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Welcome to NYU Abu Dhabi!

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

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

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

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

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

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

I look forward to our seventh remarkable year.

Alfred H. Bloom

NYU Abu Dhabi is pioneering a new model of higher education for a global world, dedicated at once to excellence in teaching and research and to advancing cooperation and progress on humanity’s shared challenges. Drawing on the strengths of the NYU global network, it offers an outstanding liberal arts and sciences education to undergraduate students from the United Arab Emirates, the United States, and around the world, with a distinctive focus on intercultural understanding and leadership. It supports innovative research and graduate education programs that push forward the frontiers of knowledge and respond in powerful and interdisciplinary ways to vital global and local challenges. NYU Abu Dhabi advances NYU as a model university for the 21st century and contributes in multiple ways to the development of a sustainable, knowledge-based economy in Abu Dhabi.
Educating Global Leaders

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

The students of NYU Abu Dhabi come from over 100 countries and form a unique, highly-talented peer group. The international diversity of NYU Abu Dhabi combined with its global curriculum sets a new standard for a 21st-century global education.

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

A strong intellectual foundation in critical thinking, research skills, analysis, and written and oral communication.

Work across the disciplines and collaborative problem-solving to understand complex issues from multiple perspectives.

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

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

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

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

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

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

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

Leadership mission reinforced in course offerings and co-curricular activities that encourage and prepare students to make a difference in their community.
About Abu Dhabi: A New World City

NYU Abu Dhabi brings the benefits of NYU’s international prominence and worldwide network of thinkers, scholars, scientists, artists, and leaders in all fields of human enterprise to the global crossroads of Abu Dhabi. NYU Abu Dhabi 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 NYU Abu Dhabi will play a central role in that evolution. The international composition, rigorous academic program, and rich array of extracurricular options that characterize NYU Abu Dhabi are aligned with the Emirate’s ambitious vision for its development into a leading global city.

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

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

NYU Abu Dhabi offers a core curriculum, 22 majors, numerous multidisciplinary and disciplinary minors and specializations, pre-professional courses, and electives in a variety of fields. As the student body and faculty grow, new courses are developed to reflect student interests and expanding faculty expertise. The offerings at NYU Abu Dhabi are also enriched by the wide array of programs across NYU’s global network. During four years of undergraduate study, students have an extensive choice of courses in all disciplines and are able to fulfill all requirements.
## Academic Calendar 2016–17

### ORIENTATION
- **August 17-19 (Wednesday to Friday)**: Arrival window for new students
- **August 20-27 (Saturday to Saturday)**: First Year Marhaba (Student Orientation)
- **August 25-27 (Thursday to Saturday)**: Arrival window for returning students

### FALL SEMESTER I
- **August 28 (Sunday)**: Classes begin
- **September 1 (Thursday)**: Add/Drop deadline for 7-week courses
- **September 8 (Thursday)**: Add/Drop deadline for 14-week courses
- **September 10-13 (Saturday-Tuesday)**: No classes: Eid Al-Adha
- **September 29 (Thursday)**: Withdrawal and change of grading basis deadline for 7-week courses
- **October 2 (Sunday)**: No classes: Al-Hijra/Islamic New Year
- **October 8 (Saturday)**: Legislative Day (classes meet on a Sunday schedule)
- **October 18 (Tuesday)**: Last day of classes for 7-week courses
- **October 20-21 (Wednesday-Thursday)**: No classes: Final exams for 7-week courses

### FALL SEMESTER II
- **October 26 (Wednesday)**: Classes begin
- **November 1 (Tuesday)**: Add/Drop deadline for 7-week courses
- **November 8 (Tuesday)**: Withdrawal and change of grading basis deadline for 14-week courses
- **November 27 (Sunday)**: Withdrawal and change of grading basis deadline for 7-week courses
- **November 30 (Wednesday)**: No classes: UAE Martyr’s Day Holiday
- **December 1-2 (Thursday-Friday)**: No classes: UAE National Day holiday
- **December 10 (Saturday)**: Legislative Day (classes meet on a Monday schedule)
- **December 12 (Monday)**: No classes: Prophet’s Birthday Holiday
- **December 15 (Thursday)**: Last Day of classes
- **December 16 (Friday)**: No classes: Reading Day
- **December 17-21 (Saturday-Wednesday)**: Final Exams
- **December 21-22 (Wed-Thursday)**: Departure window

### WINTER BREAK
- **December 22, 2016-January 3, 2017**: Winter Break

### JANUARY TERM IN ABU DHABI
- **January 2-3 (Monday-Tuesday)**: Arrival window
- **January 4 (Wednesday)**: Classes begin
- **January 7 (Saturday)**: Legislative day (classes meet on a normal schedule)
- **January 19 (Thursday)**: Last day of classes
- **January 19-20 (Thursday-Friday)**: Departure window

### JANUARY TERM IN NEW YORK AND WASHINGTON D.C.
- **January 2 (Monday)**: Arrival date
- **January 3 (Tuesday)**: Classes begin
- **January 7 (Saturday)**: Legislative Day (classes meet on a normal schedule)
- **January 16 (Monday)**: No Class: Martin Luther King Day
- **January 19 (Thursday)**: Last day of classes
- **January 19-20 (Thursday-Friday)**: Departure window

### JANUARY TERM IN NYU GLOBAL SITES
- **January 3 (Tuesday)**: Arrival date
- **January 4 (Wednesday)**: Classes begin
- **January 7 (Saturday)**: Legislative Day (classes meet on a normal schedule)
- **January 19 (Thursday)**: Last day of classes
- **January 19-20 (Thursday-Friday)**: Departure window

### SPRING SEMESTER I
- **January 20-23 (Friday-Monday)**: Arrival window
- **January 24 (Tuesday)**: Classes begin
- **January 30 (Monday)**: Add/Drop deadline for 7-week courses
- **February 6 (Monday)**: Add/Drop deadline for 14-week courses
- **February 23 (Thursday)**: Withdrawal and change of grading basis deadline for 7-week courses
- **March 13 (Monday)**: Last day of classes for 7-week courses
- **March 14-15 (Tuesday-Wednesday)**: No classes: Final exams for 7-week courses

### SPRING BREAK
- **March 16-25 (Thursday-Saturday)**: No classes

### SPRING SEMESTER II
- **March 26 (Sunday)**: Classes begin
- **March 30 (Thursday)**: Add/Drop deadline for 7-week courses
- **April 6 (Monday)**: Add/Drop deadline for 14-week courses
- **April 22 (Saturday)**: Legislative Day (classes meet on a Monday schedule)
- **April 24 (Monday)**: No classes: Isa & Mbral Holiday
- **April 25 (Tuesday)**: Withdrawal and grade of changing basis deadline for 7-week courses
- **May 11 (Thursday)**: Last day of classes
- **May 14-18 (Sunday-Thursday)**: Final Exams
- **May 24 (Wednesday)**: Commencement

### SUMMER TERM
- **May 27 (Saturday)**: Arrival date
- **May 28 (Sunday)**: Classes begin
- **June 1 (Thursday)**: Add/Drop deadline
- **June 15 (Thursday)**: Withdrawal and change of grading basis deadline
- **June 22 (Thursday)**: Last day of classes
- **June 24 (Saturday)**: Final Exams
- **June 24-25 (Saturday-Sunday)**: Departure window
**LANGUAGE OF INSTRUCTION**

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

**ACCREDITATION**

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

NYU Abu Dhabi is officially licensed by the Ministry of Higher Education of the United Arab Emirates to grant degrees and other academic awards in higher education. All degree programs at NYU Abu Dhabi are also individually accredited by the Ministry’s Commission on Academic Accreditation.


**DEGREES AND GRADUATION REQUIREMENTS**

Graduates of NYU Abu Dhabi receive either a Bachelor of Arts (BA) or a Bachelor of Science (BS) degree. The degrees are conferred by New York University and are identical to the degrees awarded at the New York campus. The degree requirements are the same for the BA and the BS and are described below.

Students who major in the Arts, Humanities, Social Sciences, and in Psychology, and who complete all the degree requirements earn the Bachelor of Arts degree. The Bachelor of Science degree is awarded to students who major in Engineering or the Sciences (except Psychology) and who complete all the degree requirements. Students who complete double majors earn the degree associated with the major in which they complete their capstone project.

The academic year is divided into 15-week Fall and Spring Semesters, January term (3 weeks), and an optional summer term (4 weeks). During regular semesters students typically take four courses; during January or Summer terms students take a single course. NYU Abu Dhabi has several types of courses: while most course offerings are full courses counting for four academic credits; Engineering, Science, and Music do offer a variety of half or two-credit courses. Most of the half courses last only seven weeks, but 14-week half courses do exist as do intensive 7-week full courses. Students must complete a minimum of 140 credits, 35 full courses, and have a minimum cumulative grade point average of 2.00 to graduate.

Students must take a required writing seminar in the first year, complete the Core Curriculum, fulfill the requirements for an academic major, and complete a two-semester Capstone Project. Students are also required to complete two physical education activities. These requirements are described in greater detail below.

Beyond these requirements, students are free to choose general electives from across the curriculum. These general elective courses can include foreign language courses, extra courses from within the major, courses from other programs, and pre-professional courses. Between study abroad, January term, and courses offered by the many visiting faculty from NYU New York and other prestigious universities, significant opportunities exist for students to sample from an almost limitless set of courses. Pre-professional courses, in particular, allow students to begin exploring careers through an investigation of the academic preparation expected in various fields.

