2 (CHEM-AD 302)
Laboratory included
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 every other year
Prerequisites: Organic Chemistry 1 and 2 (CHEM-AD 101-102), Physical Chemistry: Quantum Mechanics and Spectroscopy (CHEM-AD 104), Biochemistry 2 (CHEM-AD 302)
Applications of the basic principles underlying biophysical techniques 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
Biogeochemistry
Offered every other year
Prerequisites: Organic Chemistry 1 and 2 (CHEM-AD 101-102)
Covering a broad range of topics at the interface between geochemistry and biology, this course focuses on current advances in biogeochemistry, chemical biology, molecular pharmacology, functional genomics, and molecular evolution. Students are expected to enter the class with the necessary background in course work and with 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 only is 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 Chemistry are available from the Office of the Dean of Science.

ELECTIVES

CHEM-AD 310
Biophysical Chemistry
Offered every other year
Prerequisites: Organic Chemistry 1 and 2 (CHEM-AD 101-102), Physical Chemistry: Quantum Mechanics and Spectroscopy (CHEM-AD 104), Biochemistry 2 (CHEM-AD 302)
Applications of the basic principles underlying biophysical techniques 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
Biogeochemistry
Offered every other year
Prerequisites: Organic Chemistry 1 and 2 (CHEM-AD 101-102)
Covering a broad range of topics at the interface between geochemistry and biology, this course focuses on current advances in biogeochemistry, chemical biology, molecular pharmacology, functional genomics, and molecular evolution. Students are expected to enter the class with the necessary background in course work and with 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 only is 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 Chemistry are available from the Office of the Dean of Science.

CAPSTONE EXPERIENCE

CHEM-AD 400-401
Capstone Research Project (2 Semesters)
Offered every year starting 2013-14
Focuses on the art of scientific problem-solving through theoretical analysis and/or experimental and technical design. The capstone research project provides an opportunity for student teams to use their knowledge and skills to identify and solve a problem or answer a question in science, technology, engineering, or mathematics. The members of each team, which may well include majors from a wide range of disciplines that include students from the humanities and social sciences, design and execute a project under the guidance of a faculty mentor. The projects end with student presentations.
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.

A computer science degree granted by a liberal arts program is of special value today, as the world increasingly needs graduates who not only possess computer skills, but also apply them in a context of broad general learning. Graduates will be ready to take exciting and demanding jobs in the field or to continue their studies in pursuit of advanced scientific or professional degrees.

The goal of the program is to train students both in the fundamental principles of Computer Science and in related aspects of information 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 in one of the following areas: Applied Mathematics; Economics; or Natural Science. The Computer Science program 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 programming methods and skills, structure techniques, computer organization, programming projects, and design and analysis of algorithms. The Concentration requires completion of four courses, Introduction to Computer Science, Data Structures, Computer Systems Organization, and Algorithms.

REQUIREMENTS FOR THE CONCENTRATION IN COMPUTER SCIENCE
4 courses, distributed as follows:
1. Introduction to Computer Science
2. Data Structures
3. Computer Systems Organization
4. Algorithms

Concentration in Web Applications and Programming
Students who are not majoring in Computer Science have the option of pursuing a concentration in Web Applications and Programming by taking a total of four non-major courses offered by the Computer Science program. A grade of C or better is necessary in all of the four courses to fulfill the requirements of the concentration. Two courses are required, The Language of Computers: Introduction to Programming Using Python; and Web Development and Programming, before students can take electives that may vary each semester.

REQUIREMENTS FOR THE CONCENTRATION IN WEB APPLICATIONS AND PROGRAMMING
4 courses, distributed as follows:
1. The Language of Computers: Introduction to Programming Using Python
2. Web Development and Programming
3. Electives
## COMPUTER SCIENCE

### SAMPLE SCHEDULE

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<tr>
<td>NETWORKS AND SYSTEMS</td>
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<td>GENERAL ELECTIVE</td>
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### REQUIREMENTS FOR THE MAJOR

17 courses, distributed as follows:

- 9 Required Courses: Intro to CS; Calculus; Discrete Mathematics; Data Structures; Computer Systems Organization; Algorithms; Operating Systems; Network & Distributed Systems;
- 4 Software Engineering Concentration: Applied Math; Econ; or the Natural Sciences;
- 2 Operating Systems;
- 2 Capstone Project;
- 2 Electives.

### COMPUTER SCIENCE COURSES

### REQUIRED FOR MAJORS

<table>
<thead>
<tr>
<th>CS-AD 101</th>
<th>Introduction to Computer Science</th>
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<tbody>
<tr>
<td>Offered every year</td>
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<tr>
<td>Fall 2012</td>
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<tr>
<td>Prof. Odeh</td>
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</table>

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 concepts including: basic computation; data structure; control structure; iterative structures; file I/O and exception handling; recursion and functions. Students also learn the elements of Object-Oriented Programming (OOP), such as objects, classes, inheritance, abstraction, polymorphism, and interface. Students produce programs focusing on scientific concepts, graphics, games, and web CGI implementation. 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.

<table>
<thead>
<tr>
<th>CS-AD 103</th>
<th>Data Structures</th>
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<td>Spring 2013</td>
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<tr>
<td>Prof. Chen</td>
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This course treats the design of data structures for representing information in computer memory. Topics include abstract data types such as asymptotic notation; iteration and recursion; stacks, queues, and dictionaries (operations, implementations, time analysis, and applications); fundamental graph algorithms; and sorting.

<table>
<thead>
<tr>
<th>CS-AD 104</th>
<th>Computer Systems Organization</th>
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<td>Fall 2012</td>
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<tr>
<td>Prof. Chen</td>
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</table>

Prerequisites: Data Structures (CS-AD 103), Algorithms (CS-AD 105)
The course focuses on understanding lower-level issues in computer design and programming. Basics of low-level programming; data representation; von Neumann model; machine language; assembly language; input-output. C language programming; functions; pointers; memory allocations and structures. Basic digital logic; gates and combinational circuits.

<table>
<thead>
<tr>
<th>CS-AD 105</th>
<th>Algorithms</th>
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<tr>
<td>Offered every year</td>
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<tr>
<td>Spring 2013</td>
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<tr>
<td>Prof. Toussaint</td>
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Prerequisites: Discrete Mathematics (MATH-AD 131)
Co-requisite: Data Structures (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 part 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 gives an introduction to the design and analysis of algorithms for solving problems that arise in a variety of applications such as robotics, artificial intelligence, music, bioinformatics, sorting and searching data, arithmetic, algebra, and geometry.

<table>
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<tr>
<th>CS-AD 106</th>
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<tr>
<td>Prof. Odeh</td>
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</table>

Prerequisites: Computer Systems Organization (CS-AD 104), Algorithms (CS-AD 105)
Linkers and loaders. High-level design of key operating system cpts such as process scheduling and synchronization; deadlocks and their prevention; memory management, including (demand) paging and segmentation; and I/O and file systems, including examples from UNIX/Linux and Windows. Programming assignments may be written in C, C++, Java, or C#.
This course is an intense hands-on study of wireless networking, peer-to-peer systems, overlay networks, and network security.

CS-AD 211 Programming Languages
Offered every year starting 2013–14
Prerequisites: Computer Systems Organization (CS-AD 104), Algorithms (CS-AD 105)
An in-depth examination of the four major categories of programming languages: imperative, object-oriented, functional, and logic languages. Specific languages are chosen for illustration. Fundamental issues of programming languages, such as type systems, scoping, concurrency, modularization, control flow, and semantics, are discussed.

ELECTIVES
CS-AD 170 Introduction to Computer Security
Offered every year
Prerequisites: Algorithms (CS-AD 105), Operating Systems (CS-AD 106)
This course covers basic cryptography, security/ threat analysis, access control, auditing, security models, distributed systems security, and theory behind common attack and defense techniques. The course will go over formal models as well as the bits and bytes of security exploits with emphasis on real-world techniques.

CS-AD 210 Unix Tools
Offered every other year
Prerequisites: Computer Systems Organization (CS-AD 104), Algorithms (CS-AD 105)
The contents of this course will be regularly updated to reflect recent technologies, so the following are only representative topics. Basic Unix tools, such as shells, windowing systems, awk, grep, tar, and tar. Security using PGP and TrueCrypt. Scripting languages, such as Perl. Collaborative tools such as version control systems and wikis. Typsetting systems such as LATEX. Computational tools such as MATLAB, Web development tools, such as HTML, Javascript, and CGI.

CS-AD 211 Introduction to Databases
Offered every year starting 2013–14
Prerequisites: Computer Systems Organization (CS-AD 104), Algorithms (CS-AD 105)
The course can cover 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.

CS-AD 215 Compilers
Offered every other year
Prerequisites: Computer Systems Organization (CS-AD 104), Algorithms (CS-AD 105)
Topics include: structure of one-pass and multiplepass compilers, symbol table management, lexical analysis; traditional and automated parsing techniques including recursive descent and LR parsing; syntax-directed translation and semantic analysis, run-time storage management, intermediate code generation, and introduction to optimization, code generation; and interpreters.

CS-AD 216 Introduction to Computer Graphics
Offered every other year
Prerequisites: Computer Systems Organization (CS-AD 104), Algorithms (CS-AD 105)
Problems and objectives of computer graphics, including vector, curve, and character generation; interactive display devices; construction of hierarchical image list; graphic data structures and graphics languages; hidden-line problems; windowing, shading, and perspective projection; curved surface generation display.

CS-AD 218 Theory of Computation
Offered every other year
Prerequisites: Computer Systems Organization (CS-AD 104), Algorithms (CS-AD 105), Introduction to Probability and Statistics (MATH-AD 150)
The goal of this class is to develop the ability to evaluate and write mathematical claims in computer science, so as to be able to judge when a problem is solved (and equally important, when it is not yet solved) and to explain such mathematical claims clearly and precisely. The specific topics covered include: proofs techniques; finite automata and regular languages; pushdown automata, and context free languages; turing machines and decidable and undecidable problems; and computational complexity.

CS-AD 219 Special Topics in Computer Science
Offered occasionally
Prerequisites: Permission of the instructor
Advanced courses, varying each semester. Topics may include: computer vision; cryptography and security; game programming; machine learning; software engineering; and user interfaces.

CS-AD 298-299 Directed Study in Computer Science
Offered by application
Prerequisites: Computer Systems Organization (CS-AD 104), Algorithms (CS-AD 105), permission of the 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 coursework 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 Computer Science are available from the Office of the Dean of Science.

CAPSTONE EXPERIENCE (2 SEMESTERS)
CS-AD 400
Capstone Research Project (2 Semesters)
Offered every year starting 2013–14
Focuses on the art of scientific problem-solving through theoretical analysis and/or experimental and technical design. The capstone research project provides an opportunity for student teams to use their knowledge and skills to identify and solve a problem or answer a question in science, technology, engineering, or mathematics. The members of each team, which may well include majors from a wide range of disciplines that include students from the humanities and social sciences, design and execute a project under the guidance of a faculty mentor. The projects end with student presentations.

COURSES FOR NON-MAJORS
COREI-AD 12
The Language of Computers: Introduction to Programming Using Python
Offered every year
Spring 2013
Prof. Odeh
Laboratory included
Crosslisted with The Core: Experimental discovery in the Natural World
CS-AD 111
Web Development and Programming
Prerequisites: The Language of Computers: Introduction to Programming (COREI-AD 12)
Students examine the latest Web techniques from creating and manipulating graphics to writing programs using CSS, UNIX/LINUX, JavaScript, PHP, RUBY, and others. Since the technology of the Web is constantly changing, new tools and techniques will be introduced as they evolve.

CS-AD 112
Application Development for Mobile Phone Devices
Prerequisites: The Language of Computers: Introduction to Programming (COREI-AD 12), Web Development and Programming (CS-AD 111)
Developing applications for mobile devices is a popular tool platform. In this course, students learn to develop applications using popular technologies for mobile devices such as the iPhone and the Google/T-Mobile phone.

HC-AD 113
Database Design and Web Implementation
Prerequisites: The Language of Computers: Introduction to Programming (COREI-AD 12)
This course introduces principles and applications of database design. Students learn to use a relational database system; learn Web implementations of database designs; and write programs in SQL. Students explore principles of database design and apply those principles to computer systems in general and in their respective fields of interest.

CS-AD 115
Introduction to Game Programming
Prerequisites: The Language of Computers: Introduction to Programming (COREI-AD 12), Web Development and Programming (CS-AD 111)
Introduction to Game Programming exposes students to game design and programming for the World Wide Web. Students create their own interactive games using popular Web technologies.

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 seven required courses: Calculus; Linear Algebra; Multivariable Calculus; Ordinary Differential Equations; Real Analysis 1; Introduction to Probability and Statistics; Abstract Algebra 1.

Students select three electives. To attain greater depth in analysis, algebra or calculus, students choose Real Analysis 2, Abstract Algebra 2 or Vector Analysis. The second elective must be a course in applied mathematics, such as Discrete Mathematics, Numerical Methods, Cryptography, Introduction to Mathematical Modeling or Introduction to Game Theory. The third elective may be any other course in mathematics.

Mathematics majors must also complete a concentration in one of the following areas, which use mathematics or mathematical modeling: Computer Science, Economics or the Natural Sciences.
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

YEAR 1
Fall Semester

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Spring Semester

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Fall Semester

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Spring Semester

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YEAR 3
Fall Semester

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Spring Semester

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<th>INTRO TO PROBABILITY &amp; STATISTICS</th>
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YEAR 4
Fall Semester

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Spring Semester

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MATH-AD 110
Calculus
Offered every year
Fall 2012
Prof. Camia
Discussion section included
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 discussion section 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 or for students who seek an in-depth understanding of the arguments that support calculus. 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 2012
Mathematics faculty
Spring 2013
Mathematics faculty
Prerequisites: Calculus (MATH-AD 110), or Calculus with Applications (MATH-AD 111)
Discussion section included
This course explores functions of several variables and 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 115
Linear Algebra
Offered every fall and spring
Fall 2012
Mathematics faculty
Spring 2013
Mathematics faculty
Prerequisites: Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111)
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 2012
Mathematics faculty
Spring 2013
Mathematics faculty
Prerequisites: Multivariable Calculus (MATH-AD 112), Corequisites: Linear Algebra (MATH-AD 116)
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
Introduction to Probability and Statistics
Offered every year
Spring 2013
Mathematics faculty
Prerequisites: Multivariable Calculus (MATH-AD 112)
This course comprises a combination of the theory of probability and the mathematical foundations with techniques of modern statistical analysis. It is designed to acquaint the student with both probability and statistics in the context of their applications to the sciences. In probability: mathematical treatment of chance; combinatorics; binomial, Poisson, and Gaussian distributions; law of large numbers and the normal distribution; application to coin-tossing, radioactive decay, and so on. In statistics: sampling; normal and other useful distributions; testing of hypotheses; confidence intervals; correlation and regression; and applications to scientific, industrial, and financial data.

MATH-AD 201
Abstract Algebra 1
Offered every year
Fall 2012
Prof. Bouarroudj
Prerequisites: Linear Algebra (MATH-AD 116)
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. Topology 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
Spring 2013
Prof. Benaych-Georges
Prerequisites: Linear Algebra (MATH-AD 116)
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.

ELECTIVES
MATH-AD 131
Discrete Mathematics
Offered every year
Fall 2012
Prof. Pycke
Pre- or Corequisites: Calculus (MATH-AD 110) or Calculus with Application (MATH-AD 111)
Crosslisted with Computer Science
An introduction to discrete mathematics, emphasizing proof and abstraction, as well as the applications to the computational sciences.

Topics include: sets, relations, and functions; graphs and trees; algorithms, proof techniques, and order of magnitude analysis; Boolean algebra and combinatorial circuits; Formal logic, formal languages, and automata; combinatorics, probability, and statistics.

MATH-AD 202
Abstract Algebra 2
Offered every other year starting 2012-13
Prerequisites: Abstract Algebra 1 (MATH-AD 201)
One of the most remarkable applications of abstract algebra is to the solution of algebraic equations, for example, to finding the roots of a polynomial. This course develops the ideas needed to study this problem, culminating in the celebrated theory of Galois. The topics include extension fields and roots of polynomials, constructions with straight edge and compass. Unique factorization in rings, elements of Galois theory.

MATH-AD 210
Introduction to Cryptography
Offered every other year
Prerequisite: Algorithms (CS-AD 105)
An introduction to both the principles and practice of cryptography and its application to network security. Topics include: symmetric-key encryption (block ciphers, modes of operations, ES); message authentication (pseudorandom functions, CBC-MAC); public-key encryption (RSA, ElGamal); digital signatures (RSA, Fiat-Shamir); authentication applications (identification, zero knowledge); and others, time permitting.

MATH-AD 311
Dynamical Systems
Offered every other year
Prerequisites: Multivariable Calculus (MATH-AD 112), Linear Algebra (MATH-AD 116)
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, disappearance of systems with fast and slow time scales. The geometric viewpoint, including phase planes, are stressed. Chaotic behavior is introduced in the context of one-variable maps (the logistic), fractal sets, etc. Applications are drawn from physics and biology.
Theory and practical examples using Matlab is financial, and the life sciences. This course gives an
introduction to this subject for Mathematics majors.
Cauchy-Riemann equations, Cauchy's theorem,
Complex analysis is a powerful tool with diverse
applications in mathematics, physics, engineering, and in fluid dynamics, to name a few examples. The geometrical
content of analysis in the complex plane is especially
appealing. Topics 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 applications to fluid flow.

MATH-AD 213 Introduction to Mathematical Modeling
Offered every other year
Prerequisites: Multivariable Calculus (MATH-AD 112)
Often the most difficult part of the task of the applied mathematician is the formulation of an
analyzable model in the face of a perplexing phenomenon or data set. This course is designed to
give students an introduction to all aspects of this
process. The course 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 every other year
Prerequisites: Multivariable Calculus (MATH-AD 112)
Numerical analysis explores how mathematical
problems can be analyzed and solved with a
computer. As such, the subject has very broad
applications in mathematics, physics, engineering,
finance, and the life sciences. This course gives an
introduction to this subject for Mathematics majors.
Theory and practical examples using Matlab are
combined to study of topics ranging from simple
root-finding procedures to differential equations
and the finite element method.
CAPSTONE EXPERIENCE

MATH-AD 400-401
Capstone Research Project (2 semesters)
Offered every year starting 2013-14
Focuses on the art of scientific problem-solving through theoretical analysis and/or experimental and technical design. The capstone research project provides an opportunity for student teams to use their knowledge and skills to identify and solve a problem or answer a question in science, technology, engineering, or mathematics. The members of each team, which may well include majors from a wide range of disciplines that include students from the humanities and social sciences, design and execute a project under the guidance of a faculty mentor. The projects end with student presentations.

Physics

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; and many others. Basic physics research has led to myriad technological advances, which have transformed society in the 20th century through the present day; 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. 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. 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. 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 honors work, independent study, summer laboratory research, internships, and other enhancements.

In addition to five required courses in physics, the major requires four mathematical courses and one physics elective. Complex Analysis and Partial Differential Equations is especially relevant to physics. At least one additional physics elective is strongly recommended.
**HOMESCHOOL PHYSICS REQUIREMENTS FOR THE MAJOR**

18 courses, distributed as follows:

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**Requisite for Majors**

SCIENCE AND MATHEMATICS | PHYSICS

**PHYSICS COURSES**

**REQUIRED FOR MAJORS**

SCIEN-AD 101-114

**Foundations of Science 1-6**

- PHYS-AD 300
  - Mechanics
  - Offered every year
  - Spring 2013
  - Physics faculty
  - Prerequisites: FS 1–6 (SCIEN-AD 101-114), Ordinary Differential Equations (MATH-AD 121)
  - Intermediate-level course on the principles and applications of dynamics. Topics include rotational kinematics and dynamics, conservation laws, central force motion, Lagrange’s and Hamilton’s equations, normal modes and small oscillations, accelerated reference frames, Fourier analysis, and chaos theory.

- PHYS-AD 301
  - Electricity and Magnetism
  - Offered every year
  - Spring 2013
  - Physics faculty
  - Prerequisites: FS 1–6 (SCIEN-AD 101-114), Multivariable Calculus (MATH-AD 112)
  - Introduction to Maxwell’s equations with 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 every year
  - Fall 2012
  - Prof. Zaw
  - Prerequisites: FS 1–6 (SCIEN-AD 101-114) or an equivalent course; Linear Algebra (MATH-AD 116) or permission of the instructor
  - 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 every year
  - Fall 2012
  - Prof. Koss
  - Prerequisites: FS 1-6 (SCIEN-AD 101-114) or permission of the instructor
  - A further development of the experimental techniques introduced in Foundations of Science as applied to modern physics. Following a number of introductory experiments, students have at their option a variety of open-ended experiments they can pursue, including the use of microcomputers for data analysis. Experimental areas include Mossbauer effect, cosmic rays, magnetic resonance, superfluidity, and superconductivity, and relativistic mass.

- PHYS-AD 305
  - Statistical Mechanics and Thermodynamics
  - Offered every year starting 2013–14
  - Prerequisites: Ordinary Differential Equations (MATH-AD 121), Quantum Mechanics (PHYS-AD 302) or permission of instructor
  - 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**

- Offered every fall and spring
- Fall 2012
- Mathematics faculty
- Spring 2013
- Mathematics faculty
- Discussion section included
- Crosslisted with Mathematics
- This course may be taken in place of the Calculus requirement if Calculus has not been completed

MATH-AD 112

**Multivariable Calculus**

- Offered every fall and spring
- Fall 2012
- Mathematics faculty
- Spring 2013
- Mathematics faculty
- Discussion section included
- Crosslisted with Mathematics
- Prerequisite: Calculus (MATH-AD 111) or Calculus with Applications (MATH-AD 111)
- Crosslisted with Mathematics
MATH-AD 116
Linear Algebra
Offered every fall and spring
Fall 2012
Mathematics faculty
Spring 2013
Mathematics faculty
Prerequisites: Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111) Crosslisted with Mathematics

MATH-AD 121
Ordinary Differential Equations
Offered every fall and spring
Fall 2012
Mathematics faculty
Spring 2013
Mathematics faculty
Prerequisites: Multivariable Calculus (MATH-AD 112) Corequisite: Linear Algebra (MATH-AD 116) Crosslisted with Mathematics

ELECTIVES

PHYS-AD 310
Solid State Physics
Offered every year starting 2013-14
Prerequisites: Quantum Mechanics (PHYS-AD 302) Solid state physics cover the principles of crystals; crystal structure; lattice vibrations; band theory—metals and insulators; semiconductors; magnetism; and superconductivity. Topics 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 every other year
Prerequisites: Quantum Mechanics (PHYS-AD 302) In this course, the quantum mechanical framework covered in Quantum Mechanics is applied to physical systems. Topics include spin and statistics, coupling of angular momenta, scattering theory, and applications to atomic, molecular, nuclear, and elementary particle physics.

PHYS-AD 313
Computational Physics
Offered every other year
Prerequisites: FS 1-6 (SCIENCE-AD 101-114), Ordinary Differential Equations (MATH-AD 121) Introduction to computational physics, with an emphasis 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 every other year
Prerequisites: Quantum Mechanics (PHYS-AD 302) Introduction to modern astrophysical problems with an emphasis on the physical concepts involved: radio, optical, and X-ray astronomy; stellar structure and evolution; white dwarfs, pulsars, and black holes; and galaxies, quasars, and cosmology.

PHYS-AD 315
Particle Physics
Offered every other year
Prerequisites: Quantum Mechanics (PHYS-AD 302) This course introduces the most important advances in elementary particle physics. Topics include the discovery of elementary particles in cosmic rays, antimatter, symmetries found in nature, and the invention of the Quark model of elementary particles and its experimental verification. Latest results from current experiments are also discussed.

PHYS-AD 316
Special Topics in Physics
Offered occasionally
Prerequisites: Permission of instructor This seminar course provides in-depth treatment of an area of current interest in physics. 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.

PHYS-AD 298-299
Directed Study in Physics
Offered by application
Prerequisites: Capstone Seminar and Project (PHYS-AD 400-401), declaration of Physics major, 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 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.

CAPSTONE EXPERIENCE

PHYS-AD 400-401
Capstone Research Project (2 Semesters)
Offered every year starting 2013-14 Focuses on the art of scientific problem-solving through theoretical analysis and/or experimental and technical design. The capstone research project provides an opportunity for student teams to use their knowledge and skills to identify and solve a problem or answer a question in science, technology, engineering, or mathematics. The members of each team, which may well include majors from a wide range of disciplines that include students from the humanities and social sciences, design and execute a project under the guidance of a faculty mentor. The projects end with student presentations.
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; personality and individual differences; social interaction and group dynamics; intergroup relations; and the connection between the individual and society.

Students emerge from 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, and law.

The Psychology major consists of twelve courses. These include four required courses; four elective courses; two advanced electives; and a two-course capstone experience.

**REQUIREMENTS FOR THE CONCENTRATION IN PSYCHOLOGY**

4 courses, distributed as follows:

1. Introduction to Psychology
2. Courses drawn from the elective or advanced elective offerings in Psychology
3. **Reasons for the Major**

**REQUIREMENTS FOR THE MAJOR**

12 courses, distributed as follows:

- **4 Required Courses:**
  - Psychology: Introduction to Psychology
  - Psychology: Introduction to Biopsychology
  - Psychology: Statistics for the Social and Behavioral Sciences
  - Research Methods in Psychology
- **4 Electives**
- **2 Advanced Electives**
- **2 Capstone Project**
This course provides an introduction to perception, emphasizing both the unity and diversity of a field that spans major theoretical and research areas, including biological bases of human behavior, learning, development, motivation, as well as social and abnormal behavior. Opportunities to apply knowledge gained in lectures and readings are available through computer-based demonstrations, in-class exercises, and required field experiences.

**Electives**

**PSYCH-AD 110 Cognition**  
Offered every year  
Fall 2012  
Prof. Almeida  
Prerequisites: Introduction to Psychology (PSYCH-AD 101)  
Crosslisted with Biology  

Cognitive psychology is the scientific study of the human mind and human thinking. This course is aimed at providing the student with a better understanding on how we humans perceive and think about ourselves and about the world. This is relevant beyond academic interest in the mind 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 different aspects of perception, attention, memory, language, concepts, reasoning, problem solving, expertise, creativity and decision-making. The course emphasizes how psychologists use experiments to learn about the structure of the human mind, including how the mind works and how human thinking, with all its successes and pitfalls, occurs.

**PSYCH-AD 111 Developmental Psychology**  
Offered every year  
Spring 2013  
Prof. Carey  
Prerequisites: Introduction to Psychology (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.
PSYCH-AD 314  
**Industrial and Organizational Psychology**  
Offered every other year  
Prerequisites: Introduction to Psychology  
(PSYCH-AD 101), Research Methods in Psychology  
(PSYCH-AD 102)  

Crosslisted with Business and Organizational Studies  
Personal, social, and environmental factors related to  
people’s attitudes and performance in industry  
and other organizations. Topics include personnel  
selection and evaluation, training and development,  
attitudes and motivation, leadership, group dynam-  
ics, organizational structure and climate, and  
job design and working conditions.  

PSYCH-AD 315  
**Language and Mind**  
Offered every other year  
Prerequisites: Introduction to Psychology  
(PSYCH-AD 101), Research Methods in Psychology  
(PSYCH-AD 102)  

This course introduces students to the field of  
cognitive science through an examination of  
language behavior, one of the major domains of inquiry  
in the discipline. Begins with interactive discussions  
of how best to characterize and study the mind.  
These principles are then illustrated through an  
examination of research and theories related to  
language representation and use. The course  
draws from research in both formal linguistics  
and psycholinguistics.  

PSYCH-AD 316  
**Emotion, Motivation and Volition**  
Offered every other year  
Prerequisites: Introduction to Psychology  
(PSYCH-AD 101), Research Methods in Psychology  
(PSYCH-AD 102)  

The course provides an overview of the major  
theories and findings in research on motivation  
and volition. We address 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.  

PSYCH-AD 317  
**Prejudice and Stereotyping**  
Offered every other year  
Prerequisites: Introduction to Psychology  
(PSYCH-AD 101), Research Methods in Psychology  
(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  
judgment and formation 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 319  
**Psychology and Social Policy**  
Offered every other year  
Prerequisites: Introduction to Psychology  
(PSYCH-AD 101), Research Methods in Psychology  
(PSYCH-AD 102)  

Aimed at students with a background in intro-  
ductory and developmental psychology as well  
as in basic research methods and statistics, the  
primary objective of the course is to introduce  
advanced undergraduates to issues in the  
design, implementation and evaluation of social  
interventions aimed at addressing social problems  
such as delinquency, lags in early learning, youth  
unemployment, poverty, its effects on human  
development, and so on. Students become familiar  
with a range of problems and programs, and study  
one program in depth across the semester with  
a small team of classmates.  

PSYCH-AD 190  
**Special Topics**  
Offered occasionally  
Prerequisites: Permission of the 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 psych-  
ology, and other focal themes. The topics will  
changeт the areas of research of the faculty  
at NYUAD and the affiliated faculty from NYUNY.  

PSYCH-AD 298-299  
**Directed Study in Psychology**  
Offered by application  
Pre-requisites: Introduction to Psychology  
(PSYCH-AD 101), Research Methods in Psychology  
(PSYCH-AD 102), Statistics for the Social Science  
(SOCSC-AD 110), Introduction to Biopsychology  
(PSYCH-AD 105), permission of the 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 Directed Study in Psychology  
are available from the Office of the Dean of Science.  

POLSC-AD 115  
**Political Psychology**  
Crosslisted with Political Science  

**CAPSTONE EXPERIENCE**  

PSYCH-AD 400-401  
**Senior Seminars**  
Offered every year starting 2013–14  

A two-semester sequence designed to provide  
majors with an independent and hands-on research  
experience in a labor field-based setting. A minimum  
of six hours per week of research is required plus  
seminar attendance. The seminars have two main  
objectives: (a) provide a forum in which students  
engage in a serious intellectual discussion about  
the process of research and the design of lab- or  
field-based studies; and (b) provide guidance and  
structure to students in the process of conducting  
and writing their research thesis. A senior thesis  
can be either an independent data-based research  
project or a research proposal on a topic of their  
choice within the field of psychology and under  
the mentorship of a faculty member.
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. The engineering programs provide a sound preparation for careers in research, academia, industry, or government, and graduates receive a Bachelor of Science degree.

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, 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 Polytechnic Institute of NYU.

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 introduction.

Engineering majors take Foundations of Science 1-4, a four course sequence, in their first year and Engineering Foundations, a series of eight half-courses and one full course (equivalent to five full courses) in their first two and a half years. Engineering Foundations explores fundamental engineering topics, including mechanics, conservation laws, fluid
mechanics, materials science, digital logic, instrumentation, and electronic circuits, and exposes 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 five to seven upper-level electives in one of the five degree programs: General Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, and Mechanical Engineering. Electives may belong to two or three areas, and students in the General Engineering major can select courses in any area. Depending on the student’s interest and chosen program of study, up to two additional technical electives may be selected as free electives in the curriculum.

Many of the elective courses are connected to one or more thematic research areas of engineering studied at NYUAD. Thus students, in consultation with their academic mentor, are encouraged to cluster their engineering electives and their general electives to have a thematic interdisciplinary emphasis in one of the three research areas within the envelope of the chosen specialization track. Students in General Engineering are strongly encouraged to specialize in one of three thematic areas.

Outstanding and highly motivated students may participate in special opportunities for independent 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.

Students declaring a major in Engineering are assigned a faculty mentor from the department; students meet with that professor to design a program of study, determine course selections, and discuss career goals.

**Early Admission to Master’s Degree Programs at NYU Poly**

Undergraduate engineering students with strong academic records may apply for early admission to master’s degree graduate programs at the Polytechnic Institute of New York University (NYU Poly). While NYU Poly offers a wide range of graduate engineering programs, the allowable graduate programs for the early admission track will depend on the student’s engineering major at NYUAD. Students apply for early admission at the end of the Fall semester of Junior year. Graduate Record Examination
DISCIPLINARY ENGINEERING SAMPLE SCHEDULE
The schedule of engineering students in the class of 2015 will slightly differ from the diagram. Please contact the Dean of Engineering for further information.

YEAR 1
Fall Semester
- CORE
- FOUNDATIONS OF SCIENCE
- CALCULUS

Spring Semester
- CORE
- FOUNDATIONS OF SCIENCE
- CALCU LUS

YEAR 2
Fall Semester
- CORE
- FOUNDATIONS OF SCIENCE
- MULTIVARIABLE CALCULUS

Spring Semester
- EF: DESIGN & INN
- CORE
- ENG REQD: A
- ENG REQD: B

YEAR 3
Fall Semester
- EF: INSTRUMENT
- ENG REQD: C
- ENG REQD: D

Spring Semester
- ENG REQD: E
- ENG REQD: F

YEAR 4
Fall Semester
- CORE
- ENGINEERING ELECTIVE

Spring Semester
- CORE
- ENGINEERING ELECTIVE

(MGRE) 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 the 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.

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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. 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 should combine the fall semester of the sophomore (second) year 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, if approved by the Dean.

Students are strongly urged to discuss their study away plans with their faculty mentors well in advance and 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.

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 take four of the five courses in the Engineering Foundations program. This concentration must be approved, in writing, by the student’s mentor and the Dean of Engineering.

REQUIREMENTS FOR THE CONCENTRATION IN ENGINEERING

10 courses, distributed as follows:

- 4 Foundations of Science 1–4
- 1 Calculus or Calculus with Applications
- 5 Engineering Foundations

CO-CURRICULAR PROGRAM

All Engineering students are encouraged to participate in a co-curricular program 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.

CAPSTONE DESIGN PROJECT

The goal of the Capstone Design Project is to provide students with a culminating major design experience that utilizes knowledge and skills acquired through the curriculum, and incorporates appropriate engineering standards and multiple realistic constraints.

The Capstone Design Project is collaborative and involves bodies of knowledge across various disciplines that comprise the NYUAD curriculum. The emphasis is on educating students to solve real-world problems in an environment resembling a technologically advanced global workplace. Capstone projects address broad engineering and technology topics that may also involve science, business, social sciences, and liberal arts. A team of students is assigned a real-world problem and asked to create an engineering-based solution after examining multiple aspects of the problem. The composition of the team is based on the nature of the problem and student interests and after students determine the different types of expertise that are needed to arrive at a realistic solution.
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 the 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, digital 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, bio-compatible materials and bioresorbable materials, micro-biodevices, and use of wireless and computer technologies in patient care round out some of the multidisciplinary areas that draw from several different traditional engineering disciplines.

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 in underdeveloped and developing countries. Internships are usually without academic credit and can vary in length from a summer to a semester or a year.
This course forms the basis for understanding January Term of the first year; January 2013
Assoc. Dean. Jagannathan
(SCIEN-AD 101–110)
Offered every year
Spring 2013
Prerequisites: Calculus (MATH-AD 110), FS 1-4
Materials (ENGR-AD 118J)
Must be taken concurrently with Engineering Computational Methods
ENGINEERING COURSES

**ENGINEERING COURSES**

**ENGR-AD 110-119 ENGINEERING FOUNDATIONS**

Engineering Foundations 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 of the first year; Engineering Statics, Engineering Conservation Laws, Digital Logic, and Circuits Fundamentals in the second year; and Experimental Methods, Numerical Simulation and Computational Methods, Instrumentation, Sensors, and Actuators in the third year. For non-majors, the sequence is recommended but not required.

**ENGR-AD 110J Design and Innovation**
Offered every year
January 2013
Assoc. Dean. Jagannathan
Must be taken concurrently with Engineering Materials (ENGR-AD 118J)
Lecture and laboratory included (2 credits)
The course introduces the students to 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.

**ENGR-AD 111 Engineering Statics**
Offered every year
Spring 2013
Prof. Cook
Prerequisites: Calculus (MATH-AD 110), FS I-4 (SCIENCE-AD 101-110)
Lecture and laboratory included (2 credits)
This course forms the basis for understanding principles of static and dynamic properties of materials and systems, while applying the science and mathematics knowledge gained through other courses in the curriculum. The course addresses a number of topics including static equilibrium of particles and rigid bodies, equivalent force and couple system, distributed force systems; static analysis of trusses, frames and machines; friction and impending motion; Newton’s laws.

**ENGR-AD 112 Engineering Conservation Laws**
Offered every year
Fall 2012
Prof. Khapli
Lecture and laboratory included (2 credits)
Prerequisites: Calculus (MATH-AD 110), FS I-4 (SCIENCE-AD 101-110)
This course addresses the conservation laws of nature as applied to engineering. These include the conservation of mass, conservation of momentum and force, conservation of energy, and conservation of chemical species. It addresses properties of pure substances, concepts of work and heat, conservation laws applied to closed and open systems, and the fundamental laws of thermodynamics. Basic conservation laws are derived in integral and differential forms. Inviscid and viscous flows are discussed, including Bernoulli’s and Euler’s equations.

**ENGR-AD 113 Digital Logic**
Offered every year
Fall 2012
Prof. Sinanoglu
Lecture and laboratory included (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 is provided by introducing basic memory elements such as flip-flops, and state diagrams concludes the module.

**ENGR-AD 114 Experimental Methods**
Offered every year
Spring 2013
Assoc. Dean Jagannathan
Lecture and laboratory included (2 credits)
Experimental method is presented as a process of investigation starting with an observation, leading to one or more hypothesis 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 will be 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 will be studied. Students will be 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 will be discussed. 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
Spring 2013
Prof. El Saddik
Lecture and laboratory included (4 credits)
The course focuses on electrical circuits and components, passive and active filtering for signal conditioning, dynamic measurement system response characteristics, analog and digital signal processing, digital representation, data acquisition, sensors, actuators and actuator characteristics. Studies of measurement systems via computer simulation also discussed. The laboratory experiments draw upon examples from all disciplines of engineering.

**ENGR-AD 117 Simulation and Computational Methods**
Offered every year
Fall 2012
Prof. Mavridis
Prerequisites: Calculus (MATH-AD 110)
Recommended: Ordinary Differential Equations (MATH-AD 121), Introduction to Computer Science (CS-AD 101)
Lecture and laboratory included (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 will be the primary computing environment.

**ENGR-AD 118J Engineering Materials**
Offered every year
Fall 2012
Prof. Villasenor
Lecture and laboratory included (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 metals, plastics and composites with an emphasis on material selection.

**ENGR-AD 119 Circuits Fundamentals**
Offered every year
Fall 2012
Prof. El Saddik
Lecture and laboratory included (2 credits)
Fall 2012
Prerequisites: Calculus (MATH-AD 110), FS 1-4
Lecture and laboratory included (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, Thévenin’s and Norton’s theorems, and source free and forced responses of RL, RC and RLC circuits.

**REQUIRED MATH COURSES**

Please see the descriptions under Mathematics.

**MATH-AD 111 Calculus with Applications**
Fall 2012
Mathematics faculty
Spring 2013
Mathematics faculty
Discussion section included
Crosslisted with Mathematics
This course may be taken in place of the Calculus requirement if Calculus has not been completed.

**MATH-AD 112 Multivariable Calculus**
Fall 2012
Mathematics faculty
Spring 2013
Mathematics faculty
Discussion section included
Crosslisted with Mathematics
Offered every year starting fall 2013–14

Mathematics faculty
Spring 2013
Prerequisites: Calculus (MATH-AD 110) or Calculus with Applications (MATH-AD 111)

Ordinary Differential Equations
Offered every fall and spring
Spring 2013
Prof. Bouarroud
Spring 2013
Mathematics faculty
Prerequisites: Multivariable Calculus (MATH-AD 112)
Corequisites: Linear Algebra (MATH-AD 116)

REQUIRED SCIENCE COURSES

Please see the descriptions under Science.
SCIENCE-AD 101-110
Foundations of Science 1–4
CS-AD 101
Introduction to Computer Science
Fall 2012
Prof. Odeh

ENGR-AD 180-399 ENGINEERING REQUIRED COURSES AND ELECTIVES

ENGR-AD 180
Physiology for Engineers
Offered every year starting fall 2013–14
Biomedical and Health Systems Specialization in General (required)
Prerequisites: FS 1-4 (SCIENCE-AD 101-110)
Lecture and laboratory included (4 credits)
The course recognizes the vast diversity and adaptability of the organisms that are observed 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
Spring 2013
Prof. Sinanoglu
Prerequisites: Calculus (MATH-AD 110)
Lecture and laboratory included (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 will mostly be on discrete time systems while basic concepts in continuous time systems will also be 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. 2-D 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 201
Advanced Digital Logic
Offered every spring starting 2013-14
Computer (required), Electrical (required), Mechanical
Prerequisites: Digital Logic (ENGR-AD 113)
Lecture and laboratory included (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.

ENGR-AD 202
Computer Systems Programming
Offered every spring starting 2013-14
Computer (required), Electrical
Lecture and laboratory included (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 and recursion.

ENGR-AD 203
Signals and Systems
Offered every spring starting 2013-14
Computer, Electrical (required)
Prerequisites: Analytical Methods (ENGR-AD 190)
Lecture and laboratory included (2 credits)
This course builds on the Analytical Methods course, 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, Algorithm Design and Analysis
Offered every spring starting 2013-14
Computer (required)
Prerequisites: Discrete Mathematics (MATH-AD 113), Introduction to Computer Science (CS-AD 101), Computer Systems Programming (ENGR-AD 202)
Lecture and laboratory included (2+2, 4 credits)
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. Practical Lab Exercises complement the lectures. The students will further specialize and consolidate their knowledge through semester-long projects.

ENGR-AD 205
Computer Organization and Architecture
Offered every spring starting 2013-14
Computer (required), Electrical
Prerequisites: Advanced Digital Logic (ENGR-AD 201)
Lecture and laboratory included (4 credits)
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 set design, formats & 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 labs emphasize experimental 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 starting 2014-15
Computer, Electrical
Prerequisites: Introduction to Computer Science (CS-AD 101)
Lecture and laboratory included (4 credits)
The course introduces the basic concepts of computer and communication networks, like flow control, congestion control, end-to-end reliability, routing, framing, error-recovery, multiple access and statistical multiplexing. 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. Introduction to quantitative analysis and modeling of networks.

ENGR-AD 211
Operating Systems
Offered every other year starting 2014–15
Computer, Electrical
Prerequisites: Data Structures, Algorithm Design and Analysis (ENGR-AD 204), Computer Organization and Architecture (ENGR-AD 206)
Lecture and laboratory included (4 credits)
This course discusses the operating systems that run computers. Topics include an overview of user interface, process structure, creation and controlled switching; system calls; process cooperation, memory management; virtual memory, I/O management; interrupt handling, file structures; directories, fault-tolerance. Design project involving construction of portions of operating systems is required.

ENGR-AD 213
Database Systems
Offered every other year starting 2014–15
Computer
Prerequisites: Data Structures, Algorithm Design and Analysis (ENGR-AD 204), Computer Systems Programming (ENGR-AD 202)
Database-system concepts. 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.
ENGR-AD 214 Advanced Circuits
Offered every spring starting 2013–14
Prerequisites: Circuits Fundamentals (ENGR-AD 119)
Lecture and laboratory included (2 credits)
This course builds on the foundations of the Circuit Fundamentals Course. The topics covered include sinusoidal steady-state response, 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; parallel and series resonance; and, operational amplifier circuits.

ENGR-AD 216 Analog and Digital Communication Theory
Offered every spring starting 2013–14
Electrical (required)
Prerequisites: Analytical Methods (ENGR-AD 190), Signals and Systems (ENGR-AD 203) or equivalent
Lecture and laboratory included (4 credits)
The course introduces the principles of the various analog communication fundamentals. Amplitude modulation and demodulation, angle modulation and demodulation. Noise performance of various receivers and information theory with source coding theorem are also dealt. 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 starting fall 2013-14
Electronics Specialization in General Engineering (required), Electrical, Mechanical
Prerequisites: Fundamentals of Circuits (ENGR-AD 119)
Lecture and laboratory included (4 credits)
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 BJF biasing, large signal, 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 223 Thermodynamics
Offered every year starting 2013–14
Mechanical (required)
Prerequisites: Engineering Conservation Laws (ENGR-AD 112)
Lecture and laboratory included (2 credits)
This course will introduce students to the basic concepts of Thermodynamics and their applications to Engineering problems. Following topics will be 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 fall starting 2013-14
Mechanical (required)
Prerequisites: Fluid Mechanics (ENGR-AD 231), Thermodynamics (ENGR-AD 233)
Lecture and laboratory included (2 credits)
This course will introduce 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: Analysis of multidimensional geometries for the conduction including Unsteady conduction. Numerical methods of analysis. Introduction to convection. Internal and external convection. Natural convection and boiling and condensation. Principles of radiative heat transfer.

ENGR-AD 270 Urban Infrastructure Systems
Offered every year starting fall 2013–14
Urban Systems Specialization in General Engineering (Required), Civil, Mechanical
Lecture and laboratory included (4 credits)
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 starting fall 2013–14
Urban Systems Specialization in General Engineering (Required), Electrical, Civil, Mechanical Engineering
Lecture and laboratory included (4 credits)
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, starting fall 2013–14
Urban Systems Specialization in General Engineering (required), Electrical, Civil, Mechanical
Lecture and laboratory included (4 credits)
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
Engineering Probability Data Analysis
Offered every other year starting 2013–14
Civil, Computer, Electrical, Mechanical
Lecture and laboratory included (2 credits)
Introductory course to probability and statistics with an emphasis on how these topics are relevant in engineering. The probability theory covered include sample spaces, and counting, random variables (discrete and continuous), probability distributions, cumulative density functions, rules and theorems of probability, expectation, 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 294
Engineering Math: Discrete and Complex
Offered every fall starting 2013–14
Civil, Computer, Electrical (required), Mechanical
Prerequisites: Multivariable Calculus (MATH-AD 112)
Lecture and laboratory included (4 credits)
Introduction to the topics of Discrete and Complex Analysis. The first half of the course covers discrete mathematics, Logic, truth tables, mathematical induction and other proof techniques are covered. Sets, relations and functions, recursive functions, counting techniques, inclusion-exclusion principle and basic graph theory are also covered. The second half of 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, and Cauchy-Goursat theorem, Cauchy integral formula, Liouville’s theorem, fundamental theorem of algebra. Power and Laurent Series. Residue theory.

ENGR-AD 303
Advanced Algorithms
Offered every other year starting 2013–14
Computer
Prerequisites: Data Structures, Algorithm Design and Analysis (ENGR-AD 204)
Lecture and laboratory included (4 credits)
This course covers techniques in advanced design and analysis of algorithms. Topics: 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 algorithms: elementary graph algorithms, maximum flow, matching algorithms. Randomized algorithms. Theory of NP completeness and approximation techniques to finding (approximate) solutions to NP complete problems. Selected additional topics that may vary.

ENGR-AD 305
Robotics
Offered every other year starting 2013–14
Electrical, Computer, Mechanical
Prerequisites: Linear Algebra (MATH-AD 116)
Lecture and laboratory included (4 credits)
This course presents an overview of Robotics covering a selection of topics including Controllers, Localization, Motion Planning, Sensing, Kinematics, and Human-Robot Interaction. Practical lab and simulation exercises complement the lectures. 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 starting fall 2013–14
Electrical, Computer, Civil, Mechanical
Prerequisites: Introduction to Computer Science (CS-AD 101)
Lecture and laboratory included (4 credits)
This course gives an introduction to artificial intelligence. The students will 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, neural networks, and genetic algorithms and a brief overview of natural language processing and computer vision. The course will provide an engineering context to the mind, psychology, and neuroscience.

ENGR-AD 307
Very Large Scale Integration Circuit Design
Offered every other year starting 2013–14
Computer, Electrical
Prerequisites: Advanced Digital Logic (ENGR-AD 201), Advanced Circuits (ENGR-AD 214)
Lecture and laboratory included (4 credits)
This course offers an overview of integrated circuit design process: planning, design, fabrication and testing. Topics include: 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 313
Embedded Systems
Offered every other year starting 2013–14
Electrical, Computer
Prerequisites: Fundamentals (ENGR-AD 119)
Lecture and laboratory included (4 credits)
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
Controls
Offered every year starting 2013–14
Computer, Electrical
Prerequisites: Instrumentation, Sensor, Actuators (ENGR-AD 116)
Lecture and laboratory included (4 credits)
The course introduces the principles of dynamic system modeling, analysis, and feedback control design with extensive, hands-on computer simulation. 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 criterion and Nyquist criterion. Graphical methods for dynamical system analysis and design: root locus and Bode plot. Computer-aided feedback control design for mechanical, aerospace, robotic, thermo-fluid, and vibratory systems.

ENGR-AD 316
Electrical Energy and Power Systems
Offered every other year starting 2013–14
Electrical
Lecture and laboratory included (4 credits)
Introduction to electric-energy sources, energy storage devices, energy economics, environmental issues and electrical hazards. Principles of electric power systems transmission and distribution. Basic electromechanical conversion systems pulse and distribution transformers, induction rotors machines. Principles of electric energy conversion, static power supplies, static controllers and electric-power quality. Fundamentals of power management systems. Introduction to electric-energy sources, energy storage devices, energy economics, environmental issues and electrical hazards. Principles of electric power systems transmission and distribution.

ENGR-AD 318
Digital Signal Processing
Offered every year starting fall 2013–14
Computer, Electrical, Mechanical
Prerequisites: Signals and Systems (ENGR-AD 203)
Lecture and laboratory included (4 credits)
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.
This first course in power generation focuses on the fundamentals of Structural Components Analysis (ENGR-AD 335) and the design of energy-conversion systems. It will introduce students to the fundamentals of structural components analysis and the design of structural members.

ENGR-AD 337 Steel and Concrete Design
Offered every other year starting 2013-14
Civil
Prerequisites: Engineering Statics (ENGR-AD 111), Solid Mechanics (ENGR-AD 237)
Lecture and laboratory included (2 credits)
This course introduces students to the fundamentals of structural components analysis thus enabling students to apply knowledge for structural analysis and design of structural members.

ENGR-AD 339 Environmental Engineering
Offered every other year starting 2013-14
Civil
Prerequisites: Fluid Mechanics (ENGR-AD 231), Solid Mechanics (ENGR-AD 237)
Lecture and laboratory included (4 credits)
This course covers: Introduction to 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.

ENGR-AD 344 Traffic Engineering
Offered every year starting 2013-14
Civil
Prerequisites: Specified when offered
Lecture and laboratory included (4 credits)
This course examines the profession of traffic engineering and its components. The characteristics of road users, vehicles, highways and control devices and their impact on traffic operations are discussed. Quantification of traffic stream characteristics is treated in detail. The design and use of traffic control devices is covered, 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 treated. A broad overview of highway traffic safety issues, policies, programs and mitigation measures are included.