**Core Curriculum:** The Core Curriculum (the Core) forms the heart of NYUAD’s mission to provide an international student body with an outstanding, expansive education. The Core draws on the diversity and cultural wealth of the world’s traditions and spans the content and methodologies of 21st-century disciplines across the Arts and Humanities, Engineering, Science, and Social Science. It offers Core Competencies that will help graduates address major global challenges, including the pursuit of equality, justice, peace, health, sustainability, and a rich understanding of humanity. It fosters modes of thinking and habits of mind central to well-rounded intellectual development and to global citizenship and leadership.

The Core requires students to complete two Core Colloquia as well as one course in each of four broad areas of inquiry: Arts, Design, and Technology; Cultural Exploration and Analysis, Data and Discovery, and Structures of Thought and Society. Through these six courses or through courses in their major or general elective selections, students are also required to fill requirements in quantitative reasoning, experimental inquiry, and Islamic Studies.

The development of strong writing skills throughout a student’s academic career is an important objective of an NYUAD education. This work begins with a semester-long Writing Seminar in the first year, which introduces students to the reading, writing, oral expression, and critical thinking skills essential to a liberal arts education.

The first-year Writing Seminar lays the foundation for the continued practice in university-level thinking and writing students will experience at NYU Abu Dhabi. In addition to the first-year Writing Seminar, students receive extensive writing and communication practice in all Core courses and come to learn that each discipline has its own conventions for advanced writing in their fields.

Students complete writing assessments during their Admissions Candidate Weekend that guide initial placement in the program’s courses. These assessments help the Writing Program faculty advise students about how to maximize the impact of the course on their learning. For instance, students who are identified as needing more time to practice college-level writing are required to take the Writing Seminar in the fall of their first year. Students identified as being more fully prepared are advised to take their first-year Writing Seminar in the spring.

**Major:** Students must complete the requirements of a major, which vary. NYU Abu Dhabi offers 22 majors across the Arts, Humanities, Social Sciences, Sciences and Engineering. Students declare a major by the end of their second year. However, some
majors do have requirements beginning in the first year. Although all courses successfully completed may count toward the 140-credit graduation requirement, only those courses in which grades of C or higher are earned may count toward major, minor, or Core requirements.

**Capstone Projects:** Every NYUAD student will complete 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 aimed 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 Project 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. Students will publicly present their Capstone Project in celebration of their creative achievements.

**January Term:** Students are required to complete three January term courses, including one in the first year. In the absence of an approved, compelling reason, such as a study away calendar conflict, students will complete their two remaining January term courses during their second and third year of enrollment. For further information on January term, see pp. 331–334.

**Physical Education:** The Physical Education requirement includes the completion of two 7-week sessions of monitored athletic activity. Students can choose from a variety of classes or participate as a member of a competitive team (depending on skill level). Physical Education classes are participatory in nature, requiring that students attend at least 90% of scheduled events during the 7-week session to receive credit. These activities are not graded. For more information on Physical Education, see pp. 343.

**Minors:** Most NYUAD academic programs offer optional minors for non-majors. Additional multidisciplinary minors support work across disciplines and require students to think about complex subjects from multiple perspectives. NYUAD minors allow students to focus on a second field of study, in addition to their major, without the extensive commitment required of a second major. Most minors require four or five courses that complement the major area of study or are of personal interest to a student. Students are encouraged to explore the option of completing a minor rather than a full second major. Note: prior to academic year 2016–2017, NYU Abu Dhabi used the nomenclature concentration rather than minor.

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

**ADMISSIONS**

**NYU Abu Dhabi Office of Admissions in Abu Dhabi**
Tel: +971 2 628 5511  
Email: nyuad.uae.admissions@nyu.edu

**NYU Abu Dhabi Office of Admissions in New York**
Tel: +1 212 992 7230  
Email: nyuad.admissions@nyu.edu nyuad.nyu.edu/admissions

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

**Application Deadline:**

**Early Decision I**
- Application due: November 1  
- Financial Support Application due: November 15

**Early Decision II**
- Application due: January 1  
- Financial Support Application due: January 15

**Regular Decision**
- Application due: January 1  
- Financial Support Application due: February 15

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

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

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

The Admissions Process: Applications to NYU Abu Dhabi are processed through New York University’s Office of Undergraduate Admissions in New York City. Students must apply using the Common Application. For up-to-date information on admissions policies and procedures, please see our website at: nyuad.nyu.edu/admissions.

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

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

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

Candidate Weekend in Abu Dhabi: Highly qualified applicants may be invited to participate in an NYU Abu Dhabi Candidate Weekend. Both informative and evaluative, these visits are designed to allow students to get to know some of our faculty, take sample classes with fellow prospective students, and experience Abu Dhabi. The admissions committee uses the occasion to learn more about applicants and their interest in NYU Abu Dhabi. No applicant will be offered admission without having participated in a Candidate Weekend; the costs associated with attending a Candidate Weekend are covered by NYU Abu Dhabi.

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

Transfer Applicants: NYU Abu Dhabi is not accepting applications for transfer students in the 2016–17 admissions cycle.

Cost of Attendance AY 2016–2017¹

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and mandatory  Fees</td>
<td>$50,743</td>
</tr>
<tr>
<td>Health Insurance¹</td>
<td>$2,466</td>
</tr>
<tr>
<td>Room and Board (meals)</td>
<td>$17,041</td>
</tr>
<tr>
<td>Estimated personal expenses</td>
<td>$2,300</td>
</tr>
<tr>
<td>Estimated Travel</td>
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</tr>
</tbody>
</table>

**Total Cost of Attendance (estimated)** | **$76,032**

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

²Students must be covered by health insurance that originates in the UAE in order to be eligible for the required entry visa. As such, health insurance is a mandatory fee.

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

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

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

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

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 United Arab Emirates, please contact an admissions representative at nyuad.admissions@nyu.edu.
Fall 2016 semester represents the start of a revised Core Curriculum. Some details have yet to be finalized and will appear on the NYUAD website when completed.

NYUAD’s Core Curriculum forms the heart of our mission to provide an international student body with an outstanding, expansive education. The Core draws on the diversity and cultural wealth of the world’s traditions and spans the content and methodologies of 21st-century disciplines across the Arts and Humanities, Engineering, Science, and Social Science. It offers Core Competencies that will help graduates address major global challenges, including the pursuit of equality, justice, peace, health, sustainability, and a rich understanding of humanity. It fosters modes of thinking and habits of mind central to well-rounded intellectual development and to global citizenship and leadership.

The NYUAD Core consists of:
- 2 Core Colloquia, each of which addresses a significant global challenge from multidisciplinary perspectives.
- 4 Core Competency Courses, one each in:
  - Arts, Design, and Technology
  - Cultural Exploration and Analysis
  - Data and Discovery
  - Structures of Thought and Society

All students are also required to take at least one course designated as filling a Quantitative Reasoning (Q) requirement, one that fills an Experimental Inquiry (E) requirement, and one that fills an Islamic Studies (X) requirement. These will be drawn from courses across the curriculum and may also count toward other requirements, such as the Core, a major, or a minor. For the most up-to-date list of courses that fulfill the Q, E, and X requirements, please consult the NYUAD website.

The guiding principles of the Core Curriculum include:
- Small, discussion-based seminars: 10–15 students
- Sustained interaction with faculty
- Global perspectives
- Big ideas and transformative works of human thought and invention
- Foundational modes of thinking
  Significant emphasis on writing and effective communication

All Core courses develop students’ abilities to formulate precise questions and arrive at well-reasoned and effectively communicated conclusions. These skills are essential not only to complement students’ advanced coursework in their majors but also to help them think deeply about themselves and the world we share.

The values central to the Core Curriculum underscore the fact that an NYUAD education consists of much more than preparation for a profession; the Core aims to cultivate habits of mind that allow students to navigate the ethical complexity of a rapidly changing, increasingly global society. We cannot assume we are “global citizens” simply by virtue of living in an international environment. Learning to ask and approach profound questions from a variety of viewpoints and cultivating the ability to exchange views about the major challenges of our time requires practice and deliberate attention. The Core Curriculum offers repeated occasions to develop these skills and habits, which should help prepare students for meaningful lives of intellectual curiosity and civic engagement.
COURICULUM COURSES

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

COLLOQUIA

Core Colloquia are small, discussion-oriented seminars designed to help students deepen their understanding of significant global challenges, including the pursuit of equality, justice, peace, health, sustainability, and a rich understanding of humanity. Taught by faculty from all divisions, these seminars engage multidisciplinary, cultural perspectives and substantively engage two or more of the Core Competencies. Core Colloquia explicitly aim to nurture civic awareness fundamental to global citizenship and leadership by developing students’ abilities to grapple with the complex conceptual and ethical dimensions of global issues, to communicate respectfully across cultural differences, and to devise problem-solving strategies. Colloquia are fourteen-week courses taught in Abu Dhabi. Students are required to take two Core Colloquia, one of which should be taken during the first year. Colloquia courses are offered every semester. The courses specified below are offered periodically, typically each year in the semester indicated.