ENGR-AD 346 Water Resources Engineering
Offered every other year starting 2013-14
Civil
Prerequisites: Fluid Mechanics (ENGR-AD 231)
Lecture and laboratory included (4 credits)
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 starting 2013-14
Computer, Electrical, Mechanical
Prerequisites: Specified when offered
Lecture and laboratory included (4 credits)
This course introduces the principles of mechatronic system intended to provide the student with fundamental concepts in mechanics and mechanical 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 Computer Systems
Offered every year starting fall 2013-14
Computer, Electrical
Prerequisites: Specified when offered
Lecture and laboratory included (4 credits)
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. Academic mentor’s permission is required.

ENGR-AD 369 Selected Topics in Electronic Systems
Computer, Electrical Engineering
Offered every year starting fall 2013-14
Prerequisites: Specified when offered
Lecture and laboratory included (4 credits)
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. Academic mentor’s permission is required.

ENGR-AD 379 Selected Topics in Urban Systems
Electrical, Civil, Mechanical
Prerequisites: Specified when offered
Lecture and laboratory included (4 credits)
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. Academic mentor’s permission is required.
ENGR-AD 381
Bio-sensors and Bio-chips
Offered every year starting fall 2013–14
Biomedical and Health Systems Specialization in General Engineering (required), Electrical, Mechanical
Prerequisites: Instrumentation, Sensors, Actuators (ENGR-AD 116), Circuits Fundamentals (ENGR-AD 119)
Lecture and laboratory included (4 credits)
This course covers the principles, technologies, methods and applications of biosensors and bioinstrumentation. The objective of this course is to link engineering principles to understanding of biosystems in sensors and bioelectronics. It will provide 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
Bio Imaging
Offered every year starting spring 2013–14
Biomedical and Health Systems Specialization in General Engineering (required), Electrical, Mechanical
Prerequisites: Analytical Methods (ENGR-AD 190), Signals and Systems (ENGR-AD 203)
Lecture and laboratory included (4 credits)
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 starting fall 2013–14
Computer, Electrical, Mechanical
Prerequisites: Specified when offered
Lecture and laboratory included (4 credits)
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. Academic mentor’s permission is required.

CAPSTONE
ENGR-AD 400-401
Senior Capstone Design Project (2 semesters)
Offered every year starting 2013–14
(4 credits each semester)
Prerequisite: Senior Standing
Lecture and laboratory included
The senior capstone design project focuses on the synthesis of technology with human needs and values. It provides an opportunity for teams to integrate technical, human, aesthetic, and business concerns with engineering design. While projects offered will focus on development of a product or technology, the breadth of issues related to transforming them into every day private or business life will be an integral component of the project. In the course of the year, the project teams will develop a specification for the product being considered, generate multiple solution concepts with particular emphasis on cultural implications of the choices, identify an optimal concept and address any limitations it might have, and then select and develop the best practical concept. In parallel with the product development, the team will develop associated strategies for commercialization, including potential sources for follow-on development funding, intellectual property management, and graphics and text for advertising campaigns, approaches to measuring customer satisfaction, ethical issues, etc. Students will practice critical skills in communication as well as team-building, management, and motivation. They will prepare weekly memos that summarize the team’s activities and address all aspects of the project. Each student will be required to keep a notebook, documenting his or her activities, designs, and considerations. In the middle of each semester, students will present their ideas and concepts in a project review. The senior year will culminate in a comprehensive project report and design showcase.
Multi-Disciplinary Programs

The disciplines offer a basis for rigorous study, but significant knowledge is also gained from the intersections of disciplines, and problem solving requires students to harness a wide range of methods and bodies of knowledge. NYU Abu Dhabi’s multidisciplinary programs are one of the ways the curriculum supports work across disciplines and engages students to think about complex subjects from multiple perspectives. These programs include a major in Arab Crossroads Studies and concentrations in all five areas.

ARAB CROSSROADS STUDIES
The Ancient World
The Environment
Interactive Media and Technology
Urbanization

The multidisciplinary programs 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.
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, one we might think of as a space of multiple encounters and transactions.

Arab Crossroads Studies majors are required to take a minimum of 14 courses offered by the program: 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. Only one course may double-count for the major in Arab Crossroad Studies and another major or concentration.

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, which are organized in 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.

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. Only one course may double-count for the concentration in Arab Crossroads Studies and another major or concentration.

REQUIREMENTS FOR THE CONCENTRATION IN ARAB CROSSROADS STUDIES
4 courses, distributed as follows:

1. Emergence of the Modern Middle East
2. Anthropology and the Arab World
3. Introduction to Modern Arabic Literature and Society
4. Non-language elective
## ARAB CROSSROADS

### SAMPLE SCHEDULE

**YEAR 1**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td><strong>CORE</strong></td>
<td><strong>ARAB</strong></td>
</tr>
<tr>
<td><strong>EMERGENCE OF THE MODERN MIDDLE EAST</strong></td>
<td><strong>January Term</strong></td>
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<tr>
<td><strong>GENERAL ELECTIVE</strong></td>
<td><strong>January Term</strong></td>
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**YEAR 2**

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<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td><strong>CORE</strong></td>
<td><strong>ARAB</strong></td>
</tr>
<tr>
<td><strong>MODERN ARABIC LITERATURE AND SOCIETY</strong></td>
<td><strong>January Term</strong></td>
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<tr>
<td><strong>ANTHROPOLOGY &amp; THE ARAB WORLD</strong></td>
<td><strong>January Term</strong></td>
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**YEAR 3**

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<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td><strong>GENERAL ELECTIVE</strong></td>
<td><strong>GENERAL ELECTIVE</strong></td>
</tr>
<tr>
<td><strong>PROBLEMS AND METHODS IN ACS</strong></td>
<td><strong>January Term</strong></td>
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<tr>
<td><strong>ACS ELECTIVE</strong></td>
<td><strong>January Term</strong></td>
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**YEAR 4**

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<tr>
<th>Fall Semester</th>
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<tr>
<td><strong>CORE</strong></td>
<td><strong>ACS ELECTIVE</strong></td>
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<tr>
<td><strong>CAPSTONE</strong></td>
<td><strong>January Term</strong></td>
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<tr>
<td><strong>GENERAL ELECTIVE</strong></td>
<td><strong>GENERAL ELECTIVE</strong></td>
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<tr>
<td><strong>CAPSTONE</strong></td>
<td><strong>January Term</strong></td>
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</table>
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: national commemorations, contested sites (and times); the politics of archaeology, invented traditions, structural nostalgia, embodied and gendered memories; museums; and the construction (and destruction) of tangible, intangible, and “world” heritage.

**MULTIDISCIPLINARY PROGRAMS | ARAB CROSSROADS STUDIES**

**ELECTIVES: SOCIETY AND POLITICS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Offered</th>
<th>Instructor(s)</th>
<th>Crosslisted with</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACS-AD 231J</td>
<td>Oil and Energy in the Middle East</td>
<td>Offered occasionally</td>
<td>Prof. Haykel</td>
<td>Economics, Political Science, The Environment</td>
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<td></td>
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<td>January Term (Abu Dhabi)</td>
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<tr>
<td>ACS-AD 204J</td>
<td>Interwoven Pasts of Spain and Morocco</td>
<td>Crosslisted with History</td>
<td>Prof. Steams</td>
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<tr>
<td></td>
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<td>At the western end of the Mediterranean, the religious, political, and economic histories of North Africa and Iberia have always been intertwined.</td>
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<td>This was especially the case during the eight centuries from 711-1492 when various parts of the Iberian peninsula were ruled over by Muslims.</td>
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<td>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.</td>
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<td>The course includes an extended trip through Morocco and Spain.</td>
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<td>HIST-AD 172</td>
<td>The Crusades</td>
<td>Crosslisted with History</td>
<td>Prof. Zimmerman</td>
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<td></td>
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<td>Offered every other year</td>
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**POLSC-AD 152X**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Offered</th>
<th>Instructor(s)</th>
<th>Crosslisted with</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Comparative Politics of the Middle East</td>
<td>Spring 2013</td>
<td>Prof. Waterbury</td>
<td>Political Science</td>
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<tr>
<td></td>
<td></td>
<td>Crosslisted with Political Science</td>
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<td></td>
<td>January Term (Abu Dhabi)</td>
<td>Prof. Zogby</td>
<td>Social Research and Public Policy</td>
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<td>Crosslisted with Political Science</td>
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<tr>
<td></td>
<td></td>
<td>Public Policy Challenges in the Middle East</td>
<td>Spring 2013</td>
<td>Social Research and Public Policy</td>
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<td>Crosslisted with Political Science</td>
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<td>SRPP-AD 112X</td>
<td>Prof. O'Brien</td>
<td>Social Research and Public Policy</td>
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<tr>
<td></td>
<td></td>
<td>Islam and Society</td>
<td>Fall 2012</td>
<td>Social Research and Public Policy</td>
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**ELECTIVES: ARTS AND LITERATURE**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Offered</th>
<th>Instructor(s)</th>
<th>Crosslisted with</th>
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<tbody>
<tr>
<td>ACS-AD 117</td>
<td>Cities and Modern Arabic Literature</td>
<td>Crosslisted with Literature</td>
<td>Prof. O'Brien</td>
<td>Literature</td>
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<tr>
<td></td>
<td></td>
<td>We use fiction as a tool to visit (figuratively) five cities: Cairo, Alexandria, Beirut, Haifa, and Baghdad.</td>
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<td></td>
<td></td>
<td>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.</td>
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<td></td>
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<td>We read works by Naguib Mahfouz, Sunalla ibrahim, Huda Barakat, Hanan Al Sheikh, Tawfic Yussuf Awad, Sinan Antoun, and Ghassan Kanafani.</td>
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<td>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.</td>
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<td></td>
<td></td>
<td>COREP-AD 1W</td>
<td>Prof. O'Brien</td>
<td>Social Research and Public Policy</td>
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<tr>
<td></td>
<td>A Thousand and One Nights</td>
<td>Fall 2012</td>
<td>Crosslisted with Social Research and Public Policy</td>
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<td></td>
<td></td>
<td>LITCW-AD 121</td>
<td>Crosslisted with Pathways of World Literature</td>
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**MUSIC-AD 111**

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<tr>
<td></td>
<td>Regional Musics of the Middle East</td>
<td>Crosslisted with Music, Urbanization</td>
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<td>THEAT-AD 134</td>
<td>Prof. Zalter</td>
<td>Theatre</td>
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<td></td>
<td>Theater in the Arab World</td>
<td>Spring 2013</td>
<td>Theatre</td>
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<td>VISAR-AD 150</td>
<td>Crosslisted with Visual Arts</td>
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<td></td>
<td>Islamic Art and Architecture</td>
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<tr>
<td></td>
<td>Crosslisted with Visual Arts</td>
<td>Visar-AD 151</td>
<td>Visar-AD 152</td>
<td>Visar-AD 159</td>
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<td></td>
<td>Orientalist Art</td>
<td>Visar-AD 159</td>
<td>Visar-AD 159</td>
<td>Visar-AD 155</td>
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<td></td>
<td>Architecture in Abu Dhabi and Dubai</td>
<td>Visar-AD 155</td>
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**ELECTIVES: THEATER**

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<th>Course Code</th>
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<tr>
<td>THEAT-AD 134</td>
<td>Comparative Politics of the Middle East</td>
<td>Spring 2013</td>
<td>Prof. Waterbury</td>
<td>Political Science</td>
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<td></td>
<td>January Term (Abu Dhabi)</td>
<td>Prof. Zogby</td>
<td>Social Research and Public Policy</td>
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<td>Public Policy Challenges in the Middle East</td>
<td>Spring 2013</td>
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<td>SRPP-AD 112X</td>
<td>Prof. O’Brien</td>
<td>Social Research and Public Policy</td>
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<td></td>
<td></td>
<td>Islam and Society</td>
<td>Fall 2012</td>
<td>Social Research and Public Policy</td>
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**ELECTIVES: ARTS AND LITERATURE**

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<tr>
<td>ACS-AD 203X</td>
<td>Heritage, History, and Memory in the Modern Middle East</td>
<td>Offered every other year</td>
<td>Prof. Peutz</td>
<td>Museum and Cultural Heritage Studies</td>
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<td>Spring 2013</td>
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<td>Crosslisted with Museum and Cultural Heritage Studies</td>
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**ELECTIVES: ARTS AND LITERATURE**

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<tr>
<td></td>
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<td>March Term (Abu Dhabi)</td>
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**LEAD-AD 115J**

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<tr>
<th>Course Code</th>
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<tr>
<td></td>
<td>Critical Issues in Social Entrepreneurship: Innovations in the Middle East</td>
<td>January Term (Abu Dhabi)</td>
<td>Prof. Emerson</td>
<td>Business and Organizational Studies, Leadership and Social Entrepreneurship</td>
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<td></td>
<td></td>
<td>Crosslisted with Economics</td>
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<td>Crosslisted with Pathways of World Literature</td>
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<td></td>
<td>LITCW-AD 121</td>
<td>Classic Arabic Literature</td>
<td>Crosslisted with Literature</td>
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</tbody>
</table>
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 U.A.E. 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, core-periphery relations, and imperial ideologies.

MDANC-AD 111
Archaeological Fieldwork
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: The Near East from the Origins of Civilization to Alexander the Great
This course introduces the archaeology of the region extending from the Syro-Palestinian coast to Iran and from the Caucasus to the Arabian Gulf. Topics to be discussed include landscapes and settlements, art and architecture, technologies, the development of complex societies, urbanism, and state formation.

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).

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 The Core: Science, Society, and History

HIST-AD 113
Judaism, Christianity, and Islam
Crosslisted with History

HIST-AD 144
Topics in Asia-Pacific History: Ancient China
Crosslisted with History

HIST-AD 170
The Ancient Near East
Crosslisted with History

HIST-AD 171
The Ancient Mediterranean World
Crosslisted with History

HIST-AD 176
Topics in Mediterranean History: History of Egypt
Crosslisted with History

HIST-AD 176
Topics in Mediterranean History: Religion and Culture from Alexander to Muhammad
Crosslisted with History

HIST-AD 176
Topics in Mediterranean History: Roman Empire
Crosslisted with History

LTCW-AD 111
Classical Literature and its Global Reception
Crosslisted with Literature

PHIL-AD 120
Ancient Mediterranean Philosophy
Crosslisted with Philosophy

PHIL-AD 122
Classical Chinese Philosophy
Crosslisted with Philosophy

PHIL-AD 123
Classical Indian Philosophy
Crosslisted with Philosophy

THEAT-AD 133
The Theater in Ancient Greece
Crosslisted with Theater

VISAR-AD 154
History of Western Art from Antiquity to the End of the Middle Ages
Crosslisted with Visual Arts
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 Abu Dhabi environment as a natural laboratory and studio for field trips and consider relevant local phenomena and issues. Students have the opportunity to integrate their understanding of the environment into a broader scientific, social, economic, and artistic framework through a senior Capstone Project.

Requirements for the Concentration

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 Science; Environmental Policy; and Environment, Culture, and Society.

THE ENVIRONMENT COURSES

ENVIRONMENTAL SCIENCE

MDENV-AD 110
The Biosphere
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 atmosphere-ocean-ice-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
Prof. Holland
Spring 2013 (7 weeks)
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.

MDENV-AD 114J
State and Fate of Biodiversity
January Term (Accra)
Prof. Volk
Crosslisted with The Core: Science, Society, and History
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.

MDENV-AD 113
Where the City Meets the Sea: Studies in Coastal Urban Environments
Spring 2013
Prof. Burt
Laboratory included
Crosslisted with The Core: Experimental Discovery in the Natural World

ENVIRONMENTAL POLICY

MDENV-AD 112
Energy and the Environment
January Term (Sydney)
Prof. Burt
Crosslisted with The Core: Experimental Discovery in the Natural World
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
January Term (Sydney)
Prof. Holland
Crosslisted with History
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.

ENVIRONMENT, CULTURE AND SOCIETY

HIST-AD 111
Global Environmental History
Crosslisted with History
PHIL-AD 131
Environmental Ethics
Crosslisted with Philosophy, Urbanization

COURSES

Crosslisted with The Core: Experimental Discovery in the Natural World

Crosslisted with The Core: Science, Society, and History

Crosslisted with Economics; Political Science; Arab Crossroads Studies
New tools create new possibilities. The multidisciplinary concentration in Interactive Media and Technology (IMT) is based on the premise that new digital tools infuse new possibilities into our lives, at scales ranging from the personal and local to the social and global.

We take for granted that our computers and phones—and increasingly our clothes, vehicles, and buildings—will enable the capture, creation, manipulation, distribution, and display of information in ways that support new kinds of interaction. This interaction can be with those tools themselves, with one another, and with the environments we inhabit. With this change, individuals can be not just consumers of passive experiences but designers and participants in interactive ones, if they have access to the right tools and know how to use them.

The IMT concentration is designed to expose students to the possibilities and capabilities of interactive tools, whether hardware or software, and to teach them how to understand and create new experiences with those tools.

It is also designed to serve as a crossroads for a variety of disciplines, from engineering and computer science to the social sciences and the arts. This mixing is built into the courses themselves and embodied in the interactive lab, an environment where scientists and artists come together with curious students and faculty to imagine new forms of media and technology.

Requirements for the Concentration
This concentration requires four courses: New Media Lab and three other IMT courses or appropriate courses offered at the NYU global sites.

INTERACTIVE MEDIA AND TECHNOLOGY COURSES

REQUIRED COURSES

<table>
<thead>
<tr>
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<th>Notes</th>
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<tr>
<td>MDMED-AD 302</td>
<td>New Media Lab</td>
<td>Offered every other year</td>
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<tr>
<td>MDMED-AD 110</td>
<td>Applications of Media</td>
<td>Offered every other year</td>
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<tr>
<td>MDMED-AD 111</td>
<td>Mobile Media</td>
<td>Offered every other year</td>
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<tr>
<td>MDMED-AD 112</td>
<td>Introduction to Physical Computing</td>
<td>Offered every third year</td>
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Prerequisites: Applications of Media (MDMED-AD 110), may be taken concurrently

What can computation add to human communication? This course focuses on the fundamentals of computer programming and how you can make it interact with the physical world. Students write very simple programs to sense physical switches and control LED lights. The class continues with the fundamentals of computer programming on more powerful personal desktop computers. The course is designed for computer programming novices.

ELECTIVES

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<tr>
<td>MDMED-AD 113</td>
<td>Networked Objects</td>
<td>Offered occasionally</td>
</tr>
<tr>
<td>AHC-AD 124</td>
<td>Site-Specific: Augmentation, Affinities, Frames</td>
<td>Offered occasionally</td>
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<tr>
<td>COREA-AD 17J</td>
<td>Nature of Code</td>
<td>Offered every year</td>
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<tr>
<td>FILMM-AD 213</td>
<td>Social Software</td>
<td>Offered every third year</td>
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<tr>
<td>FILMM-AD 230</td>
<td>Video for New Media</td>
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<td>Crosslisted with Film and New Media, Visual Arts</td>
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This course explores the possibilities and challenges of designing alternate physical network interfaces. This class covers methods for making interfaces talk to each other.

AHC-AD 124

Prerequisite: Applications of Media (MDMED-AD 110), may be taken concurrently

Networked Objects

Offered occasionally

This course explores the possibilities and challenges of designing alternate physical network interfaces. This class covers methods for making interfaces talk to each other.

Site-Specific: Augmentation, Affinities, Frames

Offered occasionally

This course explores the possibilities and challenges of designing alternate physical network interfaces. This class covers methods for making interfaces talk to each other.

Nature of Code

Offered every year

Prof. Shiffman

Crosslisted with The Core: Art, Technology and Invention

Social Software

Offered every third year

Crosslisted with Film and New Media

Video for New Media

Offered every third year

Crosslisted with Film and New Media, Visual Arts
Urbanization

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 115J

Shanghai: The City and the Environment

This course examines the contemporary Chinese urban change and environmental issues by focusing on China’s largest and most dynamic city—Shanghai. You study China’s fast-paced urbanization processes as well their impact on the environment and the urban society. You also explore the dynamic relations between economic development and environmental conservation. You take away from this course a firm understanding of China’s own past, values, and institutions as well as the globalization forces shaping profound changes in Chinese cities and sustainable conservation of the Chinese environment.

MDURB-AD 114J

Planning Abu Dhabi

Abu Dhabi, with its urban plan for the future, Plan Abu Dhabi 2030, has globally positioned itself as a progressive laboratory of urbanism. The course provides an immersion in the planning issues that Abu Dhabi confronts and that are central to the future of the 21st-century city. We read key texts in urban theory and design, and consider their applicability to the city’s specific context and morphology. The course includes field trips to key projects and feature guest speakers who are defining the future of the city. By the end of the course, students have in-depth knowledge of Abu Dhabi, its urban form, future goals, and challenges; think critically about successful city building with a comparative approach to experiences elsewhere.

MDURB-AD 112J

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 and Politics in the 21st Century City

January Term (Buenos Aires)

Prof. Klinenburg

Crosslisted with The Core: Structures of Thought and Society, Social Research and Public Policy

This course provides an overview of key issues in the culture and politics of urban life, with a focus on modern Buenos Aires. We engage class and contemporary urban questions such as: How does city-living shape our minds and shift our patterns of social interaction? How does the built environment relate to the local ecology and our experience of everyday life? How are civic and political institutions addressing emerging problems related to massive population growth, sprawl, pollution, and polarization? Students should be prepared for rigorous critical thinking and vigorous participation.

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 premodern 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 globalization. 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 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.
Consumption of objects, images, and places is central to the culture and economy of modern life. The class addresses three questions: Why do we want things? How do physical places organize our consumer desires? And how does place become an object of consumption? This class will explore how the relationship between consumption and cities has developed by examining three key moments: world fairs and the invention of the department store in the late nineteenth century; the rise of malls in the mid-20th century and the contemporary period of digital commerce and the global commodity city. Readings include Thorstein Veblen’s *Theory of the Leisure Class*, Karl Marx’s essay on commodity fetishism, Max Weber’s essays on economy and society, Georg Simmel’s *Metropolis and Mental Life*, and selections from Walter Benjamin’s Arcades project. We relate these texts to changing forms of consumption in different settings, from Argentina to China and the United States. Site visits in Buenos Aires help deepen our analysis of cities and consumption, and illuminate our surroundings.

**MDURB-AD 125J**

**Global City**

*January Term (Abu Dhabi)*

*Prof. Florida*

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.
Electives in pre-professional tracks provide academically rigorous introductions to various careers. Students may take up to three such courses for academic credit. Courses may be taken in single tracks or across tracks. The pre-professional courses are primarily taught by visiting faculty from NYU's renowned professional 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

Pre-professional track courses also tap into local institutions, organizations, and businesses, providing students with community engagement and experiential learning opportunities.
The courses in this pre-professional track are 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.

Students who elect to study away in New York, Florence, London, Prague, and Shanghai will have the opportunity to take courses offered by the Leonard N. Stern School of Business. Stern courses that are part of the NYU cross-school business minors will be 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 will be 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.

**COURSES**

**BUSOR-AD 110**
**Making Groups and Teams Effective**
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**
January Term (New York)
Prof. 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, brand management, and communications and promotional strategies in effective marketing.

**BUSOR-AD 112**
**Special Topics in Management and Strategy**
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 352J**
**Global Banking and Financial Markets**
January Term (Abu Dhabi)
Prof. Smith
Crosslisted with Economics
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.

**ECON-AD 101**
**Principles of Microeconomics**
Offered every fall and spring
Fall 2012
Profs. Nyarko and Biais; Prof. Morton
Spring 2013
Prof. Morton
Crosslisted with Economics, Leadership and Social Entrepreneurship, Social Research and Public Policy

**ECON-AD 321**
**Introduction to Accounting**
Offered every other year
Crosslisted with Economics

**LEAD-AD 115J**
**Critical Issues in Social Entrepreneurship: Innovations in the Middle East**
January Term (Abu Dhabi)
Prof. Emerson
Crosslisted with Economics, Arab Crossroads Studies, Leadership and Social Entrepreneurship

**LEAD-AD 210**
**Models of Leadership**
Crosslisted with Leadership and Social Entrepreneurship

**PSYCH-AD 314**
**Industrial and Organizational Psychology**
Crosslisted with Psychology

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 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.
Education

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 track 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 track in Education engages 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?

This track 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.

COURSES

EDUC-AD 110
Introduction to Education
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 be 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
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
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 114J
Education and Diversity: Historical and Comparative Perspectives
January Term (Abu Dhabi)
Prof. Zimmerman
Crosslisted with Social Research and Public Policy, 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.

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. The pre-professional track in Journalism emphasizes the significance of journalism’s role in society across political, economic, social, and historical platforms. It encourages 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.

COURSES

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
January Term (Abu Dhabi)
Prof. Ciezadlo
Combining intensive reading, reporting, writing, and field trips, this course uses food reporting as a means and a method of inquiry into life in a global city. 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; and other topics drawing on anthropology, economics, culture, and politics. Readings range from classics of food reporting and literature to contemporary writing on Middle Eastern, South Asian, and global cuisine.

JOUR-AD 210 Journalistic Inquiry
Prerequisite: Foundations of Journalism (JOUR-AD 110)
This first-level reporting, research, and writing course emphasizes in-depth research and interviewing technique as it introduces a variety of journalistic forms, including the reported essay, the newspaper pyramid style, magazine and newspaper feature style, broadcast news-writing style, and writing for the Web.

JOUR-AD 211 Topics in Reporting
Prerequisites: Foundations of Journalism (JOUR-AD 110), Journalistic Inquiry (JOUR-AD 210)
This course covers a variety of reporting topics handled in feature style (arts and letters; travel reporting, etc.).

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 track exposes students to important concepts in U.S. 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 track draws upon the extensive programs of the NYU School of Law, including international law, environmental law, and U.S. constitutional law, areas that reinforce the other programs in the NYUAD curriculum.

### COURSES

**LAW-AD 114J**  
**Punishment in Law, Politics and Society**  
**January Term (New York)**  
Prof. Barkow  
Crosslisted with Political Science, Social Research and Public Policy  
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 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**  
**January Term (Buenos Aires)**  
Prof. Alvarez  
The course addresses the norms that govern states in their legal relations with each other, including those that affect how states treat persons within their territories. The focus is on understanding the basic sources of international law (treaties and customary law) as well as the actors that influence their development, interpretation, and enforcement (especially governments, international organizations, non-governmental organizations, and international courts). Topics include: the role and function of the United Nations, international responsibility and the protection of aliens and their property, the regulation of the use of force, and recent developments in international criminal law (including the establishment and function of the International Court of Justice), and the impact of the “human rights revolution.” Select class outings and visitors to the class, based in Buenos Aires, introduce students to the regional implications and applications of international law.

**COREP-AD 13**  
**Law and the Imagination**  
**Spring 2013 (7 weeks)**  
Prof. Stimpson  
Crosslisted with The Core: Pathways of World Literature

**CORES-AD 5**  
**The Relationship of Government and Religion**  
**Fall and Spring 2012-13**  
Pres. Sexton  
Crosslisted with The Core: Structures of Thought and Society

**SRPP-AD 130**  
**Law and Society**  
**Fall 2012**  
Prof. Dixon  
Crosslisted with Social Research Public Policy

The courses in this pre-professional track 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 Term, when signature courses in this track are offered. These courses provide exposure to social entrepreneurship initiatives in the U.A.E. 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.
COURSES

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
January Term (Abu Dhabi)
Prof. Emerson
Crosslisted with Economics; Arab Crossroads Studies; Business and Organizational 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, 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.”

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 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.

BUSOR-AD 110
Making Groups and Teams Effective
Crosslisted with Business and Organizational Studies

BUSOR-AD 111J
Principles of Marketing
January Term (New York)
Prof. Buchanan
Crosslisted with Economics, Business and Organizational Studies

ECON-AD 101
Principles of Microeconomics
Offered every fall and spring
Fall 2012
Profs. Nyarko and Biais; Prof. Morton
Spring 2013
Prof. Morton
Crosslisted with Economics, Social Research and Public Policy, Business and Organizational Studies

The pre-professional track in Museum and Cultural Heritage Studies offers 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 and institutions of cultural policy management are the two fields of professional activity that are central to the program. Accordingly, the program follows two tracks: one focuses on museums as laboratories of cultural heritage production, the other 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 of objects, 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 currently being built in close vicinity to NYU Abu Dhabi’s permanent campus on Saadiyat Island—the Sheikh Zayed National Museum, the Louvre Abu Dhabi, and the Guggenheim Abu Dhabi—are important objects of study, discussion, and visits in their own right, as are regional organizations of cultural policy and heritage management, such as the Abu Dhabi Authority for Culture and Heritage (ADACH) and the Tourism Development & Investment Company (TDIC). Institutions such as these also offer opportunities for internships and capstone projects. Courses and internships are available at NYU New York and at NYU’s global sites.
The role of museums in our age of globalization

This course focuses on defining the main functions of museums. The class meets periodically in New York museums.

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 class meets periodically in New York museums.

MUSST-AD 110
Introduction to Museum Studies
Offered occasionally
Crosslisted with Visual Arts

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
Offered occasionally
Crosslisted with Visual Arts

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
Offered occasionally
Crosslisted with Visual Arts

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
Offered every year
Prof. Parthesius
January Term (Abu Dhabi)
Crosslisted with Visual Arts

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 theoretical, 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
Offered every year
Prof. Finkelpearl
January Term (New York)
Crosslisted with Visual Arts

While New York City is known for its world class museums and endless array of commercial galleries, the main focus of this course is on the half of 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 transferable to other international cities, and which are not?

MUSST-AD 210
Museum Collections and Exhibitions
Offered occasionally

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
Offered occasionally
Crosslisted with Visual Arts

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
Offered occasionally

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 214
Sharing Heritage
Offered occasionally
Crosslisted with Visual Arts

This course explores the idea of ‘sharing heritage’ through a series of case studies in which material goods considered to belong to a nation’s national patrimony have become the object of public discussion, international controversy, and legal action. Students investigate the ways in which local politics, preservation policies, myths of national identity, international law and heritage conventions, historical sensibilities, and the media influence the circulation of art works, “collectibles,” and other objects intended for public display. Students discuss the different strategies that museums and exhibition-makers have developed to deal with disputes over “heritage” across national boundaries and cultural differences.

MUSST-AD 215
Shared Cultural Heritage: Policies and Perspectives
Offered every other year

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 216
Introduction to Museum Studies
Offered occasionally
Crosslisted with Visual Arts

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 217
The Meaning of Museums
Offered occasionally
Crosslisted with Visual Arts

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 218
The Multiple Lives of the Work of Art
Offered occasionally
Crosslisted with Visual Arts

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 219
Shared Cultural Heritage: Policies and Perspectives
Offered every year
Prof. Parthesius
January Term (Abu Dhabi)
Crosslisted with Visual Arts

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 theoretical, 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 220
Museums, Communities, and Public Art
Offered every year
Prof. Finkelpearl
January Term (New York)
Crosslisted with Visual Arts

While New York City is known for its world class museums and endless array of commercial galleries, the main focus of this course is on the half of 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 transferable to other international cities, and which are not?

MUSST-AD 221
Museum Collections and Exhibitions
Offered occasionally

An introduction to the management, care, and display of collections, and to the process of organizing a temporary exhibition.

MUSST-AD 222
Cabinets of Wonder
Offered occasionally
Crosslisted with Visual Arts

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 223
International Issues in Cultural Policy
Offered occasionally

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 224
Sharing Heritage
Offered occasionally
Crosslisted with Visual Arts

This course explores the idea of ‘sharing heritage’ through a series of case studies in which material goods considered to belong to a nation’s national patrimony have become the object of public discussion, international controversy, and legal action. Students investigate the ways in which local politics, preservation policies, myths of national identity, international law and heritage conventions, historical sensibilities, and the media influence the circulation of art works, “collectibles,” and other objects intended for public display. Students discuss the different strategies that museums and exhibition-makers have developed to deal with disputes over “heritage” across national boundaries and cultural differences.
NYU Abu Dhabi’s Premedical and Health Studies program fully prepares students to apply to medical and other professional schools in the health field. 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.

In order to apply to health-related professional schools, students typically need to complete courses in introductory biology, chemistry, and physics. At NYUAD, these subjects comprise Foundations of Science, 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, professional medical or health schools often require two semesters of math, one of which must be calculus, two semesters of organic chemistry, and two semesters of English, including writing. NYUAD offers all these. Students are encouraged to gain some practical experience by volunteering in a clinical setting and to demonstrate a commitment to service and humanistic endeavors.

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 and 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 a major in the humanities or social sciences along with the prehealth curriculum.

NYUAD, like many American colleges and universities, does not offer a premedical, predental, or prehealth major. In fact, the best professional schools want, above all, students with a broad education who can think clearly, read critically, and write well.

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 U.S. citizens or permanent U.S. residents to gain admission to medical school in the U.S. Other health professional schools in the U.S. have more hospitable admissions policies, such as schools of dentistry and M.D./Ph.D. programs. For information about professional health programs in countries other than the U.S., please consult a pre-professional mentor.

The following are the basic set requirements most medical schools in the U.S. request; however, specific medical schools might have additional requirements or modifications to those listed here. You should consult with the premedical advisor for more information.

**SUGGESTED COURSES FOR APPLICATION TO MEDICAL SCHOOL**

**SCIENCE**

**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.)

**CHEM-AD 101-102**
Organic Chemistry 1 and 2

**MATH-AD 110-111**
Calculus or Calculus with Applications

One semester of Writing and one additional semester of Literature

**Biology**

Organismal Biology (BIOL-AD 101) is highly recommended as are Biochemistry 1 and 2 (CHEM-AD 301-302) and Introduction to Probability and Statistics (MATH-AD 217).
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 linkage of theoretical and experiential learning.

The January Term includes options to study at NYU’s Global Network University (GNU) 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 GNU courses illuminate the interdependence of local knowledge and global awareness while fostering cross-cultural research and insights into complex, global issues. Two January Term courses may be taken away from Abu Dhabi.

January Term courses are taught by renowned scholars, writers, artists, journalists, and policy analysts as well as distinguished professors from NYUNY and NYUAD. January Term also features pre-professional courses taught by faculty from NYU’s professional schools. In 2012–13, professors from the NYU School of Law, Stern School of Business, and Tisch School of the Arts are teaching January courses.

First-year students are required to take a January course. Upper-class students who cannot take a January Term course due to a time conflict with the start of their approved study abroad spring semester program will take a 3-week, NYUAD immersive J-Term course in May/June of the same academic year.

Questions about January Term should be directed to the Office of Global Education, which coordinates the program.
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.

EDUC-AD 114J
Education and Diversity: Historical and Comparative Perspectives
Prof. Simmons
Crosslisted with Social Research and Public Policy, Arab Crossroads Studies, Education
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 fluid opportunity, and danger.

ENGR-AD 110J
Design and Innovation
Prof. Jagannathan
Engineering
Must be taken concurrently with Engineering Materials (ENGR-AD 118J)
Lecture and laboratory included (2 credits)

ENGR-AD 118J
Engineering Materials
Engineering faculty
Engineering
Must be taken concurrently with Design and Innovation (ENGR-AD 110J)
Lecture and laboratory included (2 credits)

JOUR-AD 114J
Food in the Global Kitchen
Prof. Ciezadlo
Journalism
Combining intensive reading, reporting, writing, and field trips, this course uses food reporting as a means and a method of inquiry into life in a globalizing world. 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; and other topics drawing on anthropology, economics, culture, and politics. Readings range from classics of food reporting and literature to contemporary writing on Middle Eastern, South Asian, and global cuisine.

LEAD-AD 115J
Critical Issues in Social Entrepreneurship: Innovation in the Middle East
Prof. Emerson
Crosslisted with Economics; Arab Crossroads Studies; Business and Organizational Studies; Leadership and Social Entrepreneurship
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. Examples of successful social enterprises range from micro-finance institutions lending funds to extremely low-income women to sustainable private equity investment funds growing renewable energy companies. 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, 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.”

LITCW-AD 130J
Fiction Writing: Craft Workshop
Prof. Strauss
Creative Writing
Our class is a writing workshop that emphasizes workshop: how to begin a story, how to introduce a character; how to avoid the bumpy ending. We read student submissions and also works of published fiction, both good and bad. (Stories that make mistakes are a great learning tool.) In the course of our course, we take up such impossible questions as, “What is the relationship of plot to sub-plot? How does one hold the reader’s attention?” Now, in Art, rules must be flexible— but students are asked to think of writing in strategic terms; each story-telling decision needs to make tactical sense. With that in mind, we examine “esprit de corps” to arouse envy—the tenets of the craft of fiction.
MDURB-AD 125J
Global City
Professor Florida
Urbanization
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.

MUSTT-AD 113J
Shared Cultural Heritage: Policies and Perspectives
Prof. Parthesius
Crosslisted with Museum and Cultural Heritage Studies, Visual Arts
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.

POLSC-AD 157J
Bridging the Divide between the Arab World and the West
Prof. Zogby
Crosslisted with Political Science, 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.

SRPP-AD 115J
Social Networks
Prof. Bearman
Crosslisted with Economics, Political Science, Social Research and Public Policy
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. 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, inter-organizational networks, and the network structure of science and its internet. Course readings mix popular science texts, journal articles, and scientific papers. The class is structured around our quickly collecting our own network data, perhaps individually, or more likely collectively or in small groups. Field encounters will be integrated as well.

SRPP-AD 121J
Race and Ethnicity
Prof. Mooring
Social Research and Public Policy
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 U.A.E. 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, and will select national case studies to research independently. 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.

VISAR-AD 163J
Designing Abu Dhabi
Prof. Puccetti
Visitarian Arts
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 activist to visual art. Students select specific visual projects, and in the major project, examine the role of the designer in the changing role of Abu Dhabi. They also design graphic projects 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
Prof. Alwan
Visual Arts
The class challenges students to look at and photograph the local environment/society, and to retain creative procedures 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 explore how to approach their subject, develop a theme, and how to choose images that reflect their experiences. They keep a journal, and a final presentation includes a group of photographs and a short personal essay.

VISAR-AD 165J
Landscape, Architecture, Art and the Making of the Mughal Empire 1525–1700
Prof. Westerman
Crosslisted with History, Visual Arts
At published about 1700, the Mughal empire encompassed c. 125 million people, then a quarter of the world’s population, and ranged from present-day Pakistan to India, from Kashmir to the Deccan. By then a succession of six emperors—hailing from the Central Asian, descended from Genghis Khan—and especially Aurangzeb, who invaded from Afghanistan with a new ideology of landscape, through the massive building campaigns of Akbar, to the aesthetic achievements of Shah Jahan, builder of the Taj Mahal, and the restrained commissions of his rebellious son Aurangzeb. After study of Mughal conquest, arts, and modalities of empire, we spend a week in India to study major monuments and collections in Delhi, Agra, Fatehpur Sikri, and beyond.

MDENV-AD 114J
State and Fate of Biodiversity
Prof. Volk
Crosslisted with The Core: Science, Society, and History, The Environment
Tropical Africa conjugates 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.

BERLIN
AHC-AD 129J
Memory and the City: Berlin in 20th–Century History and Literature
Prof. Neuber
Crosslisted with Arts and Humanities Colloquium, Urbanization
One may well call European and especially German history in the 20th century eventful. As the German capital, Berlin saw the transition of the German Empire to a functioning if turbulent democratic state in 1918. The rise of the Nazis to power and their defeat in WW II led to the notorious division of the city which then belonged to two states. When the Berlin Wall came down in 1989, German reunification was imminent. The course engages with Berlin as a city of memory as represented in places and reflected in literature. Visits include: Checkpoint Charlie; the Berlin Wall; the Reichstag; the Olympic stadium and village; the Bauhaus Archive and Museum; and the Gemäldegalerie.
BUENOS AIRES

LAW-AD 212J International Law Prof. Álvarez Law

The course addresses the norms that govern states in their legal relations with each other, including those that affect how states treat persons within their territories. The focus is on understanding the basic sources of international law (treaties and customary law) as well as the actors that influence their development, interpretation, and enforcement (especially governments, international organizations, non-governmental organizations, and international courts). Topics include: the role and function of the United Nations, international responsibility and the protection of aliens and their property, the regulation of the use of force, and recent developments in international criminal law (including the establishment and function of the International Court of Justice), and the impact of the “human rights revolution.” Select class outings and visits to the class, based in Buenos Aires, introduces students to the regional implications and applications of international law.

MDURB-AD 116J Metropolis: Culture and Politics in the 21st-Century City Prof. Klimburg

Crosstalked with The Core: Structures of Thought and Society; Social Research and Public Policy; Urbanization

This course provides an overview of key issues in the culture and politics of urban life, with a focus on modern Buenos Aires. We engage class and contemporary urban questions such as: How does city-living shape our minds and shift our patterns of social interaction? How does the built environment relate to the local ecology and our experience of everyday life? How are civic and political institutions addressing emerging problems related to massive population growth, sprawl, pollution, and polarization? Students should be prepared for rigorous critical thinking and vigorous participation.

MDURB-AD 122J Cities and Consumption Prof. Zaloom

Crosstalked with Economics, Social Research Public Policy, Urbanization

Consumption of objects, images, and places is central to the culture and economy of modern life. The class addresses three questions: Why do we want things? How do physical places organize our consumer desires? And how does place become an object of consumption? This class will explore how the relationship between consumption and cities has developed by examining three key moments: world fairs and the invention of the department store in the late nineteenth century; the rise of malls in the mid-20th century; and the contemporary period of digital commerce and the global commodity city. Readings include Thorstein Veblen’s Theory of the Leisure Class, Karl Marx’s essay on commodity fetishism, and Georg Simmel’s Metropolis and Mental Life, and selections from Walter Benjamin’s Arcades project. We will relate these texts to changing forms of consumption in different settings, from Argentina to China and the United States. Site visits and discussions deepens our analysis of cities and consumption, and illuminate our surroundings.

FLORENCE

POLSC-AD 140J Introduction to Machiavelli Prof. Holmes

Crosstalked with Political Science, Philosophy

Often described as the founder of the modern science of politics, Niccolo 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.

AHC-AD 130J The Miracle of Florence Prof. Kronman

Arts and Humanities Colloquium

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, whose terrains among other wonders: Medici residences and churches that Alberti designed, the telescope through which Galileo spied the moons of Jupiter, and the tomb where Machiavelli lies.

LONDON

COREA-AD 2J The Idea of the Portrait Prof. Zamir

The Core: Art, Technology and Invention

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.

AHC-AD 131J The Enlightenment and its Institutions Prof. Siskin

Arts and Humanities Colloquium

With astonishing speed—mere decades in the middle of the eighteenth century—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 Encyclopaedia Britannica (1768). 250 years later, we use the resources of the Global Network Univer- sity 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.

POLSC-AD 155J Politics in Modern Europe Profs. Hix, Laver and Tucker

Prerequisites: Introduction to Comparative Politics (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 institutionalization 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 European 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.

MADRID

ACS-AD 204J Interwoven Pasts of Spain and Morocco Prof. Stearns

Crosstalked with History, Arab Crossroads Studies

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.

NEW YORK

BUSOR-AD 111J Principles of Marketing Prof. Buchanan

Crosstalked with Economics, Business and Organizational Studies, 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 market-place. 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 1J
The Human Voice
Prof. Daughtry
The Core: Art, Technology and Invention
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 17J
Nature of Code
Prof. Shiffman
Crosslisted with The Core: Art, Technology and Invention, Interactive Media and Technology
Can we capture the unpredictable evolutionary and emergent properties of nature in software? Can we understand 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 cpts 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.

ECON-AD 106J
Understanding the Financial Crisis
Profs. Fernandez and Leahy
Crosslisted with Economics, Political Science, Social Research and Public Policy
This course examines the root causes of the financial crisis and the ensuing economic recession. We place the crisis in historical context of financial crises and the ensuing economic recession. We place the crisis in historical context of financial crisis and the ensuing economic recession. We place the crisis in historical context of financial crisis and the ensuing economic recession. This course also 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 breed 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 176J
Nation-Building
Profs. Jones and Traub
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 a grand jury hearing, visiting a correctional facility.

MUSST-AD 114J
Museums, Communities, and Public Art
Prof. Finkelpearl
Crosslisted with Museums and Cultural Heritage Studies, Visual Arts
While New York City is known for its world class museums and endless array of commercial galleries, the majority of art worlds 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 surrounding the housing of the homeless in Manhattan. We also visit urban spaces transformed by art from Battery Park City to the subway lines adorning 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?

AHCH-AD 128J
Children and Childhood: Medical, Historical and Cultural Perspectives
Profs. Klass and Wolf
Arts and Humanities Colloquium
Every society cares deeply about its children, but every society cares for its children differently. This global examination of children discusses common themes and cultural variations. We consider child labor, children in cities, children and war, and the changing historical nature of the family in America, Europe, and China. We discuss education and health in global perspective, looking at children in the urban world of the 21st century, with field trips to the Shanghai Children’s Palace, the Shanghai Children’s Hospital, a school, and an orphanage. Each student reports to the class on some particular theme of childhood in comparative cultural perspective.

HIST-AD 145J
Food and Drugs in Chinese History
Prof. Waley-Cohen
History
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, especially opium, 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.
Global NYU and 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 that complement and extend their coursework. They include semester study away programs, January-Term programs, and course-related study trips in the U.A.E. 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 Study Away in the NYU Global Network: Students are encouraged to 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 the degree-granting campuses in New York, Abu Dhabi and Shanghai, and 10 academic centers on six continents: Accra, Berlin, Buenos Aires, Florence, London, Madrid, Prague, Sydney, Tel Aviv and Washington, D.C.. The GNU academic centers connect students from NYUAD and NYU New York who study together and experience the rich social diversity of NYU’s global network. Each of the 10 NYU global academic 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. 319–321.

Alternative Program Options: We expect the majority of NYU Abu Dhabi 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 the NYU Global Network University. 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.

January Term Study Away: NYU Abu Dhabi students have a choice of courses offered in Abu Dhabi, New York, and several other NYU global sites each year. Students are encouraged to enroll in up to two study away January Terms during their four years at NYUAD. For January Term 2013, students will select from courses offered in Abu Dhabi, Accra, Berlin, Buenos Aires, Florence, London, Madrid, New York, Shanghai, and Sydney. For more information on January Term, see pp. 247-255.

GENERAL STUDY AWAY POLICIES

Careful academic and logistical preparation is required for students who intend to study away. Students should consult with their faculty mentors early in their studies 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. Students must attend a Study Away Information Session and meet with their mentor before submitting an application. Numerous information sessions are provided throughout the academic year and timed to application deadlines. Prior to travel, students also are required to attend an Intercultural Orientation Session specific to their study away program. This session will provide guidance for sustained engagement with the host community, managing the challenges of intercultural communication, health and safety protocols, and maximizing intercultural learning.
Ongoing critical reflection is expected of all study away participants through a variety of formats, including intercultural orientation prior to departure and on-site; the courses themselves; a portfolio of reflective writing; opportunities for independent research projects; internships; and/or discipline-specific fieldwork. The reflective process continues upon return to the home campus in Abu Dhabi through the Global Undergraduate Symposium, which provides students an opportunity to share their intercultural learning experiences with faculty, staff, their peers, and community members through poster presentations, panel discussions, exhibitions of visual art, and performance each semester.

**Academic Credit:** Academic credit from study away programs within the Global Network University is treated like credit awarded for coursework at NYU Abu Dhabi. All courses from study away programs will be 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 will be recorded on the transcript and factored into a student’s NYUAD grade point average. Credit for courses taken at exchange programs or other non-NYU or non-NYUAD programs will be subject to the NYUAD policy for transfer credit.

**Graduation Requirements:** All successfully completed courses taken at NYU global sites automatically count toward the 144 credit hours required for graduation. However, students must consult with their faculty mentors in advance of study away 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 Associate Dean for Academic Affairs at NYUAD.

**Costs:** For students approved to participate in a semester study away program, costs equal the same comprehensive fee charged for a semester at NYU Abu Dhabi. Financial support will be applied to covering these costs the same way it is when a student is studying at NYUAD. NYUAD will fund 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 component of courses in which the student is officially enrolled.

**Application Process:** Although study away is strongly encouraged at NYUAD, the opportunity to participate in any study away program is a privilege, and the application process is competitive.

### Application Schedule:

**For Spring Semester 2013:**
- Preliminary applications from first-year students due May 6, 2012
- Final applications due September 15, 2012

**For January Term 2013:**
- Applications due October 1, 2012

Students will be notified of their site selection and course assignment by October 15 to allow for sufficient time to process visas and provide pre-departure orientation sessions.

**For Fall Semester 2013 and All Year 2013-14:**
- Preliminary applications due December 1, 2012
- Final applications for Fall 2013 due February 15, 2013
- Final applications for Spring 2014 due September 15, 2013

**For January Term 2014:**
- Applications due October 1, 2013

**Semester Study Away:** Students may apply to study away beginning in the second semester of their sophomore year (or earlier if approved for the major) and as late as the first semester of their senior year. Exceptions to this rule (i.e., study away before or after this time frame) require approval from the Office of Global Education upon recommendation from the student’s faculty 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 the Global Network University will require students to complete the program’s own application paperwork in addition to the NYUAD forms and may have different (often earlier) deadlines.

NYUAD has one annual preliminary application deadline of December 1 for study away programs in the coming academic year. This early deadline helps 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.

**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 will vary based on the number of applicants, and the allotment of limited spaces on some programs. All applicants are required to list a first and an alternate choice of programs to increase their likelihood of studying away.

The Office of Global Education is charged with reviewing applications and selecting students. If the number of qualified applicants exceeds the number of spaces available for a given study away program, priority will be 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.
NYU New York students interested in studying at NYU Abu Dhabi are welcome to apply for a NYUAD January Term course, wherever it is offered in the GNU, 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 2013 courses are due to the NYU University Programs office in New York on October 1, 2012. Interested students must meet all application deadlines.

For information about study away options at NYUAD, please contact studyaway.nyuad@nyu.edu.
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 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 enrich their classrooms with this cutting-edge vibrancy and draw students into their research activities.

In addition, students have the opportunity to participate in the 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 to researchers will give the undergraduates at NYUAD extraordinary access to advanced research.

REGIONAL STUDY TRIPS

An important part of NYU Abu Dhabi is 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 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.

Some study trips are linked to courses, some are connected to community service projects, and others are focused on discovery of the U.A.E. The trips are generally scheduled during the Fall and Spring breaks and January Term, although some courses incorporate day and overnight field trips during the weekend.

In 2011-12, study trips were organized to the following locations: the seven emirates of the U.A.E.; Armenia, Ethiopia; India, Jordan; Kenya; Lebanon; Morocco; Nepal; Oman; Qatar; Spain; Sri Lanka; and Turkey. Day and weekend study trips included visits to the Museum of Islamic Art and Al Jazeera headquarters in Doha; the Dubai Desert Conservation Reserve, Hydroponic Farm, and Bastakia in Dubai; the Sharjah Museum of Islamic Civilization in Sharjah; and Masdar, Al Wathba Wetlands Reserve, the World Future Energy Summit, and Yas Island Mangroves, among other 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. Directed Study courses require regularly scheduled weekly sessions with the Directed Study professor and normally involve research.