CCOL-AD 1 Mortal and Immortal Questions Fall 2016 Conceptions of death and the afterlife not only structure traditional religious beliefs and practices, but also form the foundation for many cultural institutions, and practices of politics, scientific research, and societies more widely. How societies mete out punishment, engage in war, treat animals, distribute funds for scientific research or medical treatment, and give legal expression to various moral mandates, etc.—all are rooted in attitudes and beliefs about death and the afterlife. In this colloquium, students will read a representative range of literary, political, and philosophical works from different cultures and chronological periods that have framed in memorable, though often contradictory, ways our thinking about death and immortality. We will trace the historical evolution of these concepts, and modern conceptions of these ideas, in the context of emerging global challenges that threaten by so-called invasive species, asking questions from a variety of moral, scientific, and cultural perspectives.

CCOL-AD 2 Dignity and Indignity Fall 2016 Beginning with contemporary evocations of the notion of dignity within international institutions (the Universal Declaration of Human Rights), bioethics (stem-cell research and end-of-life care), and socio-economic conditions (the Indignant Movement and the Vatican’s “Dignity of Labor”), this class moves to trace distinct and often-conflicting conceptions of the term “dignity.” It investigates the ways in which the notion and experience of human dignity have come under assault in the modern world system, with its corresponding economic, social, and cultural practices.

CCOL-AD 3 Indigeneity Fall 2016 Indigeneity, n. The quality of being “born or produced naturally in a land or region; native or belonging naturally to (the soil, region, etc.). Used primarily of aboriginal inhabitants or natural products.” (OED); or, the concept of that quality. This course explores the quality and concept of indigeneity during global migration crises, beginning with a screening and examination of the film Queens of Syria, which documents the story of Syrian refugees currently living in Jordan as they create a very personal and contemporary interpretation of The Trojan Women. The course will also give participants the opportunity to tell their own stories of migration using a variety of media. In class, and through evening workshops, students will be mentored in the development of certain artistic skills, such as performance, dramatic writing, videoography and photography, and sculpture. They will have the opportunity to explore diverse perspectives and to pursue and articulate a greater cross-cultural understanding.

CCOL-AD 4X Faith in Science, Reason in Revelation Fall 2016 Islamic Studies

Human beings have simultaneously in an age of science and an era of great religious faith, when reason and revelation are often depicted as being in eternal tension. In this course, students will trace the history of the relationship of religion and science in Christendom and Islamdom from the Middle Ages to the present day. As a colloquium within NYUAD’s Core Curriculum, the colloquium addresses the following: how science and religion have come under assault in the modern system, with its corresponding economic, social, and cultural practices.

CCOL-AD 5 Migration: 20th- and 21st-Century Stories and Images Fall 2016 What is “global heritage”? Is it simply the collective legacy of human societies remembered by future generations—or does it pose more difficult questions about identity, the ownership of culture, and conflicts between local and global cultural interests? This course examines the cultural and historical evidence? With time, negligence, and even military conflict working to erase the past, scholars from many fields must ask: Can a better understanding of shared human heritage aid in addressing cultural differences in the present day? And how can science both explain the historic record and work to preserve it? In this class, students examine why in which scientific methods can help define “global heritage” and protect it for future generations. For this purpose students will explore the history and science behind the conservation and preservation of rare manuscripts, sculptures, ancient mummies, historical buildings, musical instruments, and other artifacts. The seminar also examines methods to differentiate between an authentic object and a fake and asks if notions of justice apply equally to the natural world, and if not what alternatives are available for protecting the non-human? Science, social science, and humanities are the three main curricular areas of this course, in an inquiry into who or what came first, and why it matters—for culture, science, and justice—for where humanity goes next. Students will study local manifestations of these global phenomena through cycles of case studies drawn from the Americas, the north and south Pacific, and Zomia. Readings are drawn from the fields of anthropology, environmental studies, ethnopharmacology, history, and public policy, and also include memoirs and personal testimony.

CCOL-AD 6 Wellness, Illness and Everything in Between Fall 2016 / Spring 2017

Please Check One That Best Describes Your Current Status:

- Healthy
- Ill
- Healing

Can this survey be answered accurately? Laying a foundation in the biological basis of illness and well-being, this course brings into conversation various cultural and social issues that impact disease susceptibility, treatment, and outcome. Students will gain a fundamental understanding of how data is used to construct evidence-based “best practices” for clinical care and will discuss how these can be implemented across a range of societies. Two of the most pressing global health concerns—cancer and obesity—will serve as the primary case studies.

Assignments and class discussions will include clinical studies, documentaries, and readings that highlight how globalization and diverse cultural contexts have influenced the prevalence and treatment of these conditions. Students in this course will acquire an informed perspective on the scientific, medical, and cultural issues surrounding wellness and illness and the medical practices that aim to heal the sick and “above all, do no harm.”

CCOL-AD 7 Conserving Global Heritage through Science Fall 2016 What is “global heritage”? Is it simply the collective legacy of human societies remembered by future generations—or does it pose more difficult questions about identity, the ownership of culture, and conflicts between local and global cultural interests? This course examines the cultural and historical evidence? With time, negligence, and even military conflict working to erase the past, scholars from many fields must ask: Can a better understanding of shared human heritage aid in addressing cultural differences in the present day? And how can science both explain the historic record and work to preserve it? In this class, students examine why in which scientific methods can help define “global heritage” and protect it for future generations. For this purpose students will explore the history and science behind the conservation and preservation of rare manuscripts, sculptures, ancient mummies, historical buildings, musical instruments, and other artifacts. The seminar also examines methods to differentiate between an authentic object and a fake and asks...
This course introduces students to a wide variety of social outcomes primarily shaped by prominent individuals or deterministic structural forces? Some claim leadership is a mere label used to justify social change, while others believe it is a deeply personal experience of nature and culture. Others assert history can be contextualized historically and socially, artistic, and business perspectives, students will dissect the concept of leadership. Students will learn to elaborate on the interplay between culture and leadership and to which extent societies create their own leaders. The course draws on the work of classic and modern thinkers. Students will also explore the life of prominent individuals across cultures, such as Mandela, Mother Teresa, Jobs, Soros, Churchill, Thatcher, Sheikh Zayed, among many others. Students will develop a conceptual framework to link leadership and some of the most pressing global issues of our time: inequality, sustainability, peace, and understanding humanity.

CCOL-AD 9 Reading the Earth Fall 2016

This course introduces students to a wide variety of cultural perspectives on the ways that nature is conceived in its relation to human agency, social organization, and political behavior. As humans become increasingly caught up in a new and ever-changing climate change that is transforming cultures and societies worldwide, understanding our relation to nature becomes a pressing global challenge. How are we to conceptualize the complex challenges caused by industrialization and continuing technological change? How have views of nature and of humanity been transformed by urbanization and continuing technological change? As question, the course lays the foundation for an understanding of current environmental crises and the global challenges of the Anthropocene. Constructed around a series of discrete problems that have contextualized historically and culturally, it also strives for a unifying, global perspective on the environmental crisis and will address a range of today's most pressing ecological dilemmas and challenges. Readings will include works from a diverse set of authors and genres that give expression to a wide variety of cultural perspectives on nature in its relation to gender, animals, politics, law, economics, and religion. Authors include Yi, Head, Gaskell, Bandyopadhyay, Alexievich, Carson, Tekin, Munif, Al Khoni, Zula, Smith, Marx, Malthus, Shiva, Gilman, and others.

CCOL-AD 10 Subjectivity Fall 2016

Human beings differ from machines, and perhaps also from other animals, in the way we encounter the world—indeed, in a very personal, personal, personal way. What is the essence of our subjectivity? Can it be explained by neuroscience, locating some particular function of the brain or “neural correlate”? Has it been better represented in explorations of self as “the human condition”? Or perhaps the philosophers, who in every age and culture have reflected on the nature of the self more than any other single topic, have had something valuable to say? Students will examine important ancient thinkers from Buddhist, Hindu, Islamic, Greek, Christian, and Jaina intellectual cultures, looking critically at the appeal to metaphors of light, mirrors, and of interior spaces; at expressions of contemporary subjectivity in modern novels and films-makers including Fernando Pessoa and Andrei Tarkovsky; and at dissenters from William Hazlitt to Simone Weil, who have said that subjectivity is merely an illusion—or, worse, a deceit.

CCOL-AD 11 Future of Medicine Fall 2016 / Spring 2017

One of the biggest challenges in medicine is to prevent disease and ensure personalized treatment. This is now becoming possible thanks to the implementation of high-resolution DNA sequencing technology to decipher our individual condition, from family formation, socialization, and gender identity, or social and political equilibrium. By investigating diverse interplays of definition and practice of emotions in philosophical and religious systems, medical, pedagogical and social-engineering projects, or the collusion of emotion and urbanization, the course further interrogates the status of emotions as universal constants beyond determinants of time, space, and cultural context. As part of this Core Colloquium, students are asked to think about the human condition as global phenomena within networks of intercultural exchange, construction of meaning, and knowledge acquisition, as well as to develop Core Competencies in the areas of Structures of Thought and Society, and Cultural Exploration and Analysis.

CCOL-AD 13 Colonialism and Postcolonialism Spring 2017

Until very much recently much of the world has lived under colonial rule. Major colonial powers shaped social, religious, and institutional life in countries that they controlled. This course explores the legacy of colonial rule. In this course we encounter the markedly different perspectives of historians and ask whether these can be reconciled both historically and in the context of the more contemporary post-colonial discourse. We ask how colonial practices have shaped the causes of global inequality and have influenced the dynamics of recent conflicts. We also engage with the notion of justice in the post-colonial context and ask why contemporary theories of justice exist? What should their scope comprise? How can we work to approach global justice in our local institutions? Students will approach these questions by examining answers to them provided by legal and contemporary theories of justice from Plato and the Prophet Muhammad (Peace be upon him) to Marx and Engels, Qutb, and Ambedkar. We conclude by discussing the challenges of global justice. Students will be required to use both qualitative and quantitative methods to understand, analyze, and communicate ideas of justice in the context of local institutions.

Throughout the course, students will engage in participatory action research to improve access to justice here in the United Arab Emirates.

CCOL-AD 15 Labor Fall 2016

How has labor—and our attitude towards it—evolved from subsistence farming and slavery? What happened in the industrial revolution and which changes are brought about in the new digital age? What roles have institutions and religions played in attitudes toward the role of work? What role do work and education affect work life satisfaction, wages, and mobility? Why do so many people choose not to work “in the market,” and at the same time, why in high-motion societies is job loss often ranked above or even in the same category as the severity of the death of a close relative or divorce? These are some of the questions students will discuss in this class as they study how the role of and attitude toward labor has changed.

CCOL-AD 16 Cooperation Fall 2016

How can human societies best address global challenges such as promoting peace and environmental sustainability, and what are the role of global justice? The course explores the topic of cooperation using insights from economics, evolutionary biology, mathematics, social psychology and anthropology. The main questions to be addressed are: When is cooperation desirable? When should an individual, an organization, or a country expect others to cooperate? Why do some people fail to cooperate even when it would be to their benefit? Which factors undermine cooperation? How can individuals engineer cooperation to achieve better outcomes?
CCOL-AD 27 The Ethics and Politics of Public Health Spring 2017

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

CCOL-AD 23 The Commandments Spring 2017

For as long as we have lived in tribes and settled communities, laws have been necessary to ensure the well-being of the group. As the world changes, questions of what appropriate moral conduct is naturally come into question. Yet some laws seem to have universal agreement across time and cultures. Hammurabi’s Code, 1760 BCE, is one of our oldest written records of nearly three hundred secular laws, and the Ten Commandments are both secular laws, and the Ten Commandments are both moral and ethical standards. They are foundational examples from the visual and performing arts to help us understand the complexity of human morality and what constitutes right and wrong. In this course we will examine each of Kieslowski’s films in dialogue with China, India, and the Philippines are the leading countries in sending migrants, while masses of refugees are leaving Syria, Iraq, Afghanistan, and Eritrea. The most important host areas are Europe, Eritrea. The most important host areas are Europe, the fifth-largest country in the world, has inhabitants. How has the process of migration been imagined, how have migrants and migration been represented in literature and visual arts—whether produced by migrants themselves or by others?

What are the commonplaces (topics) associated with understanding of human activity and human-induced extinctions on its biosphere. But how do we make sense of this massive change in the human body? The course will also delve into the modifications the human body has experienced evolutionarily and how our own body is changing through space and time. These differences of ways in which the desert has been depicted and place it has sustained society, nourished crops, and protected water networks. The changing body. These topics will come into question. Yet some laws seem to have universal agreement across time and cultures. Hammurabi’s Code, 1760 BCE, is one of our oldest written records of nearly three hundred secular laws, and the Ten Commandments are both moral and ethical standards. They are foundational examples from the visual and performing arts to help us understand the complexity of human morality and what constitutes right and wrong. In this course we will examine each of Kieslowski’s films in dialogue with China, India, and the Philippines are the leading countries in sending migrants, while masses of refugees are leaving Syria, Iraq, Afghanistan, and Eritrea. The most important host areas are Europe, Eritrea. The most important host areas are Europe, the fifth-largest country in the world, has inhabitants. How has the process of migration been imagined, how have migrants and migration been represented in literature and visual arts—whether produced by migrants themselves or by others? What are the commonplaces (topics) associated with understanding of human activity and human-induced extinctions on its biosphere. But how do we make sense of this massive change in the human body? The course will also delve into the modifications the human body has experienced evolutionarily and how our own body is changing through space and time. These differences of ways in which the desert has been depicted and place it has sustained society, nourished crops, and protected water networks. The changing body. These topics will come into question. Yet some laws seem to have universal agreement across time and cultures. Hammurabi’s Code, 1760 BCE, is one of our oldest written records of nearly three hundred secular laws, and the Ten Commandments are both moral and ethical standards. They are foundational examples from the visual and performing arts to help us understand the complexity of human morality and what constitutes right and wrong. In this course we will examine each of Kieslowski’s films in dialogue with China, India, and the Philippines are the leading countries in sending migrants, while masses of refugees are leaving Syria, Iraq, Afghanistan, and Eritrea. The most important host areas are Europe, Eritrea. The most important host areas are Europe, the fifth-largest country in the world, has inhabitants. How has the process of migration been imagined, how have migrants and migration been represented in literature and visual arts—whether produced by migrants themselves or by others? What are the commonplaces (topics) associated
with migration, from fearing to yearning to be elsewhere and from nostalgia for the home (nostos) to making a home elsewhere? How has the emergence of migration literature (at times located between countries and languages) affected both national literary histories and notions of world literature? This course traces the theme of migration from the sixth century B.C.E. to the present and examines foundational, modern, and contemporary versions of the experience of migrating from one place to another.

CCOL-AD 27 Privacy in the Digital Domain
Spring 2017
What is privacy, and how will our digital future change the ways we perceive and experience it—individually, as nations, and as a global society? We leave digital footprints on the Internet and in numerous everyday situations, with direct consequences on our privacy. These digital footprints are desirable in some cases, such as when we post pictures and comments in discussion forums and social networks. In other situations, the consequences of leaking information are less apparent, such as when we are tracked by carrying electronic devices or by the websites we visit. Personal data is increasingly becoming the new currency used to pay for services—consciously and unconsciously. In this colloquium, students sharpen their understanding of privacy in the digital age, discuss historic and various national views on privacy, form opinions on levels of desirable privacy, and develop a basic understanding of technical means to reach privacy goals, with a focus on their respective opportunities and limitations. Materials include general documents, such as the Universal Declaration of Human Rights, European Data Protection Directive, court rulings, and Solove’s taxonomy of privacy, along with technical and ethical questions concerning ethics and values. "Media arts" and other concepts such as "digital arts" will be discussed as modern manifestations of the merging of technology with arts and media. Based on the fusion of readings, study, discussion, and experiences, over the course of the semester students will develop an understanding and personal philosophy of how benefits and risks of machines and digital information are collected and which means and approaches exist to limit this collection.

CORE COMPETENCIES

ARTS, DESIGN, AND TECHNOLOGY

Arts, Design, and Technology courses teach students to think critically toward innovations in arts practice, design and engineering, creative writing, data visualization, programming, and performance. Numerous Arts, Design, and Technology courses are offered every semester. The courses specified below are offered periodically, typically each year in the semester indicated.

CORE-AD 16 Men and Machines
Fall 2016
Counts as Art, Technology and Invention in previous Core
Humans surround themselves with machines. This course explores how machines such as computers, cars, and robots equipped with sensors and actuators have influenced our lives, and investigates the use of machines by humans and the influence of machines on humans over the ages. The course further explores how technology has influenced the fields of arts and design and investigates this inspirational source for new technological developments. Lecture and discussion will be the breeding ground for concept development of new machines. Every student will realize a prototype of a machine executing a certain task. There is no specification for the nature of the machine, the size of it, or the tasks to be performed. The project will be complemented by lectures, reading assignments (completed prior to class), class discussions and one-on-one meetings with the instructor. The course cultivates knowledge about futuristic developments and their use and influence from past to present, dealing with emerging technologies concerning ethics and values. "Media arts" and other concepts such as "digital arts" will be discussed as modern manifestations of the merging of technology with arts and media. Based on the fusion of readings, study, discussion, and experiences, over the course of the semester students will develop an understanding and personal philosophy of how benefits and risks of machines and digital information are collected and which means and approaches exist to limit this collection.

CORE-AD 19 Communication and Technology
Fall 2016
Counts as Art, Technology and Invention in previous Core
From cave paintings to live video streams on smartphones, this course will explore the development and impact of some of humankind’s most transformative inventions—its forms of communication. How have these inventions, such as writing, photography, the telegraph, radio, television, and the internet, influenced human behavior throughout the course of history? How have they affected communities on both local and global scales? What role do they play in shaping our individual lives today? And what will be the next great leap in communication technology? This course will focus on the role of communication technologies with a transnational, cross-cultural lens. Beginning in ancient times and making our way to the present, we will continually analyze how, why, and to what effect innovations were adopted both geographically and culturally.

CORE-AD 27 Creativity and Innovation
Fall 2016
Counts as Art, Technology and Invention in previous Core
This course probes the heuristics of human invention as understood by ancient and modern inventors and philosophers. The central questions of this course are the following: What are the sources, requirements, and factors that influence human creativity? How does creativity differ from innovation? To address these questions, we consider the earliest human inventions such as spears and simple tools, technological innovations that affected the course of human history, and inventions that shape our modern world. Throughout the course, a strong emphasis is placed on developing a personal philosophy and methodology for creativity.