A student or group of 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. A student and his or her Directed Study professor must submit a Directed Study Proposal to the Office of Academic Affairs for review and approval prior to enrolling in a Directed Study. As a result, the approval process for a Directed Study must be completed prior to the applicable course registration period.

Up to three NYU Abu Dhabi students may participate in a single Directed Study course. Students may take no more than one Directed Study per academic year and at most two such courses in total. Directed Study courses may be taught by faculty of NYUAD and NYUNY as well as members of the NYUAD Institute. 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 faculty in New York to meet these needs. If the professor is in New York, the weekly meetings shall take place by regularly scheduled videoconference or teleconference sessions. For Directed Study courses with faculty at NYU New York, the Office of the Deputy Vice Chancellor can provide assistance in identifying faculty resources.

SUMMER PROGRAMS

Summers are an ideal time for NYUAD 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 Office of Community Outreach, the Career Development Center, the Undergraduate Research Program, and faculty mentors, students are encouraged early on to explore possibilities for summer experiential learning. NYUAD especially welcomes students interested in working with or doing research in relation to
organizing in Abu Dhabi. Funding support is available through a competitive process that begins in the spring semester.

**ADVISING AND MENTORS**

NYU Abu Dhabi provides students with a network of mentors, Global Academic Fellows, and other resources to support learning and academic performance. Each new student is assigned a pre-major faculty mentor. Those mentors are not typically assigned based on the student’s area of academic interest; they serve as a general guide and resource for academic planning in the first few semesters of enrollment while the student focuses on curricular exploration. When students declare their academic majors, they will move from their pre-major faculty mentor to a mentor with specific expertise in their academic major.

Additional advising and learning support is provided by the Academic Resource Center, the Associate Dean for Academic Affairs, First-Year Dean, the Registrar, and other members of the Dean of Students’ staff. Personal attention and support is also provided by writing instructors and a team of Global Academic Fellows who provide writing assistance, tutor students in a wide variety of subjects, lead study groups and review sessions before exams, and work one on one with students to refine study skills, improve time management strategies and offer other significant support that contributes to academic success.

Academic support is available at the Library and through the Dean of Students’ Office, which is located in the south building of the Downtown Campus. Study spaces are available in three main locations: the Downtown Campus Library, Sama Tower, and the Center for Science and Engineering. Computers are available for student use at these locations as well.

**OFFICE OF THE FIRST-YEAR DEAN**

NYUAD provides unique and expansive opportunities for academic and personal exploration. The Office of the First Year Dean 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 a student begins to define their personal vision of themselves as a scholar, leader, and citizen. The First Year Dean is one of many partners along this journey.

The welcome extended to students by the First Year Dean extends well beyond the official close of Marhaba Week. Committed to fostering and deepening connections for all students, the First Year Dean 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 Network. Ongoing programming, dialogue series, and events will be a part of the first year experience for NYUAD students and will serve to illuminate the unique values and strengths that each student brings to this community.

**CAREER SERVICES, INTERNSHIPS, AND PRE-PROFESSIONAL ADVISING**

The NYUAD Career Development Center, located in Sama Tower, is the place to go for information about internships and professional development opportunities on and off campus. The Career Development Center coordinates on- and off-campus internship opportunities that provide valuable experiences and professional development in a student-friendly environment while students study at NYUAD as well as prepare for an enriching summer experience.

In addition to providing career-related experiences, the Career Development Center hosts career events designed to provide you with access to industry and graduate school contacts and enhance your understanding of career paths and industry-specific job search or search for the appropriate graduate or professional school. Students may choose from a variety of workshops to review the essential components of a job search. Interactive workshops provide an overview of important information on career planning, cv and cover letter writing, job interviews, graduate school applications (including medical and law school), internships, as well as workplace etiquette.

NYUAD CareerNet acts as the main resource in accessing internships and part-time and full-time opportunities, both locally and throughout the globe. This online resource is available to all NYUAD students and allows free access to subscription-based career resources, such as Going Global, InterviewStream, and the Vault Career Insider Guides.

Coupled with online resources, students may access career counseling services that address career exploration, graduate school selection, and effective preparation for and navigation through the internship/job-search process. Experienced career counselors are on-hand to provide individualized support and can assist students in refining their areas of interest. Career counselors also help with self-assessment as it relates to choosing a major or exploring career options available to NYUAD students. In addition to the resources and services accessible through the NYUAD Career Development Center, students will be able to access a vast international job network which draws from the partnership with NYU’s Wasserman Center for Career Development (nyu.edu/careerdevelopment) and other Global Network University Campuses.

**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 interest them and where their skill set is most needed. In addition to volunteer activities, the OCO works with community members to engage NYUAD students in the many activities taking place in the U.A.E. year-round including those focusing on art, music, humanitarian work, sporting events, business, and education.

NYUAD students are involved with a wide range of service opportunities in the U.A.E., including: tutoring and mentoring kindergarten—grade 12 students; working with special-needs students; raising environmental awareness through collaborations with U.A.E. environmental agencies and organizations, and hosting environmental-awareness events at NYUAD; 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 U.A.E. and regional universities; and participating in global education conferences and workshops.

As a result of their outreach, NYUAD students gain a greater understanding of their community and have the opportunity to engage with their fellow U.A.E. residents; they are able to give back to the community in a meaningful way, all the while gaining important professional experience.
THE ACADEMIC RESOURCE CENTER

The Academic Resource Center (The ARC) provides students with a variety of support systems designed to ensure that the graduates of NYU Abu Dhabi are world-class communicators who are able to develop and present their ideas effectively to a 21st-century global audience. The ARC is staffed by faculty and Global Academic Fellows, who specialize in writing, math, or science. The Global Academic Fellows have been selected for this fellowship based on their academic achievement in college, demonstrated leadership abilities, and interest in global education.

A high proportion of NYUAD students are multilingual, and the services offered by The ARC seek to respond to their needs. The writing support resources within The ARC provide students with help at any stage in the writing process. Writing faculty and Global Academic Fellows in writing work with students one on one or in small groups to develop specific writing and revision skills, articulation and oral presentation skills, and other language-related support. The Global Academic Fellows are also on hand to focus on quantitative and computational skills.

The ARC’s varied student learning resources provide opportunities to develop time management and study skills. Support and enrichment in a variety of academic areas can be arranged. Computer hardware, software, and instructional assistance are available for students pursuing foreign language instruction or seeking assistance with preparing presentations. While the Downtown Campus serves as the primary home to The ARC, many services are also available on a more limited basis in Sama Tower.

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 study sites is a hallmark of NYUAD. Electronic classrooms, video conferencing, and pervasive wireless technology will 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. The library can also print books on demand, and will purchase 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 80,000 sound and video recordings, and 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, term paper clinics, and online 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 with others—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

Creating new knowledge is central to NYU Abu Dhabi. We are building a world-class center for advanced study and research at the NYU Abu Dhabi Institute, hosting individual scholars, research centers, and labs led by faculty selected according to the highest standards from NYU and other universities around the world.

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: the Neuroscience of Language Laboratory, which studies brain functions with a MEG machine unique in the world; the Technology Center for Rural Development, which is devoted to the study and application of technology as a tool for spurring economic development in poor and rural communities throughout the developing world; and the Library of Arabic Literature, which is publishing bilingual editions of important, newly translated Arabic texts. 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 will be 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.

Events and Programs: The NYUAD Institute hosts a full program of academic conferences, workshops, lectures, film series, performances, and other public events 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 for New York, Abu Dhabi, the U.A.E., and the Gulf, 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 NYUNY and NYUAD, bringing the plenitude of NYU’s renowned graduate and professional schools to the Gulf region. Recent events have included programs on cosmology, social entrepreneurship, climate change, and African-Arab Gulf relationships. For the schedule of events 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

The purpose of this policy is to define good academic standing and to outline the steps that will be taken to ensure students know about their academic standing, are helped if they have a temporary lapse and are assisted to find alternatives to NYU Abu Dhabi, if necessary.

NYU Abu Dhabi assesses students to make satisfactory progress toward their undergraduate degree. Good academic standing is typically achieved by successfully completing 16 credit hours during each fall and spring semester and 4 credit hours during each January term. A student who fails more than 4 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.

To monitor and provide timely feedback to students, NYU Abu Dhabi assesses student academic performance throughout their course of study and more formally at the end of each semester.

The institution has developed a series of steps designed to both help students achieve their academic goals and communicate with students and their faculty mentors if a student is found to struggle to maintain good academic standing. Typically, coordinating the communication and academic response is handled through the Office of Academic Affairs in conjunction with the Committee on Academic Standing, which is composed of the Academic Deans and may include other members as determined by the Provost.

If a student falls below the level expected to maintain good academic standing the student normally will receive a letter that aims to identify the issue(s) involved and strategies that may assist the student to develop the academic and study skills necessary to achieve success at NYU Abu Dhabi. Such letters typically are issued at the end of the academic year but may be issued at other times. It is expected that a letter will help a student to return to good academic standing within the following semester. If this does not occur, the Committee on Academic Standing would decide if it is in the best interest of the student and the institution to issue a second letter or dismiss the student from NYU Abu Dhabi.

Formal letters on academic standing will not be recorded on transcripts or other public documents, nor otherwise released outside the institution, however they will be part of the student’s internal NYU Abu Dhabi academic record and accessible for mentoring purposes. In truly exceptional cases, a student may be dismissed without receiving a letter on academic standing. Such cases will be reviewed on an individual case by the Committee on Academic Standing and are not based on automatic parameters. If a student is dismissed, NYU Abu Dhabi will try to counsel the student find a more suitable college or university.

Dismissal decisions may be appealed to the Provost, by delivering (by email, fax, hand delivery, delivery service or mail) a written notice of appeal that arrives at the Office of the Provost within two weeks of a dismissal notification being sent to the student. There are only two grounds of appeal: a violation of the procedures outlined in this policy and evidence of factual error. The Provost will advise the student, Committee on Academic Standing, and Associate Dean for Academic Affairs in writing of his/her final determination. The decision of the Provost of NYU Abu Dhabi will be final and binding.

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.

NYU and NYU Abu Dhabi 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). (Under United States federal law, address information, telephone listings, and age are also considered directory information for military recruitment purposes. Address information does not include e-mail address.)

FERPA governs the release of personally identifiable information to both external and internal parties, including other University employees, parents, and government agents. The NYU and NYU Abu Dhabi 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), and present participation in officially recognized activities (including positions held and official statistics related to such participation and performance), email address, and NetID. See notes (1) and (2) below.

1. 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.

2. 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:

- The deadline for adding or dropping a 14-week course or section is the end of the second week of the course or section.
- The deadline for adding or dropping a 7-week course or section is the end of the first week of the course or section.
- The deadline for adding or dropping a January Term course or section is the end of the first day of the course or section.

Any student who adds a course after the first day of instruction is fully responsible for all work previously assigned in that course. 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.

**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.

**COURSE LOAD**

NYU Abu Dhabi requires students to complete 144 credit hours to graduate. Students generally take nine four-credit courses per year: usually four during each semester and one during the January Term. 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 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 Associate Dean for Academic Affairs. No student is permitted to take more than 20 credit hours in a semester. Students are required to take one January Term course per year.

Students who wish to take fewer than 16 hours per semester must also obtain the permission of their mentor and the Associate Dean for Academic Affairs 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**

Courses may count for more than one requirement. For example, an individual course may count for both a major and a multidisciplinary or disciplinary concentration, two different concentrations, or a major and the Core. However, there are some limitations to double counting. 1) A student may not double-count more than two courses in the Core or in any one major or concentration. 2) No individual course may count for more than one Core category.

This 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 crosslisting of courses, which reflects our commitment to work across disciplines.
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 13 disciplinary areas in addition to five 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.

**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 Associate Dean for Academic Affairs. A student with strong evidence supporting an allegation of malfeasance or discrimination should also consult the Associate Dean for Academic Affairs.

**GRADING**

The following grades may be awarded:

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<thead>
<tr>
<th>Letter Grade</th>
<th>Quality Points</th>
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<tbody>
<tr>
<td>A</td>
<td>4.0</td>
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<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
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<tr>
<td>B-</td>
<td>2.7</td>
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<tr>
<td>C+</td>
<td>2.3</td>
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<tr>
<td>C</td>
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<tr>
<td>C-</td>
<td>1.7</td>
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<td>D+</td>
<td>1.3</td>
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<tr>
<td>D</td>
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<td>P</td>
<td>Pass</td>
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<tr>
<td>I</td>
<td>Incomplete</td>
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<td>W</td>
<td>Withdrawal</td>
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</tbody>
</table>

The grade point average (GPA) is computed by determining the total number of quality points earned (quality points x 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.

For the class of 2014 only, cumulative grade point averages are calculated both with and without first-year grades and the higher GPA will be used for all purposes.

**GRADUATION HONORS**

NYUAD will have Latin honors and departmental 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, magna cum laude to the next 10 percent of the graduating class, and cum laude to the next 15 percent of the graduating class.

**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 Affairs. 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 Associate Dean for Academic Affairs 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. Detailed procedures related to applying for an Incomplete can be found at nyuad.nyu.edu/incomplete.procedures.

**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.

**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 NYU Abu Dhabi. 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 on that same status.

**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 Affairs 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 Affairs 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 no later than the beginning of the fourth week for 7-credit courses and at the end of the eighth week for 14-credit courses. These assessments are not part of a student’s formal academic record and do not appear on transcripts.

**MINIMUM GRADES IN CORE AND MAJOR COURSES**

Although all successfully completed courses may be counted toward the 36-course graduation requirement, only those courses in which grades of C or better are earned may be counted toward major or core 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. 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 crns about formal outcomes. The Pass/Fail option is therefore especially appropriate in the second year before students invest in a major.

A student may not take courses Pass/Fail in the Core Curriculum. Courses taken Pass/Fail within a student’s major will not be counted for credit toward the completion of the major. However, Pass/Fail courses may allow students to place out of a basic course requirement in favor of a more advanced course within the major.

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 may not be able to use courses taken under the Pass/Fail option to satisfy the requirements of their new majors. Classes that receive a Pass are counted for credit toward the degree, but are not calculated into 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 during the add/drop period associated with that particular course.

**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**

NYUAD 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 prerequisites. In addition, students may request from the Registrar independent documentation of these grades for external use.

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.

An insert will be included with all NYU Abu Dhabi transcripts stating, “NYU official transcripts for students enrolled at NYU Abu Dhabi do not show course grades received during their first year of study, and instead indicate only those courses successfully completed with a grade of C- or better.”

Students’ first-year grades will not be included in cumulative grade point averages calculations.

This policy contributes to the development of a learning context 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 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 time frames, a student may discontinue a course and receive a grade of W:

- Those 14-week courses dropped in the third week through the seventh week will receive a grade of W.
- Those 7-week courses dropped in the second week through the fourth week will receive a grade of W.
- Those January Term courses dropped on the second day of the first week through the second day of the second week will receive a grade of W.

After the final date in each of the above, no student may withdraw from a course without a direct appeal to the Associate Dean for Academic Affairs. 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.
PHYSICAL EDUCATION COURSES FOR 2012-13

For spring-semester courses, please consult the Web site.

FALL 1

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.

Capoeira
This introductory course to the Brazilian dance/martial art of Capoeira exposes students to a dynamic activity with associated movement and music.

Dancing
This course teaches the proper technique for the students to design their own personal dance. Music selections include classical, pop, and dance beats.

FIT FOR LIFE

This introductory course orients the students to the cardio and strength training equipment in the Sama Fitness Center and provides a framework for the students to design their own personal fitness programs. Learn how to use cardio and strength training equipment safely and effectively. Individualized exercise programs are designed to maximize progress based on cardiovascular and strength evaluations. Supervised progressive workouts teach individuals to achieve personal fitness goals through strength and aerobic interval circuit training on strength machines, treadmills, elliptical trainers, bicycle and rowing ergometers, and stair climbers.

Ice Skating
This introductory course exposes students to the sport of ice skating. Student learn how to skate forwards and backwards, change directions, and stop.

Intro Strength Training
This course aims to teach students the proper execution and techniques for strength training. Exercise routines are focused on increasing metabolism and energy levels, while developing healthier muscles, joints, and bones.

Performance Boxing
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.

Pilates and Yoga
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, appropriate warm ups, 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.

Squash
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.

Swimming
Individuals are evaluated for basic swimming abilities and comfort level in an aquatic environment. The front crawl, backstroke, breast, side stroke are taught. Skill instruction in beginning diving, floating/treading water, and underwater swimming, as well as safety awareness in and around the water are included.

FALL 2

Beginner Golf
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.

Beginner Tennis
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.

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 cardiovascular workout.

Capoeira
This introductory course to the Brazilian dance/martial art of Capoeira exposes students to a dynamic activity with associated movement and music.

Floor Hockey
This introductory floor hockey course exposes students to the basic fundamentals of floor hockey such as stick handling, passing, shooting, etc., as well as more advanced concepts such as face-offs, goaltending, offensive and defensive tactics. Emphasis is on learning the rules of floor hockey, practicing the various skills, and having fun.

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 eco system as they navigate coastal waters and inland areas of Abu Dhabi.

Karting and Driver Fitness
Karting is a motor sport with small, open, four-wheeled vehicles racing on scaled-down circuits. In addition to developing quick reflexes, precision car 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.

Pilates and Yoga
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, appropriate warm ups, 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.
Touch Rugby

This is a non-contact form of rugby that

Scuba—Open Water

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/f loat in water too deep to stand in for 10 minutes; (3) the completion of a medical questionnaire with physician’s consent; and (4) access to a 20 bar or 200 meter waterproof watch. PE credit will be awarded upon obtaining a PADI Open Water Dive qualification prior to the end of the class. Give 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.

Swimming (women only)

Individuals are evaluated for basic swimming abilities and comfort level in an aquatic environment. The front crawl, backstroke, breast stroke, and side stroke are taught. Skill instruction in beginning diving, floating/treading water, and underwater swimming, as well as safety awareness in and around the water are included.

Triathlon Training

This challenging class is focused on developing athletes interested in competing in local triathlons, including the Yas Triathlon and Abu Dhabi International Triathlon. Individuals develop a personal triathlon 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.

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.

HEALTH AND WELLNESS SERVICES

The Health and Wellness Center is conveniently located on the 4th floor of Sama Tower. The center provides convenient access to medical care and counseling support to help ensure students stay healthy and able to fully benefit from their time at NYU Abu Dhabi.

Medical Services at the Health and Wellness Center include:

- Identifying and treating common medical conditions;
- Assessing the urgency of medical problems and providing the best referrals for care when necessary;
- Providing preventive and health education;
- Making referrals to medical specialists when necessary.

The Health and Wellness Center also offers confidential counseling services. Counseling—or psychotherapy—is a professional relationship that focuses on personal problems. The counseling relationship differs from both social friendships and patient-doctor contacts. Unlike friends, counselors are able to be objective; they are not involved in your daily life. Unlike most doctors, counselors don’t give specific advice. Instead, they serve as skilled listeners who help you clarify issues, discover your true wishes and feelings, and deal effectively with problems.

Students can contact the center at 02 628 8100. Should students require assistance after hours, they can contact on-call staff at 056 685 8111.

STUDENT ACTIVITIES

The Campus Life Office provides advice, guidance, and access to information and resources pertaining to campus activities, including film, poetry, music, and groups based on shared interests in recreational, social, and cultural activities. In NYU Abu Dhabi’s inaugural year, students created the structure for the student government and leadership and elected officers. Students may petition the Campus Life Office for funding and administrative support to establish new clubs and sponsor one-time events on campus. Throughout the year, trips and activities are planned for interested students to take advantage of the rich offerings of Abu Dhabi’s recreational and cultural life. Students kayak in the mangroves, stargaze in the desert, spend a morning at the camel races, attend big-name concerts, go to the beach, and plan trips around the seven Emirates. Students have an unprecedented opportunity to be a creative force, building bridges to the local and regional communities through service and learning-based opportunities. Students can volunteer with local schools and charitable organizations, and work with local organizations concerned with environmental efforts, which will help develop leadership and professional skills, and the capacity for intercultural teamwork.

RELIGIOUS 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 U.A.E., and throughout the Global Network University.

CAMPUS SAFETY AND TRANSPORTATION

The mission of the NYU Abu Dhabi 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 customer-friendly manner. It is equipped to provide the highest standards of Security and Safety for the NYUAD community. Additionally all transport services are coordinated and conducted on a daily basis by the department. The department partners with the Public Safety Department of NYU to provide the highest level of professional support possible.

All of the NYUAD sites are staffed 24 hours a day, and you may call the Department of Public Safety 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 U.S. Embassy. These relationships are important to keep us informed of any developing security situations that may arise. It is also important that you as an individual (or family) register with your respective embassy upon taking residence in Abu Dhabi. We will also assist you if you require help dealing with the Abu Dhabi Police Force; please contact Public Safety as soon as possible should the need arise.
The NYUAD community and sites are welcoming to all NYUAD members and visitors. We encourage you to wear your NYUAD ID Card so that it can be clearly seen by anyone while you are at the Downtown Campus, Sama Tower, or the Center for Science and Engineering. All visitors entering these sites are required to obtain a visitors ID Card.

The Department of Public Safety provides transport services for all faculty, staff, and students. A shuttle bus runs between Sama Tower and the Downtown Campus, and from both locations to the Center for Science and Engineering. To use the service, you need to show your ID Card to the driver to verify that you are a member of the NYUAD community; the service is not open to the public. All buses are clearly marked with a NYUAD logo.

Abu Dhabi is a safe place to live, work, and study. The crime rate is much lower in Abu Dhabi than in many other international cities of the world. Indiscriminate violent attacks and criminal activities in general occur much less frequently; nevertheless, such events still do happen in Abu Dhabi. The best approach is to use common sense at all times.

The NYUAD Campus

The NYUAD campus consists of three facilities: The Downtown Campus, where most classes are held; the Center for Science and Engineering, where the instructional and research labs are located; and Sama Tower, which combines student, faculty, and staff residences, the dining hall, student life spaces, and offices.
THE DOWNTOWN CAMPUS

The campus is located in the heart of downtown Abu Dhabi, just off the Corniche, the city’s prestigious boulevard. The Corniche faces the waterfront and an expansive recreational zone, with parks, jogging and bike trails, restaurants, a boardwalk, and public beach. While the permanent campus of NYU Abu Dhabi is under construction on Saadiyat Island, the Downtown Campus (DTC) accommodates all the academic needs of NYUAD except for experimental labs, which are located a short distance away.

The academic facilities were built for NYUAD and designed to meet the requirements of our unique programs, research opportunities, small classes, and interaction between students and faculty. The classrooms and library have state-of-the-art technology, and the campus has total wireless access.

The landscaped grounds are designed for outdoor dining, study, and recreation. Collegiality and interaction among students and faculty is central to NYUAD’s mission. The buildings are air-conditioned and wheelchair accessible.

The Downtown Campus includes:

- A two-story library with spaces for group and individual study, a print collection, and connection to the full range of resources of NYU’s libraries in New York
- Classrooms with state-of-the-art audio-visual technology
- Seminar rooms
- Language and computer labs
- Global network seminar rooms that allow students to interact with classes at NYU in New York
- Faculty and administrative offices
- A garden with gazebos for dining and conversation
- A café with indoor and outdoor seating
- Comfortably furnished student lounge areas
- An event space for performances, international speakers, and school-wide gatherings
- A bookstore, with textbooks, general interest books, and NYUAD merchandise
- A Welcome Center to acquaint visitors with NYUAD
- Prayer Rooms

THE CENTER FOR SCIENCE AND ENGINEERING

The Center for Science and Engineering (CSE) houses NYUAD’s experimental laboratories for teaching and research, classrooms, faculty offices, and a variety of related facilities. The instructional labs include multipurpose wet labs, multipurpose dry labs, organic chemistry labs, engineering labs, and a digital media lab. The labs are supported by core facilities, appropriate tissue culture rooms, preparatory rooms, and seminar rooms.

The laboratory sections of Foundations of Science, Engineering Foundations, advanced science and engineering courses, and the experimental Core Curriculum courses meet at the CSE.

The CSE supports advanced research in addition to the teaching program of NYUAD. It contains the experimental research labs of NYUAD faculty in science and engineering, and the research initiatives of the NYUAD Institute. The lead-off Institute research initiatives at the CSE include: the Technology Center for Rural Development; and the Neuroscience of Language Laboratory.

The CSE is equipped with hard-wired and wireless communications, and audio-visual and video-conferencing facilities, and includes a lounge, kitchen, and dining area. Located in the Mussaffah district of Abu Dhabi, the Center is approximately 40 minutes from the Downtown Campus and Sama Tower. NYUAD shuttle buses regularly travel between the CSE, the Downtown Campus, and Sama Tower, and lab schedules take into account the travel time.

SAMA TOWER

Opened in 2010, Sama Tower is a 50-story apartment building located a short walk from the Downtown Campus. NYU Abu Dhabi student residences are located in Sama Tower, as are apartments for faculty and staff. On the mezzanine level, a comprehensive dining venue offers cuisines both familiar and new to the campus community. The 4th and 5th floors comprise the Campus Center, which incorporates Campus Life Deans’ offices; student activities, clubs, and organizations; a fitness area; a multi-faith gathering room; music practice rooms; study spaces; meeting rooms; lounge spaces; multipurpose rooms for performance spaces; and the Health and Wellness Center.