CORE-AD 41J
Nomads
January 2017
Counts as Art, Technology and Invention in previous Core
What can the unique human ecology and worldview that emerges from mobile ways of life teach us about human ingenuity and culture? This course uses the lenses of philosophy, art, and design to examine the history, influence, and cultural meaning of nomadism and nomadic dwelling. Paying special attention to kinetic objects and the built environment, students will probe historical and contemporary conceptions of ownership and exchange, transience and permanence, home and homelessness, and citizenship and belonging. They will study writings by Deleuze and Guattari, Walter Benjamin, and Holder in Ora, and the work of contemporary artists such as Zittel, Lucy Orta, and Krysztof Wodiczko and cinematic works including Lawrence of Arabia and Dances with Wolves. All aspects of mobile dwellings, from familiar vernacular models such as tents and huts to developments in humanitarian design and contemporary art, will be considered. Students will be presented with a series of design challenges and will be asked to solve problems by creating new designs and producing prototypes. No previous background or training in design is required.

CORE-AD 51 Wood
Summer 2017
Counts as Art, Technology and Invention in previous Core
Wood is inseparably linked to human history and culture. From mankind’s earliest use of sticks for shelter, warmth and gathering food, the interplay of complex tools that we have used and understood this material reflect the history of civilization itself. What can wood teach us about ecology, human history, ingenuity and culture? By examining wood’s role across several diverse cultures, this class will consider our ever-evolving
relationship to wood through its use in architecture, art and design. Students will examine the work of artists and designers including Richard Deacon, Koki Tanaka, Louise Bourgeois, Giuseppe Penone, Bill Reid, Charles and Ray Eames, El Anatsui, Henry Moore, and Ai Weiwei. They will also examine the lore and mythology of wood through literary works such as the Epic of Gilgamesh, Hermann Hesse’s Siddhartha, Shel Silverstein’s The Giving Tree, Kenzaburō Ōe’s Flaming Green Trilogy, Betty Smith’s A Tree Grows in Brooklyn, the Enchanted Forests of the Brothers Grimm, J.R.R. Tolkien’s The Lord of the Rings, and Michael Pollan’s Botany of Desire.
The class will include a practical studio component in which students learn historic and contemporary woodworking techniques, respond to carpentry design challenges, and develop a kinesthetic knowledge and materials understanding through the exploration and manipulation of wood and wood-based materials. No previous background or training is required.

CORE-A-AD 57

Touch

Spring 2017
Counts as Art, Technology and Invention in previous Core

It is easy to have an idea of the effects of significant loss of vision or hearing by closing our eyes or by wearing earplugs. What about our immediate sense of touch? What would that be like? The answer might not come readily due in part to the subtle, effortless performance of the sense of touch. Far from being just an immediate skin sensation, touch is intimately blended into embodied experiences that are affective, expressive, personal, and interpersonal. Indeed, the haptic modality is the fundamental mode of access to the physical properties of the world. This course provides a multidisciplinary, cross-cultural introduction to the dynamics and salience of the human sense of touch, and runs a continuous thread for a number of fundamental questions and critical approaches that twenty-first-century haptic scholars embrace.

A wide variety of interpretations, disciplines, and experiences exploring the symbolic, cultural, ethical, social, and technical aspects of haptic communication will be discussed. Topics covered in this course include social and cultural development, memory, learning, digital design, experiences of visual impairment, tactile therapies, human computer interaction, multimodal interaction and sensory substitution, funnelling illusion and apparent motion, and privacy and security.

CORE-A-AD 58J

Light

January 2017
Counts as Art, Technology and Invention in previous Core

From its physical properties that create life to its metaphors and association with beauty and goodness, light is integral to our experience of being human. Playing out over the millennia, from the Chinese tradition of the Lantern Festival at Song-dynasty times to the current production and manufacture of LED components, our relationship with light has played a significant role culturally and materially in our understanding of the world around us.

This course will examine the perceptual, psychological, and metaphorical ways in which we encounter light in stories, art, and culture. We will examine texts from a variety of cultures that use light and darkness as a metaphor for good and evil and study the works of artists like James Turrell, Anthony McCall, Teddy Lo, and Erwin Redl who work directly with light. Celebrations, rituals, and ceremonial use of light like the Diwali and the growth and use of pyrotechnics will be considered. The class will include a practical component in which students develop their own light-based works by learning the unique and innovative resources of Shanghai as a means of exploring the materiality of light firsthand.

CORE-A-AD 34

From Vision to Visual

Spring 2017
Counts as Science, Society and History in previous Core

In 300 BC, Euclid first described vision as the process by which rays traveled in a straight line from the eye to the object seen. Since ancient times, our curiosity about vision has propelled the invention of tools to enhance information that could not be perceived with the naked eye and to make sense of the dynamic events that surround us. This course explores the development of optics and its influence on visual communication. How has our understanding of vision been communicated and changed over time? How valid is the view that we are concurrently studying and trying to decipher? As we shed light on the visual code, we will highlight the importance of visualization tools in advancing scientific research. Has film informed or misinformed the science of visual perception and is there such a thing as the “objective eye?”

CORE-A-AD 58

Words

Fall 2016
Counts as Science, Society and History in previous Core

Words, words, words. How do words, as basic units of language, help us communicate our thoughts? How are they internally constructed? And how do they come together to form complex meanings? How are words from different languages similar, and how are they different? Do words reflect what we think of them? Do they expand or constrain our imagination? This interdisciplinary course examines the ways in which the two previous Core courses combine to form a more coherent set of tools with which to understand these questions. Students will read materials from a variety of books and articles and discuss them in class, and they will engage in solving and creating language puzzles. Students will learn how to analyze words in terms of their form, function and meaning in context. Class final group project will be to invent a constructed language.

CORE-A-AD 44

Laughter

Fall 2016
Counts as Pathways of World Literature in previous Core
Crosslisted with Cultural Exploration and Analysis

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

CORE-A-AD 65

Questioning and Writing the Self: Memoir and Anti-memoir

Fall 2016
Counts as Pathways of World Literature and Art, Technology, and Invention in previous Core
Crosslisted with Cultural Exploration and Analysis

Is writing a life possible and what does it mean particularly entitled to tell their story. Students will be 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, students should love to think both qualitatively and quantitatively. Among the core sciences are chemistry, physics, and biology. Students will develop heuristics as they have applied in the design of scientific experiments, the solution of problems global power politics, and in the recent design of computer programs. While being exposed to heuristic techniques, students work in small teams that explore how computers “think” and some of the inherent limitations of computers. How do programs (software applications) make computers behave intelligently and allow them to solve problems effectively for a wide range of applications and fields, from art and other media to education, medicine, and the core sciences? How does contemporary society use computer programs to process, structure, and manage information, create and manipulate digital media, and search and gather information relevant to any particular topic? How do computer programs operate virtually, creating the World Wide Web of the modern digital age, and how does all of this effect related to privacy and security in the wired world of 2017? Students will be taught the basics of programming solutions to a set of problems and develop approaches to the social good for their final project. The programming language of choice is Python, a relatively easy programming language with powerful visual, text processing, and graphics capabilities.

CORE-A-AD 24J

Heuristics

January 2017
Counts as Experimental Discovery in the Natural World in previous Core

Many problems in science, business, and politics require heuristics—problem-solving techniques that often work well and allow the user to solve problems effectively for a wide range of applications and fields, from art and other media to education, medicine, and the core sciences? How does contemporary society use computer programs to process, structure, and manage information, create and manipulate digital media, and search and gather information relevant to any particular topic? How do computer programs operate virtually, creating the World Wide Web of the modern digital age, and how does all of this effect related to privacy and security in the wired world of 2017? Students will be taught the basics of programming solutions to a set of problems and develop approaches to the social good for their final project. The programming language of choice is Python, a relatively easy programming language with powerful visual, text processing, and graphics capabilities.

CORE-A-AD 57

Language of Computers

Spring 2017
Counts as Experimental Discovery in the Natural World in previous Core

The course introduces students to the basics of how computers “think” and some of the inherent limitations of computers. How do programs (software applications) make computers behave intelligently and allow them to solve problems effectively for a wide range of applications and fields, from art and other media to education, medicine, and the core sciences? How does contemporary society use computer programs to process, structure, and manage information, create and manipulate digital media, and search and gather information relevant to any particular topic? How do computer programs operate virtually, creating the World Wide Web of the modern digital age, and how does all of this effect related to privacy and security in the wired world of 2017? Students will be taught the basics of programming solutions to a set of problems and develop approaches to the social good for their final project. The programming language of choice is Python, a relatively easy programming language with powerful visual, text processing, and graphics capabilities.
CULTURAL EXPLORATION AND ANALYSIS

Cultural Exploration and Analysis courses pursue understanding and appreciation of diverse cultural forms and perspectives, and the ability to navigate differences to establish cross-cultural understanding. Numerous Cultural Exploration and Analysis courses are offered every semester. The courses specified below are offered periodically, typically each year in the semester indicated.

COREA-AD 2J
Idea of the Portrait
January 2017
Counts as Art, Technology and Invention in previous Core

This course will explore 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. Students will examine a wide range of portraits and self-portraits in painting and photography from different periods of history and from a variety of cultures. They will consider not only the representation of the famous and the powerful but also images of the disempowered, the nameless and those on the margins of society. Comparing single and group portraits will allow us to reflect on the relationship between individual and collective, as well as private and public identities. Self-portraits by artists will open investigations into the place of the artist in society and into the nature of art itself. And encountering images from different cultures and periods will help reveal the ways in which the meanings of individuality and personhood are shaped by history and culture.