The Sama Tower student residences are an important part of the living and learning experience. Students live together on single-sex floors in shared studio or two-bedroom apartments. Each floor has a spacious lounge for meetings, movie nights, activities, and relaxing with friends. Residents Assistants (RAs), who are NYUAD sophomores and NYUNY upperclassmen, live on each floor and provide personal and academic support for residents. RAs organize programs to introduce students to campus resources, faculty members, fellow students, and the exciting activities Abu Dhabi has to offer.
The permanent campus of NYU Abu Dhabi will be located on Saadiyat Island, a 27-square kilometer natural island that lies a short distance from the main island of Abu Dhabi and is now under development. The master plan for Saadiyat Island calls for the creation of multiple districts, including the Cultural District, where several important museums will be located, among them the Louvre Abu Dhabi, the Guggenheim Abu Dhabi, and districts that take advantage of the island’s spectacular beaches and mangrove lagoons.

NYUAD is located in the Al Marina District, which will have a prominent marina and downtown feel. The campus will occupy a site of approximately 15.4 hectares of land, will be open and ungated; as in New York, the university will be “in and of the city.”

The layout of the campus aims to promote interaction between the disciplines. The facilities include a wide variety of instructional spaces, including experimental laboratories, new medialabs, film production facilities, music practice rooms, and classrooms with sophisticated technological infrastructure; a Library; Student Center; Health and Wellness Center; Recreation Center with outdoor athletic fields and courts; Performing Arts Center; Art Gallery; Bookstore; a variety of cafés and dining facilities; a conference center; and residences for students, faculty, and staff. The design creates a dense, pedestrian environment that is responsive to the climate and creates shaded walkways. Courtyards, plazas, gardens, and other open spaces offer a landscaped public realm for social interaction.

In the words of Rafael Viñoly, the architect of NYU Abu Dhabi, “the scheme is essentially a New Village, neither replicating the image of the traditional Islamic neighborhood, nor the character of Greenwich Village, but instead an amalgam of both, as a metaphor for the central idea of the institution that occupies it.” The Saadiyat campus is scheduled to open in September 2014.

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.
JOHN SEXTON
President
B.A., M.A., Ph.D. Fordham University; J.D. Harvard University
John Sexton has served as President of NYU since 2001, and is also the Benjamin Butler Professor of Law and Dean Emeritus of NYU School of Law, having served as Dean for 14 years. He is Chair of the Independent Colleges and Universities of New York, Chair of the New York Academy of Sciences, and Vice Chair of the American Council on Education.

ALFRED H. BLOOM
Vice Chancellor
B.A. Princeton University; Ph.D. Harvard University
Alfred Bloom oversees all academic, administrative, and operational affairs at NYU Abu Dhabi from Swarthmore College, after an 18-year tenure as president. Prior to assuming the presidency at Swarthmore, he served as executive vice president of Pitzer College in Claremont, CA.

FABIO PIANO
Provost
B.A., M.S., Ph.D., Ph.D. New York University
Fabio Piano serves as NYU Abu Dhabi's chief academic officer and oversees the university’s academic strategy and priorities, and overseeing academic appointments and faculty affairs. Before his appointment as provost, Piano was instrumental in developing and advancing NYUAD, helping to craft its innovative undergraduate science curriculum, as well as its distinctive research program. Piano is Associate Professor of Biology and a founding member and Director of the Center for Genomics & Systems Biology at NYU. He has received numerous grants and fellowships from the National Institutes of Health (NIH), the American Cancer Society, and the Damon Runyon Cancer Research Foundation for research in embryonic development and genomics.

HILARY BALLON
Deputy Vice Chancellor
B.A. Princeton University; Ph.D. Massachusetts Institute of Technology
Hilary Ballon serves as the principal representative of NYU Abu Dhabi in New York, working to ensure a strong connection between the two campuses. Curricular development, the involvement of NYUNY faculty in NYUAD, and the development of the NYUAD campus on Saadiyat Island are among her areas of responsibility. Ballon is a University Professor, a professor of urban studies and architecture at NYU’s Robert F. Wagner Graduate School of Public Service. Prior to joining NYU in September 2007, Ballon taught for more than 20 years at Columbia University, where she served as director of art humanities and chair of the department of art history.

JULIE AVINA
Associate Vice Chancellor, Campus Life and Dean of Students
B.S. Warner Pacific College; Ed.D. Teachers College, Columbia University
Julie Avina oversees all aspects of student life, including academic affairs, student activities, and residential life, and shares responsibility for student health, public safety, food services, athletics, and recreation. Formerly, Avina was the Executive Director of the Opportunity Programs for NYU New York’s Office of the Provost and the Director of the College Learning Center and the Academic Achievement Program for the College of Arts and Science at NYU.

CAROL BRANDT
Provost, Associate Vice Chancellor, Global Education and Outreach
B.A., M.A. California State University (Fresno)
Carol Brandt plays a central role in shaping and implementing NYU Abu Dhabi’s commitment to global education and the institution’s connections to NYU. Brandt joins NYUAD from Pitzer College, where she taught for more than 20 years in the Department of Modern Languages and served as Vice President for International and Special Programs. She was instrumental in establishing and leading major grant programs in international and area studies, a foreign language institute, and programs of study abroad and civic engagement in 39 countries.

PETER CHRISTENSEN
Assistant Vice Chancellor, Planning and Organizational Effectiveness
B.S. Gonzaga University; M.S. Regis University
Peter Christensen is responsible for working with areas across the institution in guiding the development of NYUAD’s short- and long-term strategic and operational plans. In this role, Christensen helps NYUAD achieve operational excellence through the alignment of its practices and plans with its strategic objectives, and works to communicate those strategies to the NYUAD community.

CATHERINE DE LONG
Campus Finance Officer and Associate Vice Chancellor, Finance and Information Technology
B.A. Massachusetts Institute of Technology; M.S. Columbia University
Catherine De Long is responsible for NYUAD’s overall resource management, providing the leadership, vision, strategy, and facilitation for resource allocation and for the financial and information technology infrastructure that supports the university’s learning, and research mission, the faculty, staff, and students. De Long first joined NYU in 2001 as associate dean for finance and strategic planning at the Law School. She has since served in a variety of positions, including, most recently, associate provost for academic financial planning and fiscal affairs.

REINERT FALKENBURG
Vice Provost, Intellectual and Cultural Outreach
B.A., Ph.D. University of Amsterdam
Reinert Falkenburg seeks to engage the entire faculty and student body in innovative and interesting research, exploring cross-discipline collaborations across the faculty and encouraging underresearched topics to be part of NYUAD’s mission. Most recently, Falkenburg served as chair of the Art History Department at Leiden University in The Netherlands. Before that he was Professor of Western Art and Religion at the Graduate Theological Union in Berkeley, California; Deputy Director of the Netherlands Institute for Art History; and Research Fellow of the Royal Dutch Academy of Sciences.

PHILIP KENNEDY
Vice Provost, Institute Public Programming; Associate Professor of Middle Eastern and Islamic Studies, Comparative Literature, NYUNY
B.A., Ph.D. University of Oxford
In addition to his role as faculty director of the NYU Abu Dhabi Institute, Kennedy is associate professor of Middle Eastern and Islamic Studies and Comparative Literature. As author or editor, Kennedy has published many writings on Arabic literature, including Abu Nuwas: A Genius of Poetry (Oxford: Oneworld 2005--in the series Makers of the Muslim World) and Islamic Reflections, Arabic Musings (co-editor with Robert Hoyland, Oxford: Oxbow for the E.J.W. Gibb Memorial Trust Series 2004). Professor Kennedy is on sabattical in 2011-12.

SUNIL KHAMBASWADKAR
Assistant Vice Chancellor, Human Resources
M.A. University of Pune, India
Sunil Khambaswadkar heads the human resource function for NYU Abu Dhabi. Khambaswadkar brings to NYUAD over 30 years of global experience in human capital leadership in both higher-education and corporate sectors. Prior to taking on this role in October 2008, Kambaswadkar had served in senior leadership capacities in diverse international locations and organizations. He is a Certified Human Resources Professional from the Human Resources Professionals Association of Canada.

DAVID MCGLENNON
Managing Director of the NYUAD Institute; Vice Provost of Research Administration and University Partnerships
B.S., Grad. Dip., Ph.D. University of Adelaide (Australia)
David McGlenonn leads the efforts of NYU Abu Dhabi to develop its research administration and infrastructure, and supports the University in developing strategic partnerships and collaborations with government, industry, and the community in ways that will enhance NYUAD’s research, academic, and student programs. He joined the University after a decade of senior leadership positions in research and outreach in higher education and government in the U.A.E. McGlenonn is an environmental scientist specializing in chemical and fisheries science, fisheries biology, and fisheries management and policy and has written more than 36 scientific and technical papers.

LINDA MILLS
Associate Vice Chancellor, Admissions and Financial Aid
B.A. University of California (Irvine); J.D. California, Hastings College of Law; M.S.W. San Francisco State University; Ph.D. Brandeis University
Linda Mills is responsible for student recruitment and financial aid for NYU Abu Dhabi. Mills is also NYU’s Vice Chancellor for Global Programs and is the Lisa Ellen Goldberg Professor. Her research on domestic violence crosses several disciplinary boundaries including social work, public policy, and international development. Her recent research is its distinction in the National Science Foundation and the National Institute of Justice. Her debut film, Auf Wiedersehen, ’Til We Meet Again, has been seen at festivals all over the world. Mills has teaching appointments at the Silver School of Social Work, School of Law and Tisch School of the Arts and is the executive director of the NYU Center on Violence and Recovery.

RON ROBIN
Senior Vice Provost
B.A. Hebrew University; M.A., Ph.D. University of California (Berkeley)
Ron Robin plays a leading role in the recruitment of NYU Abu Dhabi faculty worldwide, and has responsibility for additional critical elements of the academic enterprise. He also serves as
Taylor also works with the vice chancellor on issues of strategic importance to the NYU community. Taylor served in a number of capacities at NYU New York, including deputy director of public affairs and director of web communications. He also held the position of vice president of communications at Teach For America, and worked in new media for companies including CBS Interactive and Microsoft.

Diane C. Yu
Executive Director, Sheikh Mohamed bin Zayed Scholars Program; Executive Director, NYU Abu Dhabi Summer Academy
B.A. Oberlin College; J.D. University of California, Berkeley
Diane Yu is responsible for managing NYU’s Sheikh Mohamed bin Zayed Scholars Program for outstanding students at the three national universities who are selected for their academic excellence and leadership potential, as well as its Summer Academy, for promising Emirati secondary school students who aspire to attend top tier colleges. Yu is also Chief of Staff and Deputy to NYU President John Sexton, and teaches an honors seminar On Leadership in the College of Arts and Science.

Deans

HANNAH BRÜCKNER
Associate Dean of Social Science; Professor of Social Research and Public Policy, NYUAD
B.A. Freie Universität (Berlin); M.A., Ph.D. University of North Carolina (Chapel Hill)
Hannah Brückner works on a wide range of topics related to the life course, inequality, health, gender, and sexuality. She has published numerous chapters and articles about gender inequality in the labor force, the integration of women in academic workplace, and adolescent health and sexual behavior. Current research projects focus on adolescent romantic relationships, timing and sequencing of family formation, and career development.

RAMESH JAGANNATHAN
Associate Dean of Engineering, NYUAD
B.Tech. University of Madras; M.A., Ph.D. Clarkson College of Technology
Ramesh Jagannathan is a nanotechnologist and entrepreneurial technologist, specializing in converting abstract concepts into tangible and marketable technologies. He worked for more than 15 years as a chemical engineer at Eastman Kodak in the U.S. and the U.K., culminating in a prestigious appointment as Research Fellow at Kodak Research Labs. Jagannathan invented a dry inkjet printing technology and a new process for coating thin films and holds at least 42 U.S. patents.

SUNIL KUMAR
Dean of Engineering
B.Tech., Indian Institute of Technology (Kharagpur);
Ph.D. University of California (Berkeley)
Sunil Kumar is a mechanical engineer and Dean of Engineering at NYU Abu Dhabi. He has been instrumental in developing the undergraduate and graduate engineering curricula, and in recruiting world-ranked faculty for NYUAD. His scholarly focus is the transport of light and thermal radiation, specifically examining how lasers interact with material surfaces. He came to NYUAD from the Polytechnic Institute of NYU, where he was graduate dean and former head of the department of mechanical, aerospace, and manufacturing engineering.

JUDITH MILLER
Dean of Humanities and Arts
B.A. Vassar College; M.A., Ph.D. The University of Rochester
Judith Miller is a specialist of French and Francophone Theatre, text, translation, and production. She teaches in fields of contemporary French and Francophone literature. She has published widely, most recently a study of French theatre director Ariane Mnouchkine (Routledge, 2007), an edited volume of stories by Israeli writer Michal Govrin (Hold Onto the Sun, Feminist Press, 2010), and forthcoming translations of the plays of Ivorian writer Kofi Kwhalu (In and Out of Africa, Indiana University Press, 2013). Formerly chair of the French and Italian Department at the University of Wisconsin-Madison, she has also directed New York University in France and headed the Department of French at New York University in New York.

MO OGRODNIK
Associate Dean of Arts
A.B. Harvard University; M.F.A. Columbia University
Dr. Mo Ogrodnik is a specialist of film and Television at NYU’s Tisch School of the Arts. Mo Ogrodnik first began her filmmaking career as an AC to Kevin Rafferty and Sandi Sissel on the film Blood in the Face, a documentary about the emergence of the KKK and the New Right. Her first film, Richard and Nicole, sold to WNYC and won numerous festivals. She has produced pieces for National Geographic and their Explorer Journal series. She is the writer, director of the feature film, Ripe, which premiered at the Toronto Film Festival, and was theatrically released, and received critical acclaim. She is one of the founders of Town Girls, and Miller is producing her next film, Deep Powder Alpine Country Club.

CURYS R.K. PATELL
Associate Dean of Humanities
A.B., M.A., Ph.D. Harvard University
A specialist in 19th- and 20th-century American literature and culture, Cyrus Patell studies how contemporary American culture and ideology has been shaped by its literary, cultural, sociological, and political past. He is an Associate Professor of English at NYU New York. Currently, Patell is researching the theory and practice of cosmopolitanism and the literature and culture of New York City. In 2004 he received NYU’s highest pedagogical award, the Distinguished Teaching Award.

DAVID SCIICHTITANO
Dean of Science
B.A. Susquehanna University; Ph.D. Pennsylvania State University
As Dean of Science for NYU Abu Dhabi, David Scicchitano is responsible for faculty recruitment, leading the science departments, and developing research. A molecular biologist by training, his own scholarly interests are in genomic maintenance mechanics, which are biochemical pathways and networks in cells that prevent DNA from accumulating damage and mutations. Scicchitano has taught in the department of biology since 1990. Since 2004, he has served as director of undergraduate science initiatives for NYU’s College of Arts and Sciences. Previously, Scicchitano was a National Institutes of Health (NIH) postdoctoral fellow at Stanford University in California.

IVAN ZSELENYI
Dean of Social Science
M.A. University of Economics-Budapest;
Ph.D., D.Sc. Hungarian Academy of Sciences
Ivan Zsenley is the Dean of Social Sciences at NYU Abu Dhabi and a sociologist specializing in the comparative study of social stratification across cultures over time. Szelenyi is interested in social inequalities, studying the interplay of ethnicity, gender, class, and race in transitional and post-communist societies. He is a Fellow of the American Academy of Arts and Sciences and member of Hungarian National Academy of Sciences.

Faculty

RAHMA ABDULKADIR
Research Fellow, NYUAD
B.A., M.A. Carleton University (Ottawa);
M.A., Ph.D. University of Texas (Dallas)
A specialist in gender and politics, African political studies, feminist theory, and political theory, Rahma Abdulkadir currently focuses on projects that explore transitional justice in areas of failed statehood and the globalization forces that contributed to the well-being of women in Africa. She has also worked extensively on the shifts in Canadian policy for undocumented refugee women.

JENNIFER ACKER
Faculty Fellow of Humanities and Arts
B.A., Anthropology, Amherst College;
M.F.A., Fiction & Literature, Bennington College
Jennifer Acker is the founding editor of The Common, a new print journal based at Amherst College featuring literature and images with a strong sense of place. Her translations and essays have appeared in publications such as Harper’s, the San Francisco Chronicle, The New Inquiry, and Publishers Weekly. In 2011-12, she was a visiting lecturer at Amherst College.

J. E. ALVAREZ
Herbert and Rose Rubin Professor of International Law; NYU School of Law, NYUNY
B.A., Harvard College; Second B.A. (Jurisprudence), M.Phil., University of Oxford;
J.D., Harvard Law School
J.E. Alvarez teaches international law, international organizations, and foreign investment at NYU. He has taught at the law schools of the universities of Columbia, Michigan, George Washington, and Georgetown and is currently an adviser to the Prosecutor for the International Criminal Court. His book recent book, originally presented as a series of lectures at the Hague Academy of International Law, is The Public International Law Regime Governing International Investment (2011).

YASSEF ALWAN
Visiting Professor of Visual Arts, NYUAD
B.A. Colby College; M.A. Georgetown University
Yasser Alwan is a Cairo-based photographer who

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makes portraits of the average Egyptian in his or her daily context. His portraits are observations on the ordinary, familiar and everyday—the social fabric of a social change. Two catalogues of his photos have been published—Scream and The Liberty of Appearing—and he has written Imagining Egypt on the photography of Lehnet & Landrock. His work has been exhibited in Cairo, Beirut, Thessaloniki, Paris, London, Frankfurt, New York, and San Francisco.

AWAM AMPKA
Associate Professor of Drama, Tisch School of the Arts and Director; Associate Professor of African Studies, NYUUNY
B.A. Obafemi Awolowo University (Ile-Ife); M.A. Ahmadu Bello University (Zaria); Ph.D. Bristol University
Awam Ampka is the author of Theatre and Postcolonial Desires (Routledge, 2003). He is director of film documentaries and curator of photographic exhibitions and film festivals. Ampka has written several articles on representations in Africa and its diaspora, representations and modernisms in theatre, postcolonial theatre, and Black Atlantic films.

CHIYE AOKI
Professor of Neural Science and Biology, NYUUNY (not teaching 2012-13)
B.A. Barnard College, Columbia University; Ph.D. The Rockefeller University
Chiye Aoki uses the electron microscope to study synaptic plasticity and stability within adult and adolescent brains. This approach is being used to examine the cellular and molecular basis of mental illnesses, such as anxiety disorder and anorexia nervosa, and of neurological diseases, such as Huntington’s disease and Alzheimer’s disease.

RANA AL-ASSAH SAADEN
Assistant Professor of Biology, NYUAD
B.S. American University (Beirut); Ph.D. University of Manchester
Rana Al-Assah Saadeh is a biologist specializing in gene therapy and cancer research. Before joining NYUAD, she was instrumental in developing the science curriculum at Abu Dhabi University and was the Research and Development Senior Specialist for the Abu Dhabi Education Council (ADEC). In that role, she developed research initiatives in the U.A.E. and was part of the team that implemented a strategic plan for higher education.

MARZIA BALZANI
Research Professor of Anthropology, NYUAD
B.A. King’s College, London University; M.St. (Master of Studies), D.Phil. University of Oxford
Marzia Balzani is a social anthropologist. Her publications have focused in particular on ritual and kingship among the social and political elites of Rajasthan in northern India and she is currently working on diasporic Islam in the UK and Pakistan. Balzani’s work combines ethnography and history and is at present extending into considerations of globalization and urban space.

RACHEL BARKOW
Professor of Law, NYU School of Law, NYUUNY
B.A. Northwestern University; J.D. Harvard University
Rachel Barkow’s scholarship focuses on criminal law. In a series of major articles, she has explored the relationship between separation of powers, federalism, and criminal law. Barkow is the Faculty Director of the Center on the Administration of Criminal Law at NYU. She served as a law clerk to Judge Laurence H. Silberman on the District of Columbia Circuit Court and Justice Antonin Scalia on the U.S. Supreme Court.

PETER BEARMAN
Global Professor of Social Research and Public Policy (not teaching 2012-13)
B.A. Brown University; M.A., Ph.D. Harvard University
Peter Bearman is the Director of the Lázareff Center for Social Sciences, and Co-Director of the Health & Society Scholars Program at Columbia University. He was the founding director of ISERP, serving from the Institute’s launch in 2000 until 2008. A recipient of the NIH Director’s Pioneer Award in 2007, Bearman is currently investigating the social determinants of the autism epidemic. A specialist in network analysis, he co-designed the National Longitudinal Study of Adolescent Health. He has also conducted research in historical sociology.

GEÂRD BEN AROUS
Professor of Mathematics, Courant Institute of Mathematical Sciences, NYUUNY (not teaching 2012-13)
B.S. École Normale Supérieure; M.S. Université Paris-Sud (Paris XI); M.A. Université Pierre et Marie Curie (Paris VI); Ph.D. Thèse d’état, Université Paris Diderot (Paris VII)
Gérard Ben Arous is an expert in the field of statistics, with interests in probability theory and its applications. He is a member of the International Statistical Institute, a lead editor for the Journal of the European Mathematical Society, and founder of the Bernoulli Institute in Lausanne, whose mission is to encourage collaboration between mathematicians and other scientists. His recent work connects probability theory and statistical mechanics to information theory and neurobiology.

TOM BENDER
University Professor of the Humanities; Professor of History, NYUNY (not teaching 2012-12)
B.A. University of California (Santa Clara); M.A., Ph.D. University of California (Davis)
Tom Bender is a scholar of American urban and intellectual history. He has reshaped scholarly understanding of the production of knowledge in institutions of higher education. In recent years, he has taken a global approach, concentrating on transnational and comparative history.

JOEL BERNSTEIN
Professor of Chemistry, NYUAD
B.A. Cornell University; M.S., Ph.D. Yale University
Joel Bernstein’s research interests focus on the organic solid state, specifically crystal engineering and crystal growth and structure. He has published over 160 research and review articles and is a member of the Oxford University Press/International Union of Crystallography Book Series Committee. In 1999 he was elected fellow of the American Association for the Advancement of Science; he has been a member of the American Chemical Society and the Royal Society of Chemistry for nearly four decades.

FLORIN BILBIIE
Visiting Professor of Economics, NYUAD
B.Sc. Academy of Economic Sciences (Bucharest); M.Sc. Academy of Economic Studies (Bucharest); M.Sc. University of Warwick; M.A. University of Oxford; Ph.D. European University Institute (Florence)
Florin Bilbiie is Professor of Economics at University of Paris 1 Panthéon-Sorbonne, Associate Professor at Paris School of Economics, and Research Affiliate of the CEPR (London). Florin’s Ph.D. thesis received the Rotary Prize for the best thesis defended in the 2003-2007 interval. His research focuses on macroeconomics, in particular: monetary and fiscal policy, business cycles, limited asset markets participation, firm entry and exit, and product creation and destruction.

ALBERTO BISIN
Professor of Economics, NYUAD
B.A. Università Commerciale Luigi Bocconi (Italy); M.A., Ph.D. University of Chicago
Alberto Bisin is a fellow of the NBER, the Center for Experimental Social Sciences (CESS) at NYU, IIGER at Bocconi University, CIREQ at the University of Montreal, and IZA at Bonn University. He is Associate Editor of the Journal of Economic Theory, and of Research in Economics. He is founding editor of noisefromamerika.org, an economics blog in Italian. His main contributions are in the fields of Behavioral Equilibrium, Behavioral Economics, and Social Economics. He is a co-editor of the Handbook of Social Economics.

NED BLOCK
Silver Professor; Professor of Philosophy and Psychology, NYUNY
B.S. Massachusetts Institute of Technology; Ph.D. Harvard
Ned Block studies perception and attention, putting together conceptual and empirical considerations.

SOFIANE BOUAROUDJ
Associate Professor of Practice of Mathematics, NYUAD
B.A. Université de Constantine; M.S. Université de Paris VII (Denis Diderot); Ph.D. Université de Provence (Aix-Marseille I)
Sofiane Bouaroudj’s research interests include Representation Theory and Mathematical Physics. An expert in the theory of modular Lie superalgebras, he recently discovered (joint work with Gromaz and Leites) new simple modular Lie superalgebras (both serial and exceptional). Bouaroudj held several postdoctoral positions in Belgium, France, Italy, and Japan. He joined NYUAD after a long experience in teaching Mathematics in the U.A.E.

SAGLAR BOUGDAEVA
Visiting Assistant Professor of Social Science, NYUAD
B.A. Saint Petersburg University (Russia); M.P.H. and Ph.D. Yale University
Employing training from sociology and public health, Saglar Bougdaeva is making knowledge about the importance of cultural practices with strong analytical research methods. She has made a comparative longitudinal study of mortality in Russia from the empire through post-socialism. Using ethnographic characteristics on regional and individual levels, this work explores whether mortality rates differ between Russian Orthodox and Muslim populations during this century. Bougdaeva is the author of The Russian Puzzle: The Minority Health Advantage in a Changing Society, 1994-2004.

JESSE BRANSFORD
Clinical Assistant Professor of Art and Art Education, The Steinhardt School of Culture, Education, Policy, and Practice, NYUUNY
B.A. The New School for Social Research; B.A. Parsons School of Design; M.F.A. Columbia University
A teacher at NYU since 2001, Bransford became the Director of Undergraduate Study in 2005.
Exhibiting widely since 1997, his most recent projects have been solo exhibitions exploring pictorial and visual associations of the observable planets, a series that eventually resulted in seven exhibitions. Recent exhibitions include solo exhibitions in New York (2010, Miami (2009), Toronto (2008), as well as participation in exhibitions in New York (2010, 2009, 2008, 2007), Glasgow (2008), Milwaukee (2007), Los Angeles (2007), and Busan (2008).