COREA-AD 18
Ritual and Play
Spring 2017
Counts as Art, Technology and Invention in previous Core

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

COREA-AD 46J
Narrative, Media, and Technology
January 2017
Counts as Art, Technology and Invention in previous Core

Telling stories is a fundamental human activity, but the ways these stories are told depends upon the means in which they are created and transmitted. This course will examine technologies ranging from print, cave painting, comics, animation, and film, to hypertext, social media and viral video. By looking at narratives in terms of the technological means and media that enable them, we remind ourselves that the gap between technology and culture is illusory, and that all artistic creation is technological by its very definition. Understanding the workings of narrative is crucial, regardless of one’s occupation or career path. Virtually all our information about the world comes to us through narratives; the representation of the inner workings of storytelling allows us to see when and how we are manipulated by the ways in which information is organized.

COREA-AD 49
Collecting
Fall 2016
Counts as Art, Technology and Invention in previous Core

What motivates human beings to form collections? How do we select, order, preserve and display information and objects? And, what intellectual processes are involved in these activities? What does the content of these collections say about those who created them? And, what kind of narrative can be traced within the display of these collections? This course surveys the phenomenon of collecting, focusing on key moments in its history, from antiquity up to contemporary times. In the first section of the class, student explore the collections of “thought,” that is, how knowledge has been stored, organized and retrieved—and some of the tools we have developed to do so—including mnemonic devices, writing, codices, libraries, information architecture, and digital technologies. The second section concerns physical objects and their collection, classification, organization, and display. Finally, students discuss the work of modern and contemporary artists who incorporate concepts of assemblage and curation. In response to the readings and to the materials covered in class, students will conceive, create, describe and display a collection of their own making.

COREA-AD 50W
Identity and Object
Fall 2016
Counts as Art, Technology and Invention in previous Core

Students will explore object biographies from a range of periods, regions and traditions. We will discuss objects representing contested national and ethnic identities, such as the Cyrus Cylinder or the Koh-i-noor diamond from India, as well as material that facilitates discussion of everyday and culturally defined identities. In all of these examples politics plays a constant role. Through case studies of material culture from around the world, students will compare significant themes in the originating society with the context and function today to better understand how, why, and by whom identity is constructed. An important aspect of this course concerns how we treat material culture through our collections and their display. Not only the representation of the famous and the powerful but also images of the disempowered, the nameless and those on the margins of society. Comparing single and group portraits will allow us to reflect on the relationship between individual and collective, as well as private and public identities. Self-portraits by artists will open investigations into the place of the artist in society and into the nature of art itself. And encountering images from different cultures and periods will help reveal the ways in which the meanings of individuality and personhood are shaped by history and culture.

COREA-AD 53
Abjection
Fall 2016
Counts as Art, Technology and Invention in previous Core

How do humans build an identity? What is rejected or expelled from us? This fundamental aspect of the human condition underlies the notion of abjection: a detached and degraded state or the act of causing it. The abject, renounced in oneself or cast out of society, takes various forms: from the maternal body and the corpse to social minorities and refugees. It implies some trauma or taboo that has broken the symbolic order of law and norms. This course asks how abjection occurs on many levels and how it can also catalyze new modes of life and community. Students trace it in terms of horror, repulsion, beauty, sexuality, multiculturalism, terrorism, etc., and highlight today’s abjection in the ages and across continents. What do gardens reveal about the human condition? How do gardens relate to the individual and the idea of community? How do they reflect philosophical ideas? In which ways do the real and imagined interfere with each other? Is a garden a representation of nature or culture or both? Does a garden relate to spiritual needs and outdoor spaces? How do gardens relate to the notion of a natural landscape? We will look at Zen-gardens and rooftop gardens, monastic and palace gardens, sculpture and pleasure gardens, mythic gardens in various religious traditions, and the making of abstract visual forms is a near-universal human activity across time and cultures. Some of the earliest known cave art, dating back approximately 40,000 years, is abstract. The making of abstract forms in ornament and for symbolic communication is found at different periods of history and in different locations across the narrative tradition. Abstract art has been prominent in modern art all over the world. This course takes a comparative approach to abstraction and asks why human beings in different places and at different times have drawn and carved similar shapes, lines and patterns and what are the meanings of these forms? Why have some cultures with long traditions of representational painting turned to abstraction? How have religions, political and social contexts shaped this trend? What has been the role of abstraction in Islamic and other non-Western traditions and how have these traditions influenced Western art? Although the course will range widely historically and culturally, it will take the Middle East as one of its key areas of interest and will include visits to galleries, private collections and selected centers for traditional arts in the United Arab Emirates.

COREA-AD 55
Artists Writing
Spring 2017
Counts as Art, Technology and Invention in previous Core

“An artist paints so that he will have something to look at; at times he must write, so that he will also have something to read.”— Barnett Newman, 1947. This seminar explores different forms of artists’ writings across different cultures, with a primary emphasis on texts written since 1945. Whatever form an artist chooses for her/his writing (e.g., diary,
This course examines the ways in which writers have responded to the social complexity of urban life and the difficult task of finding points of connection within the diversity of the city. How do writers narrate both the order and the disorder of urban spaces? Can intellectuals and artists called upon to call meaning in unfamiliar settings? How do these assumptions shape what is seen and unseen within the city? And most importantly, what do these texts reveal about the potential for building new forms of belonging and community within the urban environment? Readings will include philosophical works from ancient Greece, travel accounts, Andy Warhol, and early modern world, and fiction from writers such as Zola, Woolf, Mahfouz, Conrad, and Pamuk.

COREP-AD 12
Our Monsters, Ourselves
Fall 2016
Counts as Pathways of World Literature in previous Core
Crosstown with Literature and Creative Writing
We examine work from the past two hundred years as a way to consider the profound transformations that have occurred during this tumultuous period. Some of the issues we consider have to do with very basic questions: What does it mean to be human—and who do we include in our definitions of “human”? Revisiting 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 limit us? And, ultimately, does the artist have an obligation to address any of these issues in her work? As a guide to our explorations, we look at the ways in which monsters and the monstrous illuminate particular cultural moments and reflect on whether the monsters of two centuries ago shed light on cultural preoccupations today.

COREP-AD 13
Law and the Imagination
Spring 2017 (7 weeks)
Counts as Pathways of World Literature in previous Core
Crosstown with Law
There is no life without law. Nature has its laws. Religion has its laws. Society has its laws. 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—provides our great journeys forwards and backwards, dramatizing 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 23
Doubles and Masks
Spring 2017
Counts as Pathways of World Literature in previous Core
Among the more significant activities of human beings is that of giving shape to fears and desires through art. How do we recognize in the monstrous figure in this form of emotional extermination, including creating “doubles” and “masks” through myths, literature, and other media. Concentrating on doubles and masks in several different cultures, students 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 monstrous (malevolent, monstrous mask) in French Romanticism and in Haitian magical realism; zombification, carnival figures, and ghostly doubles in Latin American, North American, and African cultural forms. Students will build a repertory of approaches to interpreting and uncovering the many layers of masking and doubling via readings taken from anthropology, psychoanalysis, aesthetics, and literary theory.

COREP-AD 24W
Contagion
Fall 2016
Counts as Pathways of World Literature and Writing Workshop in the previous Core
How do we respond to news that some among us are sick? How do we understand gender in relation to other social differences such as race, class, sexuality, religion, nationality, and disability? How have ideas of gender been central to colonial and nationalist projects from the nineteenth century to the present? How does gender shift in the context of diaspora, migration, and globalization? Students will approach these questions through a consideration of aesthetic practices and representational forms—literature, film, visual art—that suggest alternatives to a binary logic.
also considering how literary texts drawn from a diverse geographic and historical corpus have attempted to “write” violence as a mode of artistic representation. Students will read texts by Hans Moebius, and Mahasweta Devi; films such as Gilo Pontecorvo’s The Battle of Algiers and Deepa Mehta’s Earth; and contemporary visual art from the Middle East, Africa, and South Asia.

**COREP-AD 56 Crime**

**Fall 2016**

Counts as Pathways of World Literature in previous Core

Is a fascination with crime universal or does it vary over time and across cultures? Why do humans feel compelled to tell, retell, edit, and contest stories about their darkest doings? What is more revealing of a society’s values and what does it mean to try? What do we learn about notions of self and society, culture and change, as well as art and literature through the window of memoir? Many traditions celebrate the individual voice, singular stories, and remarkable people, yet there are also examples of “life writing” that express skepticism and anxiety around ideas of the individual as remarkable, a foundation from the collective, and particularly entitled to tell their story. We will read texts across eras, cultures, ethnicities, and genders that raise questions about the self and the collective, asking whether and how to write the remarkable as well as the everyday.

**COREP-AD 65 Questioning and Writing the Self: Memoir and Anti-memoir**

**Fall 2016**

Counts as Pathways of World Literature and Art, Technology, and Invention in previous Core

Crosslisted with Arts, Design, and Technology

This seminar examines the social impact of such novels as Jose Rizal’s The Noli Me Drabo, Harriet Beecher Stowe’s Uncle Tom’s Cabin, Multatuli’s Max Havelaar, or the remarkable as well as the everyday. We will analyze how novels are censored or celebrated, why they remain a vital part of the human experience. This seminar examines the textual, literary, historic, and cultural circumstances that aligned to allow certain works of fiction to change the facts of our existence. The novel is a relatively young art form that began as entertainment, but its instructive empathy for other ways of being has created an invaluable conversation across borders and between eras. That is why novels are censored or celebrated, why they have been banned or become best-sellers, why they are challenged, why they remain a vital part of the human experience.

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**COREP-AD 66 Imagination, Inspiration, and Prophecy**

**Fall 2016**

Counts as Pathways of World Literature in previous Core

Do you have to be inspired to write? Does inspiration promise a divine message? Are writers always drawing their ideas literally from “out of this world”? This course explores notions of inspiration and imagination specifically in the prophetic figure of the writer. From Homer to Malcolm X, Nietzsche to Muhammad, the figure of the prophet remains a necessary part of authority, because the prophet is a chosen bearer of the Word as Truth. This course explores the writer/prophet figure from the Odyssey to the Bible and the Quran to modern philosophy and contemporary literature and film. It challenges us to examine what we expect of writers, the role they have played as transmitters, diviners, and revelators of “truth,” as well as their role as social and political figures today. It will focus on how writers look back at a time gone, while peering into the present and imagining the future through different genres of writing from epic to poetry to prophetic utterances. Texts for this course include selections from William Blake, William Wordsworth, Mary Shelley, the Quran, Karl Marx, Khalil Gibran, Franz Kafka, Walter Benjamin, Tom Morrison and others. Contemporary reviews and short historical, critical, and theoretical readings will serve to supplement and provide context for primary texts.

**COREP-AD 67 Novels that Changed the World**

**Spring 2017**

Counts as Pathways of World Literature in previous Core

Books can transform lives, though too few novels make an impact beyond the personal or the literary. Once in a while, however, an extraordinary book may launch a revolution, alter national policy, divide a nation, or unite a continent. Why does this happen to some, but not others? This question seems especially pertinent since a novel is always a hopeful act towards a better world—in both its writing and its reading. This seminar examines the textual, literary, historical, and social circumstances that aligned to allow certain works of fiction to change the facts of our existence. The novel is a relatively young art form that began as entertainment, but its instructive empathy for other ways of being has created an invaluable conversation across borders and between eras. That is why novels are censored or celebrated, why they have been banned or become best-sellers, why they are challenged, why they remain a vital part of the human experience.

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Counts as Experimental Discovery in the Natural World in previous Core

What’s out there? For centuries, curious astronomers peered up into the night sky and saw stars, planets and the occasional comet. Nowadays, astronomers have a suite of tools at their disposal to observe objects in space and help to answer the fundamental questions about the intricate workings of the universe we live in. From arrays of radio dishes that span continents, to ultraviolet, X-ray and gamma-ray detectors on satellites in orbit around the Earth, astronomy is now truly multi-wavelength. This course is a journey of discovery, where objects such as quasars, stellar nurseries, galaxy clusters, supernovae, black holes, protostellar discs, extrasolar planets, neutron stars, molecular clouds and gamma-ray bursts appear quite different as seen through various telescopes. Research and presentation will form a core part of this course, and experimental and quantitative methods will be used to bear on understanding worlds beyond the Earth. Students will discuss how these results and their relevance to society, including spin-off technologies, can be communicated to the scientific community and to the public. Data and Discovery Core courses develop the ability to use experimental and quantitative methods to understand the world—and in this course—other worlds!

Counts as Experimental Discovery in the Natural World in previous Core

Space

Fall 2016

Counts as Experimental Discovery in the Natural World in previous Core

Crosslisted with Art, Design, and Technology

This course introduces students to the basics of how computers “think” and some of the inherent limitations of computers. How do programs (software applications) make computers behave intelligently and solve problems effectively for a wide range of applications and fields, from art and other media to education, medicine, and the core sciences? How does contemporary use compare to process, structure, and manage information, create and manipulate digital media, and search and gather information relevant to any particular topic? How do computer programs operate virtually, creating the World Wide Web of the modern digital age, and how does all of this effect issues related to security and privacy in the wired world of today? Students are asked to create innovative programming solutions to a set of problems and develop applications focused on the social good for their final project. The programming language of choice is a relatively easy programming language with powerful visual, text processing, and graphics capabilities.

Counts as Experimental Discovery in the Natural World in previous Core

Microbes

Summer 2017

Counts as Experimental Discovery in the Natural World in previous Core

Microbes are tiny organisms that are found on every imaginable surface and habitat. This complex myriad can consist of microbes that are essential to a healthy life, as well as microbes that cause infectious diseases in plants and animals, which may also contribute to many chronic diseases and conditions, both natural and environmentally-related diseases. To understand the delicate and complex relationship we have with these different forms of microbes, scientists have looked at their DNA for clues and, in their continuing efforts, developing tools to help with diagnostic tests, and the development of treatments and prevention methods. This information also comes with various social, ethical, and political implications that determine how we use our knowledge of these microbes. This course will introduce students to these issues by first attending to the fundamentals of the biological molecules that compose life; then, through a hands-on research project, students will identify the local microbes through their DNA. Students will also discuss the implications of brain scans in court cases and the use of brain science in educational reform.

Counts as Experimental Discovery in the Natural World in previous Core

Forensic Science: Guilty or Not Guilty?

Fall 2016

Counts as Experimental Discovery in the Natural World in previous Core

Not available to students who have taken PHYS-AD 318.

Every contact leaves a trace.” This phrase, coined by the pioneer of forensic science Edmond Locard, is the starting point of all forensic investigations. Scientific measurements are used to discover traces left at the crime scene and connect them to a person, object, or place. But what is it about science that allows us to make these connections? And is science now that is determining scientific measurements different from those recorded during an interrogation? Does the word “fact” carry the same meaning in the legal system as it does to the scientist? In this course, students explore these questions while analyzing samples left at a crime scene using a combination of biological, chemical, and physical techniques used in forensics. Students will explore the underlying scientific principles and discuss how forensic relates to the criminal justice system and its impact on society. By analyzing academic and real world forensic cases, both real and fictional, students will also tease out the capabilities, limitations, and misuse of forensic science.

Counts as Experimental Discovery in the Natural World in previous Core

Coastal Urbanization and Environmental Change

January 2017

Counts as Experimental Discovery in the Natural World in previous Core

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.
These concepts and questions will be addressed. Diversity will start with the instruments of the ancients. Emphasis will be placed on recent progress in genetics and evolution and how this progress affects daily life and identity. Students will learn how genes illuminate human history, ancestry, and evolution. The laboratory component of the course will demonstrate how data are generated and analyzed, and will explore the difficulty encountered by scientists in inferring processes from observations and experiments. Students will have the option to collect and analyze genetic data from their own genome.

Core observations at night. Even our deepest space probes have only barely lit up a star in the universe. However, it wasn’t until photography was invented in the late 19th century that astronomy began to become independent of our perception of reality. From white lies and exaggerations to advanced techniques of persuasion such as propaganda and brainwashing, this course will examine the psychological, philosophical, ethical and social aspects of several contexts in which lying commonly occurs: art, culture, literature, science, politics, advertising, journalism, relationships, digital world and history. Students will discuss and analyze the motives, techniques, technology and outcomes of some of the biggest lies and liars throughout history, from mythological gods in ancient Greece through fake alchemists in the Islamic Golden Age to contemporary schemers. Students will study examples of lying in texts, films, biographies, cartoons, visual arts, internet, social networking, mass media, advertisement as well as guest liars and lying experts.

Structure of Thought and Society courses allow students to examine past, current, and potential future global frameworks for thinking, social organization, and behavior. Numerous Structures of Thought and Society courses are offered every semester. Their description is given below. The courses are offered periodically, typically each year in the semester indicated.

Core 35: Lies and Lying

Core 10: Quantum Theory and Relativity: The Impact of a Scientific Revolution

The world, in order to look at how conditions and solutions in Australia might be generally applicable to shared challenges.

Core 44: What is a Number?

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

Core 49: Science in Flux: The Galilean Revolution

How does science develop and change? What sorts of conditions and constraints on scientific inquiry? This course will examine the impact of quantum mechanics and relativity outside of science as students explore specific topics related to history and philosophy, with an emphasis on the concept of progress.

Core 11: The State and Fate of Earth

What is the current state of Earth in terms of human well-being and human impact on the Earth’s natural systems? Issues such as energy consumption, CO2 emissions, climate change, food production, water, and material fluxes are intricately tied together as a global system. The economic trend of this system can be used to project a world in 2050 in which the world’s landscape will be approximately equal to that of the richest developed nations today. Will this projected state of the world be possible, given the environmental issues above? Investigating this topic in Sydney gives us perspective from a developing nation with unique climate, resources, and world famous biodiversity. Substantial portions of this inquiry-based seminar require students to compare environmental issues in Australia to those in their homelands, other developed regions, and
About Mathematics
Counts as Science, Society and History
very different answers to this question and have
various areas in mathematics, in particular number
theory: the “alarm clock numbers” and some of their applications (for example to music);
irrational numbers and their intimate links with art and architecture as well as the scandal raised by
their discovery in ancient Greece; the Golden
Ratio with its surprising mathematical properties,
its connections with biology through Fibonacci
sequences and, once our total population hit the
ceiling, and order; and mystery; the fantastic number
π, some of its properties, and messy and beautiful
formulae to approach it; continued fractions; the
irrational numbers and their intimate links with
dynamics, phylogenetics, sociology, economics,
risk management, and quality control. This course
will provide a broad introduction, organized as
a journey in the history of ideas. Students will
investigate key concepts (including independence,
expectation, sequences and series) and consider
their applications to specific fields of science, and
illustrate them by computer experiments. Readings
will include excerpts from Lucretius, Pascal, Hume,
Laplace, Peirce, and Hacking.