BRUCE S. BUCHANAN
C.W. Nichols Professor of Business Ethics, Stern School of Business, NYU, B.S.E.E. Massachusetts Institute of Technology, Ph.D. Columbia University
Bruce Buchanan is a leading expert in the interrelation of markets, ethics, and law. His primary research areas include standards of truth in professional ethics in business, Internet marketing, and marketing research, and his work appears in leading marketing and business journals. As director of Stern’s Market, Ethics, and Law Program, he instills in students their responsibility to create and maintain efficient markets and best business practices.

JOHN BURT
Professor of Economics, NYUAD, B.S., B.A., M.S., Ph.D. Columbia University, Diploma, Ecole Polytechnique (Paris); Diploma, Ecole Nationale des Ponts et Chaussées (Marne-la-Vallée); Ph.D. l’École des hautes études internationales, International Journal of Industrial Organization
Ecole Nationale des Ponts et Chaussées
He has been Director of the Research Unit PSE at Jourdan for 5 years. Caillaud studies the economics of contracts and incentives, with applications to optimal regulation, to the theory of organizations, and to political sciences.

FEDERICO CAMIA
Professor of Social Sciences, NYUAD, Diploma, Ecole Polytechnique (Paris); Diploma, Ecole Nationale des Ponts et Chaussées (Marne-la-Vallée); Ph.D. University of California (Riverside)
Federico Camia’s research focuses on statistical physics and probability theory, especially on phase transitions and spatial stochastic models. He has been awarded the Marie Curie Research Fellowship and grants from the U.S. National Science Foundation and the Dutch Organization for Scientific Research, and has co-organized seminars and an international workshop on probability and stochastic systems. His work has been published in numerous international physics and mathematics journals.

THOMAS CAREW
Dean of the Faculty of Arts and Science, NYUNY, B.A. Loyola University (Los Angeles); M.A. California State College (Los Angeles); Ph.D. University of California (Riverside)
Thomas Carew is a neuroscientist whose research centers on behavioral, cellular and molecular analyses of response mechanisms underlying learning, and memory. He has been a member of the faculty of Columbia Medical School, Yale University, and the University of California, Irvine. In 2011 he joined NYU as a Professor of Neural Science and Dean of the Faculty of Arts and Science. He is the author of more than 180 scientific articles and three books. He is also a former President of the Society for Neuroscience.

DAVID CESARINI
Assitant Professor of Economics, NYUAD, M.Sc. London School of Economics; M.Sc. Stockholm School of Economics; Ph.D. Massachusetts Institute of Technology
David Cesari is an empirically oriented economist with interests in applied microeconomics, as well as behavioral and experimental economics. To date, much of his work has used genetically informative datasets, often coupled with experimental methods, to answer questions about sources of individual differences in economic preferences, behaviors, and outcomes.

MARIO CHACON
Assistant Professor of Political Science, NYUAD, B.A., M.A. Universidad de Las Andes (Colombia); M.A., Ph.D. Yale University
Mario Chacon studies comparative political economy and development, particularly in Latin American nations. He publishes on democracy and on economic opportunities and inequalities in Colombia. Currently, Chacon is working on the rise of armed clientelism in Colombia as a result of the ongoing conflict, civil war as well as the spillover effects of civil conflict.

KANCHAN CHANDRA
Professor of Political Science, NYUAD, B.A. Dartmouth College; Ph.D. Harvard University
Kanchan Chandra works on questions of ethnicity, democracy, violence, patronage and party politics. She is the author of Why Ethnic Parties Succeed: Patronage, and Ethnic Headcounts in India (Cambridge University Press, 2004), lead author/editor of Constructivist Theories of Ethnic Politics (Oxford University Press, forthcoming in 2012), and has published articles in several leading journals. Her current work is supported by the National Science Foundation and the United States Institute of Peace and she has recently been a Guggenheim Fellow, a Carnegie Fellow, a Fellow at the Center for Advanced Studies in the Behavioural Sciences at Stanford University, and a Russell Sage Foundation fellow.

CELINA CHARLIER
Visiting Assistant Professor of Music, NYUAD Diploma in Recorder and Flute, Sao Paulo Municipal School of Music; B.M. Sao Paulo State University; M.D. New York University
Celina Charlier has had an extensive flute performance career that includes symphonic concerts, opera, musical theatre, ballet, pop concerts, incidental music, sound tracks, jingles, collaborator multimedia productions, and performances throughout South America. Her repertoire ranges from Early Music to contemporary avant-garde, including Brazilian genres. She has performed throughout Brazil, USA, Argentina, Italy, France, Malta, Sri Lanka, and the U.A.E., released 2 CDs, and also works as an arranger and a conductor.

JAY CHEN
Assistant Professor of Computer Science, NYUAD, B.S., B.A., M.S. University of California (San Diego); Ph.D. New York University
Jay Chen is a Computer Scientist working in the area of Systems and Networking. His emphasis centers around the relatively new field of Information and Communication Technology for Development (ICTD). Chen’s current work focuses on providing affordable information access for clients with little, poor, or no network connectivity and he currently builds systems for enhancing web access for emerging regions, SMS-based applications, and improving computing security in emerging regions.

ANNA CIEZADLO
Visiting Professor of Journalism, NYUAD, B.A. Antioch College; M.A. New York University

ANDREW CLARK
Visiting Professor of Economics, NYUAD (not teaching 2012-13) Ph.D. London School of Economics
Andrew Clark is a CNRS Research Professor at the Paris School of Economics (PSE). In addition to his Paris position, he is a Research Associate at the LSE, IZA (Bonn), Aarhus School of Business, and the Rimini Centre for Economic Analysis. He is on the Editorial Board of seven journals. Clark’s work has largely focused on the interface between psychology, sociology, and economics, in the context of “happiness economics.”

JUACES COLEMAN
Professor of Philosophy, NYUAD, Ph.D. The Rockefeller University, M.S.L. Yale Law School
Jules Coleman is a philosopher and Senior Vice Provost at NYU. He has published widely in legal and political philosophy, ethics, the philosophy of economics and the philosophy of social science more broadly. His main research has focused on the nature of law and the place of personal responsibility in the normative landscape.
Douglas Cook is a mechanical engineer researching phonetics, the biomechanics of the human voice. He began his undergraduate career studying music, and now applies his engineering training to better understand the biomechanics of singers in the hopes that this research can eventually be employed to help those with voice disorders. He also conducted research for the National Natural Science Foundation of China at Shanghai Jiaotong University.

Catherine Coray
Associate Arts Professor, Tisch School of the Arts, NYU
B.A. State University of New York (Fredonia); M.F.A. City University of New York (Brooklyn)
Catherine Coray is the director of holeINK at the LARK, an annual international play reading festival presented at the Lark Play Development Center, which has featured work from thirty-nine countries. She is a member of the Lark Play Development Center’s Artistic Cabinet, The Fence International Translation Network, and the International Committee of the League of Professional Theatre Women.

Martin Daughtry
Assistant Professor of Music, NYU
B.A. New College of Florida; M.A., Ph.D. University of California (Los Angeles)
As a specialist in Ethnomusicology, Martin Daughtry studies the intersection of music, literature, and politics. He is particularly interested in the transformation of musical traditions in the wake of cataclysmic events. He is currently at work on the ethnography of musical listening practices in conflict zones, with a focus on Baghdad.

Chetan Dave
Assistant Professor of Economics, NYU
B.A. McGill University; M.A. University of British Columbia; Ph.D. University of Pittsburgh
A specialist in macroeconomics and econometrics, Chetan Dave studies economic growth and inflation. His research focuses on behavioral macroeconomics and experimental social choice. In 2009, he was part of two teams of economists to respectively receive National Science Foundation Grants.

Georgi Derluguian
Visiting Associate Professor of Social Research and Public Policy, NYU
B.S. Purdue University; Ph.D. State University of New York (Binghamton)
Georgi Derluguian has been conducting field research since the 1980’s on various guerrilla movements, revolutions and civil wars in Africa, Central Asia, and the Caucasus. He also studied the social origins of nationalist intellectuals and the politics of market reforms. Derluguian received numerous prestigious awards including Carnegie Scholar of Vision and Norbert Elias Prize. In 2006 the Times Literary Supplement listed among Books of the Year his monograph Bourdieu’s Secret Admira in the Caucasus: A Biography in World-Systems Perspective.

Claude Desplan
Silver Professor of Biology, NYUNY
B.A., Ecole Normale Supérieure, St Cloud (France); Ph.D. Université Paris VII
Claude Desplan became Faculty at Rockefeller in 1987 and joined NYU in 1999. His research has significantly contributed to the understanding of design principles in development by demonstrating that homeoproteins are transcription factors and defined their structural elements. He has also provided insights into the evolution of early patterning in insects and discovered that the pathway controlling retinal patterning for color vision is based on stochastic choices.

Alexandra Dimitri
Assistant Professor of Biology, NYU
B.S. American University (Cairo); M.S. St. John’s University; Ph.D. New York University
Alexandra Dimitri is studying the impact of DNA damage on gene expression and DNA repair. Her recent findings on the importance of structure in understanding the function of biological molecules have been published in the Journal of Molecular Biology and DNA Repair, among others. She has collaborated with NYU Abu Dhabi Dean of Science David Siccihitano and others on a forthcoming book on the consequences of DNA damage. In 2004, she received the Dean’s Outstanding Teaching Assistant Award at NYU.

Timothy M. Dore
Associate Professor of Chemistry, NYU
B.S., University of North Carolina; Ph.D. Stanford University
Timothy Dore’s research interests lie at the interface of chemistry and biology, creating new technology to study complex biological systems, especially the brain. After graduate work in synthetic organic chemistry, he completed postdoctoral training in Roger Tsien’s laboratory at the Howard Hughes Medical Institute and the University of California, San Diego. He was a faculty member at the University of Georgia in the United States prior to joining NYU in 2012.

Nicholas Dromel
Visiting Professor of Economics, NYU
M.Sc. (DEA) Université de la Méditerranée (Aix-Marseille II); M.Sc. Université de la Méditerranée (Aix-Marseille II); Ph.D. Université de la Méditerranée Nicolas Dromel is a Researcher at the French National Center for Scientific Research (CNRS), Associate Researcher at the Paris School of Economics and Lecturer at the Université Paris 1 Panthéon-Sorbonne. Dromel was in residence at the University of California in Los Angeles as a visiting Fullbright-Lurcy scholar. His research is on macroeconomics, in particular the aggregate consequences of market imperfections, stabilisation policies, and the determinants of productivity.

Jed Emerson
Visiting Professor of Leadership and Social Entrepreneurship, NYU
M.B.A. St. Mary’s College (California); M.S.W., University of Denver (Colorado)
Jed Emerson is Executive Vice-President for Strategic Development with ImpactAssets, a nonprofit financial services firm offering information on impact investing to interested asset owners and creating impact investing products to the asset owner/impact fund market. He is a Senior Fellow with the Center for Social Impact at Heidelberg University (Germany) and Senior Advisor to The Sterling Group (a multi-family office based in Hong Kong). Emerson has held faculty appointments at Harvard, Stanford, and Oxford Business schools.

Paula England
Professor of Sociology, NYUNY
B.A. Whitman College; M.A., Ph.D. University of Chicago
Paula England’s research focuses on gender issues in labor markets, and on how changes in family life are affected by the gender and class systems. England’s work on gender inequality often takes an interdisciplinary approach, successfully fostering dialogue between sociologists, economists, demographers, and feminists. She recently received the Distinguished Career Award, and was elected Francis Perkins Fellow, American Academy of Political and Social Science.

Raquel Fernandez
Professor of Economics, NYUNY
B.A. Princeton University; Ph.D. Columbia University
Raquel Fernandez has published research in various areas related to inequality, political and economic policy. Current work is on the relationship between divorce and female labor force participation and on explaining why married women obtained property rights. She teaches a Ph.D. course on inequality and the macroeconomy and an undergraduate course on game theory.
JEFFREY JENSEN
Visiting Assistant Professor of Political Science, NYUAD
B.A. University of Florida; M.A., Ph.D. New York University
Jeffrey Jensen studies comparative political economies through the lens of comparative politics and quantitative methods. A former post-doctoral fellow at Duke University, his research considers the effect of institutions on current levels of economic development by examining the political economy of the United States in the Antebellum era (1789–1860). Jensen also completed a post-doctoral fellowship at NYU in the Program in Political Institutions and Public Choice (PIPIC), in the Department of Politics.

SEUNG-HOON JEONG
Assistant Professor of Cinema Studies, NYUAD
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A former film critic in South Korea, Seung-Hoon Jeong specializes in French film theory and East Asian cinema studies. In 2005 Jeong received Korea's first film critic, Cinemage Film Award, and in 2007 he was awarded the Domitor essay award on early cinema. He has published extensively in Korean, French, and English-language journals, and has forthcoming essays on East Asian filmmakers, Korean cinema, and the work of experimental director Peter Greenaway.

XIAO XIAO JIAO
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Xiao Xiao Jiao has taught Chinese at the college level in the United States for many years. Her areas of research include modern Chinese fiction, Chinese language pedagogy, cultural studies, and modern and classical Chinese poetry. She is the co-author of several textbooks and grammar books, all of which were designed for English-speaking learners. She has published academic articles on Chinese literature, Chinese language instruction, and many of her translated works have been published. Jiao has served as chief editor for a few academic journals.

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Muhamed Osman Al-Khalil is a specialist in Middle Eastern Studies, concentrating on Modern Arabic Literature. His research interests include Arabic vernaculars, Arabic corpora, biography, and the interplay of the literary and the political in modern Arabic literature. He is completing a biography of poet Nizar Qabbani and a book on the image of America in recent Arabic literature.

ELIAS KHOURY
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Eliax Khoury is a Lebanese novelist, playwright, and critic, and serves as editor of the Mulhak, the weekly literary supplement of the An-Nahar in Beirut. Khoury is a public intellectual, who plays a major role in the Arabic cultural scene and in the defense of the liberty of expression and democracy. His 1998 book, Gate of the Sun, received the Palestine Prize and was named Le Monde Diplomatique’s Book of the Year in 2000. His 2002 novel, Yalo, was shortlisted for the Best Translated Book Award for 2009.

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Jason King is a cultural critic and journalist, musician, manager and consultant to artists and labels, and live event producer. Specializing in pop music, he is a longtime contributing writer for magazines and newspapers including Vibe, Blender, The Village Voice, and Idiotar.com. His forthcoming book, Blue Magic: Spirit and Energy in Black Popular Music, will be published by Duke University Press.

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Khulood Kittaneh has been teaching Arabic as a Foreign Language since 1996, including the classical, modern standard, and spoken varieties. She wrote two books for teaching Jordanian colloquial Arabic. She has carried out Arabic teachers training and consulting for a number of academic institutions in Jordan and the United States.

PERRI KLASS
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Perri Klass is the Director of the Arthur L. Carter Journalism Institute at NYU, and teaches in the Department of Pediatrics at NYU School of Medicine. She has written extensively about children, literacy, parenting, children’s health, and medical training. Her books include Treatment Kind and Fair: Letters to a Young Doctor, A Not Entirely Benign Procedure: Four Years as a Medical Student, and Baby Doctor: A Pediatrician’s Training.

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Phillip Mitisi works on Greek epic and tragedy as well as in ancient philosophy and its reception in Byzantium and the early modern period. He has taught a wide variety of humanities courses at NYU that focus on ancient, medieval, and modern philosophical, historical, and literary texts. He is also interested in music and serves as the Academic Director of the American Institute of Verdi Studies.

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Philippe de Montebello served for more than 30 years as The Metropolitan Museum of Art’s eighth and longest-serving director. He is celebrated for his extraordinary role in reshaping the museum through building the collections, expanding museum programs, and increasing gallery space. De Montebello received the National Medal of the Arts in 2002 and was among the eight recipients of the 2009 National Humanities Medal, making him only the fourth individual to have won both the arts and humanities medals.

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Ann Morning’s research interests include race, demography, and the sociology of science. Her recent book, The Nature of Race: How Scientists Think and Teach about Human Difference (2011, University of California Press), explores the domain of structural and solid-state chemistry, and photochemistry. He has been focusing on the development of new diffraction-based methods for mechanistic studies of solid-state processes related to efficient energy conversion. He is particularly interested in direct observation of unstable molecular intermediates and phases, exotic molecules and transient structures.

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Wolfgang Neubehr is Professor of Early Modern German and Neolatinate literature at the Free University in Berlin. Neuber takes an interdisciplinary approach to the history of rhetoric, travel accounts, and medieval modern times, focusing on the invention of the book, the organization of knowledge, and the meaning of the spirit through the lens of theology, law, medicine, and art.

YAW NYARKO
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Yaw Nyarko studies human capital and economic growth, which recently culminated in a pioneering study on the impact of brain drain to Africa’s intellectual and economic development. He is one of the founding directors of NYU’s Africa House and helped shape the study abroad program in Ghana.

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John O’Brien is a sociologist who uses qualitative methods to study religion, culture, and identity in contemporary societies, with a focus on Islam and young Muslims. He teaches courses on religion in social life, Islamic societies, and ethnographic methods. His research on young Muslims in the U.S. has been published in Social Psychology Quarterly and Poetics: The Journal of Empirical Research in Culture.

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Sana Odeh takes a cross-disciplinary approach to Computer Science in her courses on game programming and web development. Her research focuses on information systems for the developing world and assessing the effectiveness of e-learning systems. A proponent of women in technology, Odeh advises Courant’s Women in Computing and the Annual New York City Girls Computer Science and Engineering Colloquium.

ROBERT PARTHESIUS
Visiting Professor of Heritage Studies, NYUNY
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Robert Parthesius is Director of the CIE Centre for International Heritage Activities and Associate Professor at the University of Leiden. His research is on Historical-Archaeology and the material culture of the European Expansion. He is involved in international cooperation programs in Asia and Africa on maritime archaeology and shared cultural heritage of the colonial period.

ANDREW PATRICK
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Andrew Patrick is an historian and focuses on the relationship between the United States and the Middle East in the early twentieth century, with two books on this topic coming out within the next five years. Andrew has lived throughout the United States, the United Kingdom, and the Middle East.

NATHALIE PEUTZ
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Nathalie Peutz is a cultural anthropologist whose research interests include conservation, development, and heritage, citizenship, and migration in the Middle East, specifically in Yemen and Somalia. She has co-edited The Deportation Regime: Sovereignty, Space, and the Freedom of Movement (2010) and is currently writing a book on the recent development of Yemen’s Socotra Archipelago.

RUBÉN POLENDO
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Rubén Polendo is a director and playwright focused on different traditions of the world stage. He is the founder of the New York-based Theater Mitu, which researches world theater performance traditions and incorporates them into performances of original and established works. His own research and teaching interests emphasize “whole theater,” the rigorous exploration of the visual, aural, emotional, intellectual, and spiritual tenets of performance.

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Mary Pooyeh has published numerous books and articles on topics ranging from the history of statistics to Florence Nightingale and the origins of nursing. She has won awards for teaching at New York University and Swarthmore College and is currently co-authoring a book on the history of financial models in twentieth-century America.

GOFFREDO PUCCETTI
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Goffredo Puccetti is a graphic designer and visual communications consultant. His area of expertise is in corporate identity and branding. His recent interests are in the interactions of visual communications with policy and decision making processes.
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Michael Purugganan is a leader in the field of the evolutionary and ecological genomics of plants. Specifically, his lab concentrates on the evolutionary forces that impact plant development in various fields such as the history of philosophy and religions. Pycke participates regularly in interdisciplinary conferences devoted to these topics.

JEAN-RENAUD PYCKE
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Jean-Renaud Pycke is currently Associate Professor of Mathematics at the University of Evry (France). In addition to pursuing research in the field of directional Statistics, he is specifically interested in the historical development of mathematics, its interplay with various fields such as the history of philosophy and religions. Pycke participates regularly in interdisciplinary conferences devoted to these topics.

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Since her undergraduate studies, Susanne Quadflieg interests lie in the strategies that humans adopt when trying to make sense of each other. As a social neuroscientist, she studies aspects of person perception, person construal, and person understanding, using functional magnetic resonance imaging (MRI) in combination with behavioral and pharmacological measures.

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Matthew Quayle is a composer, pianist, and music theorist. His compositions ranging from symphonic works to musical theater have been performed by the Albany Symphony Orchestra, the Lorian Chamber Players, and soprano Marian Murphy Powell. An accomplished chamber musician, he performs frequently with cellist Jameson Platte. Quayle has taught at NYU, the University of Massachusetts at Lowell, Guilford College, and the University of North Carolina at Greensboro.

WAEL M. RABEH
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Wael M. Rabeh’s research is devoted to the biophysical and biochemical characterization of human proteins with medical relevance. His approach uses 3D structural information and computer simulation to design specific therapeutics. In 2010 he was the Canadian Cystic Fibrosis Foundation Postdoctoral Fellow and in 2008 was a Groupe de Recherche Axé sur la Structure des Protéines (GRASP) Postdoctoral Fellow.

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Adam Ramey is a scholar of American politics, political methodology, and comparative legislative institutions. Much of his work focuses on developing and applying novel methodological techniques to the study of legislative voting behavior. Ramey is currently working on survey research that will help scholars to understand the degrees to which American legislators deviate from or adhere to the policy preferences of their constituents.

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Romain Rancière is Professor at the Paris School of Economics since 2004, a Research Affiliate of the CEPR (London), and the Scientific Director of the Banque de France Chair at PSE. His research focus is international finance and economic growth. He has written extensively on financial fragility and financial crises and their long run growth consequences. Publications appear regularly in the Quarterly Journal of Economics, the Journal of Monetary Economics, and the Journal of Development Economics.

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Debraj Ray is an area of development economics and game theory. He is a Fellow of the Econometric Society and a Guggenheim Fellow. He received the Dean’s Award for Distinguished Teaching at Stanford and the Gittner Award for Teaching Excellence at Boston University. He holds an honorary degree from the University of Oslo, and is a co-editor of the American Economic Review.

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Peter Rosendorff is Editor of the interdisciplinary journal, Economics and Politics. He is an editorial board member of International Organization and has held grants from the National Science Foundation, the Japan Foundation, among others. Research interests include the UN Convention Against Torture, the World Trade Organization, political economy of terrorism, bilateral trade, and investment treaties.

NADINE ROTH
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Nadine Roth specializes in pre- and post-war German history and the changing role of public space.

ABDULMOTALEB EL-SADDIK
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Abdulumtaleb El-Saddik is Professor and University Research Chair in the School of Information Technology and Engineering (SITE), University of Ottawa. El-Saddik studies leading-edge multimedia and new technologies reproducing the human sensory fields, particularly touch and smell, on which he has published extensively and received numerous awards. His work has most recently been funded by the National Sciences and Engineering Research Council of Canada. In 2010 El-Saddik was elected as a Fellow of the Engineering Institute of Canada.

GILLES SAINT-PAUL
Visiting Professor of Economics, NYUAD
Dipl.-Ing., École Polytechnique; Dipl.-Ing. École Nationale des Ponts et Chaussées; Ph.D. Massachusetts Institute of Technology
Gilles Saint-Paul is Professor of Economics at the University of Toulouse, GREMAQ-IDEI. He has been a consultant for the IMF, the World Bank, the European Commission, and the British, Portuguese, Spanish and Swedish governments. In 2007, he was awarded the Yngve Johnson medal as the best European economist below 45 years of age by the European Economic Association. His research interests are economic growth, income distribution, political economy, labour markets, unemployment, and fiscal policy.

JOANNE SAVIO
Assistant Professor of Film and New Media
B.A. St. John’s University
Joanne Savio teaches film-making and documentary film. A professional photographer, she has published several books and exhibited widely. Dance is a central theme of Savio’s work, and she has collaborated with leading choreographers, including Trisha Brown, Merce Cunningham, Mikhail Baryshnikov, Mark Morris, and Garth Fagan, among others.

Kourosh Salehi-Ashtiani is a systems biologist studying unicellular algal species. He has pioneered a number of combinatorial and large-scale methodologies, culminating in the development of an integrated gene annotation and metabolic network modeling platform. With computational and experimental research and computational resources that Salehi-Ashtiani’s group has developed, his laboratory is engaged in further integrating wet and dry bench experiments to decipher genotype-phenotype relationships, define metabolic regulatory networks, and carry out metabolic engineering experiments towards improving algal biomass composition for biofuel production. He completed his postdoctoral training at Harvard Medical School, Massachusetts General Hospital, and Howard Hughes Medical Institute.

LAMAR SANDERS
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Lamar Sanders has written for the stage, screen, television, and radio, including independent feature films, and commissioned screenplay assignments for Universal, 20th Century Fox, and Tri-Star Productions. His original screenplay, Tickets to Ride (co-written with Mark Dickerman) has been optioned numerous times, most recently by Ted Turner’s TNT productions. He is also a lifetime member of the Writer’s Guild of America.

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Kourosh Salehi-Ashtiani is a systems biologist studying unicellular algal species. He has pioneered a number of combinatorial and large-scale methodologies, culminating in the development of an integrated gene annotation and metabolic network modeling platform. With computational and experimental research and computational resources that Salehi-Ashtiani’s group has developed, his laboratory is engaged in further integrating wet and dry bench experiments to decipher genotype-phenotype relationships, define metabolic regulatory networks, and carry out metabolic engineering experiments towards improving algal biomass composition for biofuel production. He completed his postdoctoral training at Harvard Medical School, Massachusetts General Hospital, and Howard Hughes Medical Institute.
**RICHARD SCHECHNER**  
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Richard Schechner is editor of TDR: The Journal of Performance Studies. Among his books are Environmental Theater, Between Theater and Anthropology, Performance Theory, and Performance Studies: An Introduction. Founder of The New Orleans Group, The Performance Group, and East Coast Artists, his productions have been seen in the USA, Romania, Poland, France, India, China, Taiwan, and the Republic of South Africa.

**GAIL SEGAL**  
Associate Arts Professor, Tisch School of the Arts, NYU  
B.A. Wake Forest University; Masters Study, University of North Carolina (Chapel Hill); M.F.A. Warren Wilson College  
Gail Segal is a writer and filmmaker. Her experience includes producing credit on the Peabody Award winning film, Arguing the World, and the 15-part television series, The Shakespeare Hour, hosted by Walter Matthau. She is currently developing a narrative feature project set in America’s deep south. Her recent film, Soapy, a documentary portrait made while researching the feature, aired on the PBS series, “Southern Lens.” In New York, her teaching focuses on film style, narrative structure, and genre.

**NISHI SHAH**  
Visiting Associate Professor of Philosophy, NYU; B.A. University of Wisconsin; Ph.D. University of Michigan  
Nishi Shah is a Professor in the Department of Philosophy at Amherst College. His research is about our uniquely human ability to reason about our attitudes (e.g. belief, intention, desire) and sit at the intersection of ethics, epistemology, and the philosophy of mind. He primarily teaches courses in ethics, including normative ethics, metaethics, and freedom and responsibility.

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An authority on teaching Chinese as a foreign language and English as a second language, Qixia Shao has published extensively on learning Chinese, from the perspectives of the student and teacher, and on the aural comprehension of English. She is the co-author of the book series Chinese for Tomorrow and the audio CD Chinese Guanareed which has enjoyed popularity in many European countries. She also worked with the Berlitz Publishing Company and contributed Chinese text to an English-Chinese pocket dictionary and to bilingual children’s books.

**AZIM SHARIFF**  
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Azim Shariff is assistant professor of psychology at the University of Oregon. His research focuses on the cultural and evolutionary origins of and psychological mechanisms underlying moral/pro-social behavior, with a special focus on the positive and negative social consequences of religions and related cultural systems. He teaches classes on social psychology and evolutionary psychology.

**DENNIS SHASHA**  
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Dennis Shasha works with biologists on pattern discovery for network inference; with computational chemists on algorithms for protein design; with physicists and financial people on algorithms for time series; on database applications in untrusted environments; and on computational reproducibility. Because he likes to type, he has written six books of puzzles about a mathematical detective named Dr. Ecco, a biography about great computer scientists, and a book about the future of computing.

**DANIEL SHIFFMAN**  
Assistant Arts Professor, Tisch School of the Arts, NYU; B.A. Yale University; M.P.S. New York University  
Daniel Shiffman works at the Interactive Telecommunications Program (ITP) at NYU’s Tisch School of the Arts. Originally from Baltimore, Daniel received a B.A. in Mathematics and Philosophy and a Master’s Degree from the ITP. He is the author of Learning Processing: A Beginner’s Guide to Programming Images, Animation, and Interaction. For more information, visit shiffman.net.

**ELLA SHOHAT**  
Professor of Art and Public Policy, Tisch School of the Arts; Middle Eastern Studies, NYU; B.A. Bar Ilan University (Israel); M.A., Ph.D. New York University  
Ella Shohat studies issues that relate to Eurocentrism, post/colonialism, and transnationalism as well as to orientalism and the representation of the Middle East, including the question of Arab-Jews. Her recent work focuses on the cultural politics of Middle Eastern diasporas throughout the Americas in collaboration with Robert Stam.

**MATTHEW SILVERSTEIN**  
Assistant Professor of Philosophy, NYU; B.A. Amherst College; B.Phil. University of Oxford; Ph.D. University of Michigan (Anne Arbor)  
Matthew Silverstein is interested in the foundations of ethics—the question of what, if anything, we can we say on behalf of our most basic ethical commitments? His secondary philosophical interests include the philosophy of action, political philosophy, early modern philosophy, and the history of ethics.

**OZGUR SINANOGLU**  
Assistant Professor of Engineering, NYU; B.S. Bogazici University (Turkey); M.A., Ph.D. University of California (San Diego)  
Ozgur Sinanoglu is an electrical and computer engineer. He has published extensively on computer-aided design, fault tolerance, reliability of integrated circuits, and system-on-chip designs. Sinanoglu has industry experience as a senior design test engineer for Qualcomm CDMA Technologies, and currently has U.S. patents pending and is involved in several startups. In 2002 he was awarded the prestigious IBM Ph.D. Fellowship Award.

**CLIFFORD SISKIN**  
Berg Professor of English of American Literature, NYUNY; B.A. Stanford University; M.A., Ph.D. University of Virginia  
Clifford Siskin is the Director of The Re: Enlightenment Project. His subject is the interrelations of literary, social, and technological change. Links between past and present inform all of his work, from his anatomy of subjectivity (The Historicity of Romantic Discourse) to his history of the modern disciplines (The Work of Writing). He has also co-edited This Is Enlightenment, a response to the question Kant made famous: What is Enlightenment?

**SANDI SISSEL**  
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Sandi Sissel, ASC has served as Director of Photography on over 100 motion pictures, television series and documentaries. Among them are Salaam Bombay which received the Camera D’Or, Emmy winners Wonder Years and Drug Wars, BAFTA winners The Endurance and Chicken Ranch plus Oscar winner Master and Commander. She received the Kodak Crystal Award for lifetime achievement in 1994 and is a member of the American Society Of Cinematographers and the Academy Of Motion Picture Arts and Sciences.
in Teaching each year she has been in the program. Prior to coming to NYU, Stallia did her graduate work and taught at Oxford University, where she was also Junior Dean of Exeter College. Stallia also serves as an Assistant Athletic Director at NYUAD.

ROBERT STAM
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A specialist in film theory and history, Robert Stam has published widely on Brazilian cinema, multiculturalism, and literary adaptation. He has recently collaborated with Ella Shohat on a book series for the University of Chicago Press, she was the founder of the journal Signs: Journal of Women in Culture and Society.

MARK SWISLOCKI
Assistant Professor of History, NYUAD
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A cultural historian specializing in Chinese history, Swislocki is the author of Cultural Nostalgia: Regional Footprint Culture and the Urban Experience in Shanghai (Stanford, 2009) and articles on the history of nutrition and human-animal relations. He is currently conducting research for a book-length study of natural history, wildlife conservation, and the political jurisdiction of nature in nineteenth- and twentieth-century China, for which he has received an ACLS Fellowship for Humanistic Research in China.

IGNATIUS TAN
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Ignatius Tan has an experiential approach to the courses he teaches. The flexible approach does not have the fixed method of delivery but focuses on the student’s strengths to enhance their learning experience. He serves as the Director of the Imaging Facility at NYU’s Biology Department and has a research interest in cell-to-cell communication.

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Ruth Ann Stewart specializes in cultural policy and the role of the arts in urban revitalization. With a distinguished career in government research for the arts and humanities and as a member of the Washington-based cultural policy think tank, the Center for Arts and Culture, Stewart brings to the classroom significant experience in arts management. Recently, she has co-edited the volume Understanding the Arts and the Creative Sector in the United States, which explores the central role the arts play in civic identity.

CATHERINE R. STIMPSON
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Currently located in the Steinhardt Institute for Higher Education Policy, Catharine Stimpson is an affiliated member of the NYU Law School Faculty. From January 1994 to October 1997, she served as Director of the Fellows Program at the MacArthur Foundation in Chicago. Now the editor of a book series for the University of Chicago Press, she was the founder of the journal Signs: Journal of Women in Culture and Society.

FLORENCIA TORCHE
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Florence Torche’s scholarship examines inequality dynamics—how inequality persists over the life course and across generations. She has published extensively on the topics of inequality of educational opportunity, intergenerational mobility, wealth disparities, assortative mating, and the early emergence of disadvantage—starting as early as the prenatal period. Much of her research uses an international comparative perspective.

JOHN TORREANO
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For the past 40 years John Torreano has been a visible member of the New York art community. He is known primarily as a painter and sculptor, and has recently published a book entitled Drawing By Seeing (Abrams 2007). Among the museums and galleries that have exhibited his work are the Museum of Modern Art, the Whitney Museum of American Art, the Corcoran Gallery in Washington, and the Indianapolis Museum of Fine Arts. He received numerous grants including a Nancy Graves Foundation Grant for Visual Artists and a John Simon Guggenheim Memorial Foundation Fellowship.

GODFRIED TOUSSAINT
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Godfried Toussaint has taught and researched in the areas of pattern recognition, information theory, computational geometry, algorithms, discrete mathematics, machine learning, and music information retrieval. He has won several prestigious awards, including the Killam and Radcliffe fellowships. He is the editor of various scholarly journals, and the founder of several annual conferences on computational geometry.

ALI TRABOLSI
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While completing his Ph. D. Trabolsi studied supramolecular systems based on porphyrins, fullerences, and oligo-phenylene vinylene (OPV). Formerly, Trabolsi joined Sir Fraser Stoddart’s group at UCLA as a research scholar and then at Northwestern University, where he focused on the synthesis and the characterization of mechanically interlocked molecules. In 2009, Trabolsi moved to King Abdullah University of Science and Technology (KAUST) in Saudi Arabia as a research scientist at the membrane center.

EUGENE TRUBOWITZ
Global Professor of Mathematics, NYUAD (not teaching 2012-13)
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Eugene Trubowitz is a mathematical physicist who is currently working on problems in quantum statistical mechanics and general relativity.

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Tierry Verdier is Professor of Economics at the Paris School of Economics. He served as Editor of the Berkeley Press Journal on Economic Analysis and as co-Director of the International Trade Programme at CEPR (London). His has published extensively in a host of professional journals including the American Economic Review, the Quarterly Journal of Economics, and the Journal of Political Economy. His research interests cover Growth Theory, International Trade and Development.
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A specialist in New York City, the urban economy of developing countries, especially the Middle East. Waterbury has published extensively on development strategy, pre-requisites of democracy, fiscal regimes, public sector enterprise, corruption, population growth, agricultural development and other major policy issues as also published on the management of water resources in international river basins. Waterbury was President of the American University of Beirut, 1998-2008

BRYAN WATERMAN
Associate Professor of English, NYUAD
B.A. Brigham Young University; Ph.D. University of Boston
Bryan Waterman specializes in the literary history of colonial North America, the early United States, the Atlantic World, and New York City. His research ranges from the intellectual culture of early America to the development of punk rock on New York City’s Lower East Side in the 1970s.

CHRISTOPHER WEISS
Clinical Associate Professor in Sociology, NYUAD
B.A. Trinity University; Ph.D. University of Pennsylvania
Christopher Weiss is a sociologist whose research focuses primarily on three broad areas: education and policy; youth and adolescence; and effects of the urban environment on health, particularly obesity. He will also direct NYU’s new Master’s Degree program in Applied Quantitative Research (AQR), in the Department of Sociology, starting in Fall 2013.

MARIÉT WESTERMANN
Visiting Professor, NYUAD
B.A. Williams College; M.A., Ph.D. New York University
Mariët Westermann is Vice President of the Mellon Foundation. Previously she served as NYUAD’s Provost. She began her career as an associate professor of art history at Rutgers University, and was director of NYU’s Institute of Fine Arts (IFA) from 2002 through 2008. She continues to publish widely in the field of Early Modern Netherlandish art.

DEBORAH LINDSAY WILLIAMS
Master Teacher, NYUAD
B.A. Wheaton College; M.A., Ph.D. New York University
Until 2010, Deborah Lindsay Williams was Director of Honors and Professor of English at Iona College. She now teaches in the NYU Liberal Studies Program. Her fields of interest include 20th Century U.S. Fiction, Children’s Literature, and Feminist Literary History and Historiography. She is the author of a number of articles about U.S. women writers and Not in School: Gender, Race, Class, and the Politics of Female Authorship. With Cyprus R.K. Pateli, she is the co-editor of Oxford History of the Novel in English: Volume Eight, 1940–Present.

CHARLES WILSON
Professor of Economics, NYUAD
B.A. Miami University (Ohio); Ph.D. University of Rochester
Charles Wilson’s research focuses on economic history. He has published papers in general equilibrium theory, game theory, and the theory of international trade. Much of his recent research is on the theory of bargaining. At NYU, he teaches courses in game theory, general equilibrium theory, and mathematical economics.

LARRY WOLFF
Professor of History and Director of the Center for European and Mediterranean Studies, NYUAD
B.A. Harvard University; M.A., Ph.D. Stanford University
Larry Wolff’s books include Inventing Eastern Europe: The Map of Civilization on the Mind of the Enlightenment (1994), Venice and the Slavs: The Discovery of Dalmatia in the Age of Enlightenment (2001), The Idea of Galicia: History and Fantasy in Habsburg Political Culture (2010), and the forthcoming Paolina’s Innocence: Child Abuse in Casanova’s Venice. He has received Fulbright, American Council of Learned Societies, and Guggenheim fellowships, and in 2003 he was elected to the American Academy of Arts and Sciences.

SHAMOON ZAMIR
Associate Professor of Literary and Visual Studies, NYUAD
B.A., M.A., Ph.D. University of London
Shamoonzamir works in the areas of literature, photography, and intellectual history. He has published W.E.B. Du Bois, 20th-century African American and Native American fiction, and modern poetry, and he has translated short stories from Urdu. His current project examines the ways in which art and science, pictorialist photography, and anthropology come together in the Native American portraits of Edward S. Curtis.

INGYIN ZAW
Assistant Professor of Physics, NYUAD
B.A., M.A., Ph.D. Harvard University
Ingyin Zaw studies the intersection of particle physics and astronomy. She concentrates on two of the most central questions in fundamental physics: the origin of high energy cosmic rays and the comprehension of dark energy. Both topics are key to understanding the composition of the universe. During her time as a postdoctoral fellow at the Center for SpaceCom at New York University, Zaw collaborated on publications pertaining to her research interests.

JONATHAN ZIMMERMAN
Professor of Education and History, The Steinhardt School of Culture, Education, and Human Development, NYU
B.A. Columbia University; M.A. and Ph.D. Johns Hopkins University
Jonathan Zimmerman is a historian of education and culture in the modern world. A former Peace Corps volunteer and high school teacher, Zimmerman is the author of Small Wonder: The Little Red Schoolhouse in History and Memory (Yale University Press) and three other books. In 2008, Jonathan Zimmerman received NYU’s Distinguished Teaching Award.

EDWARD ZITER
Associate Professor of Drama, Tisch School of the Arts, NYU
B.A., M.A. Brown University; Ph.D. University of California (Santa Barbara)
Edward Ziter is a theatre historian with specialization in nineteenth-century British theatre and contemporary Arab theatre. He is the author of the Orient on the Victorian Stage (Cambridge UP, 2003), and is currently at work on a history of political theatre in Syria. His work on Syria has been supported through a Fulbright grant and a fellowship from the Humanities Institute at NYU.

JAMES J. ZOGBY
Visiting Professor of Social Research and Public Policy, NYUAD
B.A. Le Moyne College; Ph.D. Temple University
James J. Zogby is the author of Arab Voices (Palgrave Macmillan, October 2010) and the founder and president of the Arab American Institute, a non-partisan, non-profit organization that serves as the political and policy research arm of the Arab American community. Since 1985, Zogby and AAI have led Arab American efforts to secure political empowerment in the U.S. From 2001 until now he hosts the award winning “Viewpoint with James Zogby” on Abu Dhabi Television, LinkTV, Dish Network, and DirectTV.

JOANNA WALEY-COHEN
Professor of History, NYUAD
B.A., M.A. University of Cambridge; Ph.D. Yale University
Joanna Waley-Cohen has taught the history of China at NYU since 1992. She is interested in testing traditional assumptions about China against actual evidence and in locating China within global historical contexts. Waley-Cohen’s books include The Sextants of Beijing: Global Currents in Chinese History; The Culture of War in China: Empire and Military under the Qing Dynasty; and a forthcoming study of culinary culture in early modern China.

INGO WALTER
Vice Dean for Faculty and has been on the faculty of the Stern School of Business since 1992. He is interested in testing traditional assumptions about China against actual evidence and in locating China within global historical contexts. Waley-Cohen’s books include The Sextants of Beijing: Global Currents in Chinese History; The Culture of War in China: Empire and Military under the Qing Dynasty; and a forthcoming study of culinary culture in early modern China.
About NYU

AN OVERVIEW OF NEW YORK UNIVERSITY

The founding of New York University in 1831 by a group of eminent private citizens was a 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, international centers in twelve cities, and the Singapore Center of the Tisch School of the Arts. 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, Polytechnic Institute of NYU, 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.

ABOUT THE 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 node 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 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 and Abu Dhabi, and in 2011, NYU announced the creation of a new portal campus in Shanghai, which will enroll undergraduates beginning in 2013.

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’s, art and the humanities; NYU Prague’s, music as well as global media and transitional government; and NYU Shanghai’s, business and East Asia studies. Tisch Asia in Singapore offers a full range of graduate programs, and other NYU schools offer school-specific programs.

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 University 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 University, see nyu.edu/global and President Sexton’s Global Network University Reflection on his Web site.

NYU GLOBAL ACADEMIC CENTERS

The NYU campuses in Abu Dhabi and New York are anchors of a global network university. Students from NYU Abu Dhabi have the opportunity to study at NYU New York and at NYU’s twelve 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. In addition to the ten sites listed below, NYU opened study away sites in Washington, D.C., and Sydney, Australia in 2012.

NYU New York (U.S.)

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.

NYU Accra (Ghana)

The program at NYU Ghana explores the rich history and vibrant culture of this dynamic, stable democracy. As a crucible of West African civilization and the first African nation to throw off the colonial yoke, Ghana is a unique blend of rooted tradition and energetic change. These forces shape the NYU Ghana curriculum, a program that fosters academic growth by partnering with local universities and using the city as a laboratory where students combine multidisciplinary coursework and community service.

NYU Florence (Italy)

Housed in Renaissance villas on a stunning hilltop estate, NYU Florence offers students unique perspectives from which to explore this beautiful city, capital of Tuscany and home to some of the world’s greatest treasures of art and architecture. Faculty experts in ancient, medieval and Renaissance art, literature, and history teach side by side with scholars and public intellectuals of modern Europe. Students may do their coursework in Italian or study in English while learning the Italian language, and those proficient in Italian
may also enroll in selected courses at the Universita degli studi di Firenze.

**NYU London (England)**
NYU London is located in Bloomsbury, around the corner from the British Museum, in the heart of the city’s university district. It is an ideal place to engage with the history and intellectual life of this great multicultural capital. More than 60 courses are offered, ranging across the liberal arts and social sciences, but also including mathematics, natural science, and business. A special arrangement with the University of London (UL) allows NYU and UL students to take courses together.

**NYU Madrid (Spain)**
For more than 50 years, NYU students have been immersing themselves in the intensive study of Spanish language and culture at our academic center in Madrid. One of the premier study programs in Spain, the NYU Madrid curriculum is characterized by its variety and flexibility, allowing students from many majors to craft programs that meet their intellectual interests and academic needs. Course offerings span the disciplines and explore the many facets of Spain’s history that connects it to Europe, Latin America, Islam, North Africa, and the Mediterranean. Students proficient in Spanish may also enroll in selected courses at the Universidad Autonoma de Madrid.

**NYU Paris (France)**
At NYU Paris students immerse themselves in the daily life of this vibrant city while taking courses in French language, history, culture, and society. Students in the Francophone program supplement their studies with courses at the University of Paris. Students select courses from a wide variety of subjects taught in English or French by a superb faculty. Students proficient in French may also enroll in selected courses at the following French universities: Paris I, Paris III, Paris VII, Paris X, Ecole Normale Superieure, Insitut d’Etudes Politiques de Paris (Sciences Po).

**NYU Prague (Czech Republic)**
At NYU Prague students come to understand what it means for a country to completely reposition itself on the global stage in the space of 20 years. Courses explore the cultural and political transition from authoritarian rule to democracy; some are taught by the very architects of this transition. Other courses cover the broad sweep of Czech history and culture: its legacy as a medieval power center, its role in European modernism, its rich heritage of art, music, literature. Internship and volunteer opportunities abound. Students with language proficiency may also enroll in selected courses at Charles University.

**NYU Shanghai (China)**
The dizzying pace of growth and change in China over the past quarter century is unprecedented and difficult to grasp. NYU Shanghai helps students understand these changes by offering a solid grounding in the Chinese past and a close-up look at the future now being built. Courses on various aspects of Chinese culture and society, past and present, are complemented by business and professional courses and internships that immerse students in energetic Shanghai. The chance to study side-by-side with Chinese students lends an added depth to students’ appreciation of China and its people. Already a global academic center, the portal campus at NYU Shanghai will open to undergraduate students in academic year 2013-14.

**NYU Sydney (Australia)**
NYU Sydney is located in Australia’s largest and most cosmopolitan city, stretching across miles of sparkling bays and beaches. Students have the unparalleled opportunity to live and study in a hub of commerce, culture, and communication in the Asia-Pacific region. The curriculum includes courses on Australia’s rich history of immigrant communities as well as courses in environmental studies, history, journalism, literature, media and communication, and sociology, among others.

**NYU Tel Aviv (Israel)**
NYU Tel Aviv is for students who are motivated to understand the complexity of our world. The program embraces journalism, politics, social sciences, media, and pre-law, explored within the intricate framework of the Middle East. At the same time, students in the sciences and business are exposed to the technological innovation and entrepreneurship that mark this dynamic city. The program encourages internships and provides opportunities for students to conduct research in Israel and the greater region.

**NYU Washington, D.C. (U.S.A.)**
No global network would be complete without a location in Washington, D.C., home to 174 embassies, headquarters of international policy-making bodies, and seat of the U.S. federal government. Internships allow for concentrated study and research in an array of subjects, from public policy to political science to art history.
By taxi:
The ride from the Abu Dhabi International Airport to NYU Abu Dhabi’s Downtown Campus takes about 25 minutes if you are traveling by taxi, it is recommended to take a silver-colored car and to make sure the driver starts the meter at the outset of the trip. Because street addresses are not typically used in Abu Dhabi, ask the driver to take you to “New York University, at the old fish market, across from the Cultural Foundation.” The ride costs approximately 70 AED.

If you are driving:
1. Follow signs for Abu Dhabi using the Maqtah Bridge
2. Stay on Old Airport Road
3. Make a left at the traffic light on Sheikh Hamdan Street (the street just past Sheikh Zayed the First Street)
4. Make an immediate right at the first service road on your right
5. Follow service road until it curves around to the left
6. Look for the NYUAD buildings with the violet trim on your left
7. Enter the first parking lot on the left and go through the security gate
NYU Abu Dhabi Administration

Vice Chancellor ................................................................. Al Bloom
Provost ................................................................. Fabio Piano
Deputy Vice Chancellor .......................................................... Hilary Ballon
Senior Vice Provost ............................................................ Ron Robin
Chief Information Officer ................................................... Yousif Asfour
Associate Vice Chancellor, Campus Life and
Dean of Students ................................................................. Julie Avina
Vice Provost, Associate Vice Chancellor, Global Education and Outreach .................... Carol Brandt
Assistant Vice Chancellor, Planning & Organizational Effectiveness .................... Peter Christensen
Library Director ................................................................. Virginia Danielson
Associate Vice Chancellor, Finance and Information
Technology, and Campus Finance Officer ........................................... Catherine De Long
Vice Provost, Intellectual and Cultural Outreach ..................................... Reindert Falkenburg
Vice Provost, Institute Public Programming ........................................ Philip Kennedy
Assistant Vice Chancellor, Human Resources ........................................ Sunil Khambaswadkar
Managing Director of the NYUAD Institute;
Vice Provost, Institutional and Industry Relations ............................................ David McGlennon
Associate Vice Chancellor, Admissions and Financial Aid ................................ Linda Mills
Special Advisor to the Vice Chancellor,
Science and Technology ........................................................ Katepalli Sreenivasan
Associate Vice Chancellor, Public Affairs and Community Relations ................. Josh Taylor

Dean of Arts and Humanities .................................................. Judith Miller
Dean of Engineering .............................................................. Sunil Kumar
Dean of Science ................................................................. David Scicchitano
Dean of Social Science ........................................................... Ivan Szelenyi

President of New York University ................................................................... John Sexton
## Important Contacts

### Office of the Dean of Students
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  - Charles Grim: charles.grim@nyu.edu
- **Director of the Career Development Center**
  - Hazel Raja: hazel.raja@nyu.edu
- **University Registrar and Director of Student Information Systems**
  - Duane Voigt: duane.voight@nyu.edu

### Health and Wellness
- **Director of Health and Wellness Center**
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  - birgit.pols@nyu.edu
- **NYUAD Health and Wellness Center**
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  - nyuad.healthcenter@nyu.edu
- **NYUAD After Hours**
  - 056 685 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 Hospital**
  - 02 626 5265
- **Gulf Diagnostics Center**
  - 02 665 8090
- **New Medical Centre**
  - 02 633 2255
- **Sheikh Khalifa Hospital**
  - 02 610 2000

### NYU Abu Dhabi Welcome Centers
- **Abu Dhabi**
  - 02 628 4000
- **New York**
  - 212 992 7200

### Office of Athletics
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### Office of Global Education
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- **Associate Dean for Global Education**
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### Campus Safety and Transportation
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  - Mobile: 050 813 1160
- **Security Manager**
  - Robert Titus: 02 628 5555 (24 hrs)
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  - Mobile: 050 813 2086
- **Security Supervisor**
  - Norca Vincent: 02 628 5555 (24 hrs)
  - norca.vincent@nyu.edu
  - Mobile: 050 813 2158

### In the Case of an Emergency
- **Emergency Police/Fire/Ambulance**
  - 999
- **NYU Wellness Exchange**
  - 02 628 5555 (24 hrs)
- **Security Helpdesk**
  - 02 628 4402 (24 hrs)
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