The Birth of Science
Counts as Science, Society and History in
previous Core
Thinking is what we do when we solve problems,
compare alternatives, or predict the future. But
what is thinking, and how do thoughts form?
People throughout history have come to
differently about this question and have offered
different metaphors for thought. The French
philosopher Descartes drew inspiration for
his theories of the mind from mechanisms
that were powered by pneumatics. Our modern
understanding of thinking is shaped by the
computer revolution. The class will discuss
the underpinnings of the main fields of psychology
(e.g. behaviorism, Freudian, cognitive), as well as
to how thinking has been viewed in a broader
historical and multicultural context. Students will
explore how thoughts on thinking have shaped our
understanding of who we are; and how metaphors
of thought have been inspired by technological
developments and shaped by culture.

Everything
Counts as Science, Society and History in
previous Core
This course provides a global viewpoint on some of
the most theoretical foundations of science, which

take place within and across theoretical physics
and mathematics. “Everything” is about the
concept of the infinite in math and also about
the concept of the (sought after) theory of everything
or grand unification in physics. While these subjects
are quite daunting, the course will pursue a
conceptual approach that is accessible to students.

Topics and questions will include: First, what does
infinity really mean from the math point of view?
This seemingly simple question is one of the
dearest in math. The currently proposed answers
solve all many problems but also lead to some non-
intuitive consequences. Second, is there a unified
theory in mathematics? That is, is there a set
of principles and a common language underlying
all branches of mathematics? If so, would this set be
complete? Consistent? Third, seeking a theory of
everything in physics would unify all the forces of
nature (electromagnetism, weak and strong nuclear
forces, and gravity) via combining quantum theory and
general relativity. Is this a reasonable quest? Is it
attainable? What would its consequences be?
Fourth, to what extent are the above quests in math
and physics related? Are unifying themes in one
aspect of nature (e.g. physics) expected to reflect
similar themes in another aspect (e.g. math)?

Tolerance and Relativism
Counts as Structures of Thought and Society in
previous Core
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
considerations? How would we accept relativism? Can
relativism justify tolerance? If not, then how can
we justify tolerance?
Ancient Greece, Rome, Medieval Europe, and Early Modern Europe through the lens of great thinkers, ideas of the sacred, and critical discussion of the historical, political, and cultural contexts of these civilizations. The course will examine the role of randomness in human experience and make sense of the world. This course will explore the ways in which we think about identity and governance? How has the emergence of multiculturalism, gender-based violence, and peace building) that have emerged in the global context and the international debates that surround them. In addition, the course looks at the relevance of women's representation to address barriers to gender equality in the “democratic process” as well as the shortcomings of democratic mechanisms to achieve women's rights and some proposed solutions to these limitations.

This course starts by looking at how early cultures that formal equality among citizens has rarely prevented substantive economic and political change and try to come up with policy solutions to related issues.

Revolution and Social Change
Counts as Structures of Thought and Society in previous Core
Revolutions, i.e. the rapid, massive, and often violent change in the social and political arrangements of society, mark the modern epoch starting with England in the 1640s, America in 1776, and France in 1789. Revolutions obviously continue today. But what is revolution's etiology? An increasingly pervasive scientific and technological worldview impact on belief in God(s)? Readings for the course are drawn from a variety of disciplines with a focus on primary sources and seminal works.

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

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

Surveillance and Privacy
Counts as Structures of Thought and Society in previous Core
This multidisciplinary course examines the historical, sociological, cultural, and political significance of surveillance, with a particular focus on the relationship between surveillance and privacy. Drawing on a wide range of sources (including academic research, historical documents, literature, film, and social media), the course explores how developments in the practice and technologies of surveillance have shaped the ways in which we think about privacy, identity, and personal information over the last 3,000 years. Among the central questions addressed by this course are:

- What is the relationship between surveillance and governance? How has the emergence of various forms of electronic surveillance changed the ways in which we think about identity and individual privacy? How do we balance a concern for individual freedom with the pursuit of security in a world characterized by increasingly sophisticated and intrusive forms of state and private surveillance? The course will also focus on key historical debates about the appropriate limits of surveillance, paying particular attention to the ways in which certain major events (such as the September 11, 2001 attacks on the United States) have shaped how we think about surveillance and its relationship to privacy, security, and democracy.

Boundaries
Counts as Structures of Thought and Society in previous Core
How are boundaries created, and what are their roles in society? In this class students will discuss natural, political and human boundaries as concomitants of divergences in genetics, linguistics and culture. The course will then investigate changing boundaries over time in various places to see how these changes lead to both socioeconomic and political outcomes today. Students will be exposed to various literature drawn from anthropology, genetics, political science and sociology, and will learn to create their own digital maps using both archival and contemporary remote sensing. Students will also work with these novel data to present their own research.

Democracy and Its Critics
Counts as Structures of Thought and Society in previous Core
This course examines the institutional structures and intellectual justifications of democratic societies. Although democracy and equality have been deeply linked in the history of political thought, critics of democratic practice argue that formal equality among citizens has rarely prevented substantive economic and political inequality from arising—inequities that belie the very democratic character of self-described democratic states. One of the perennial questions of democratic theory, therefore, has been whether such substantial inequalities play a necessary role in the operation of democratic systems.
structural role in democracy or whether democratic societies should strive to eliminate them. Students will begin getting their bearings on this debate by examining key works by radical and influential democracies, ancient Athens. After reading Thucydides’ complex historical account of democratic Athens at war, students will turn to ancient defenses of and attacks on democracy by Aristophanes, Isocrates, Plato, and Aristotle. The course will then will compare these ancient arguments to subsequent ones by Madison, Mill, Marx, Rawls, Przeworski, and Sen in an attempt to appreciate the complex interplay between discourses of equality and inequality in democratic societies, both ancient and modern. Students will also discuss recent arguments for and against “global democracy.” The course concludes by reimagining the intellectual dynamics of direct democracy in ancient Athens. Students will assume roles in key decision making institutions and debate questions about democratic procedures, the extension of voting rights, religion and free speech, democratic foreign policy, etc.

CORES-AD 72J
Children and Childhood
Counts as Structures of Thought and Society in previous Core
January 2017
How are children and childhood viewed in different cultures and centuries? To whom do children really belong—the parents, the state, the world? Whose responsibility is it to educate, feed, and care for children? Is a child a “blank slate” or a prepackaged set of emotions, intellectual abilities, and behaviors? This course emphasizes historical power and cultural variations in childhood, exploring common themes and cultural traditions, as reflected in literary texts and artistic representations in America, Europe, and China. Confucian, Jewish, Islamic, and Western philosophies, romantic poetry, Italian Renaissance painting, Persian and Mughal miniatures, Montaigne’s essays, John Locke’s philosophy, Rousseau’s educational ideas, Emily Dickinson’s poetry, German Romantic Lieder, Freud on the dynamics of childhood, parenting advice from Dr. Spock, and children’s literature from Dr. Seuss. This course will explore the history, medicine, and sociology of childhood, including infant and child mortality, child labor, and the changing historical narrative of the family in China, America, and Europe. This course will consider children’s education and health in a global perspective with field trips in Shanghai field to schools, the Children’s Palace, the Art Museum, and the Propaganda Poster Art Center.

CORES-AD 73J
Meaning of Life
January 2017
Counts as Structures of Thought and Society in previous Core
Is there a point? Is there significance to life as a whole? Theoretical aspects of the question concerning the meaning of life. Though notoriously hard to make precise, the question has animated much literature, art, and philosophy. Some philosophers have provided disheartening answers: life is suffering, is absurd, is all about creating hell for each other. But others have provided more uplifting answers to support our quest for significance. Scrutinizing these answers should be of interest to anybody who wishes to reflect on life’s meaning as part of one’s education. After reviewing several pessimistic and more hopeful answers, we will pose the question concerning the meaning of life as a whole: Whose responsibility is it to educate, feed, and care for children? Is a child a “blank slate” or a prepackaged set of emotions, intellectual abilities, and behaviors? This course is wide-ranging, but its main focus is on contributions to the current Anglo-American analytical tradition of philosophy. Do not expect answers of the sort: “The meaning of life is X.” Short of that, there is much exciting material to be encountered that combines intellectual depth with valuable advice.

CORES-AD 74
Nature and Human Nature
Spring 2017
Counts as Structures of Thought and Society in previous Core
The notion of “following nature” as a guide to human conduct is ages-old; so is the opposing contention that humanity should rise (but how?) above what nature has given us in order to grasp some higher destiny (but what?). What lies behind these opposing conceptions of the relationship between humanity and our natural environment? If humanity and nature are shown to be nothing but animals of a particular sort, then what does that spell for our self-image, our societal ideals, and our ultimate end? And does our place in the natural order confer upon us special duties with regard to the rest of nature? Finally, what is the notion of “natural” operative behind all these discussions, anyway? Is the notion of “human nature” even coherent, or inherently flawed? Over the semester, the course will study psychology, society, morality, and religion using the tools of philosophy, literature, and science. Students will read classical texts and cutting-edge research in order to further our understanding of the problem faced by all of us—of that which it means to be human.

CORES-AD 75J
Idea of the University
January 2017
Counts as Structures of Thought and Society in previous Core
What makes a university? What is it for? Who is it for? Above all, who gets to decide? What are a university’s necessary components and desirable accoutrements? How does the university’s avowedly pure pursuit of knowledge relate to the professions it simultaneously serves and helps to define, the societies that it builds and upon whose sustenance it is? What distinguishes the university from other institutions of higher learning and research? Is the university’s idea universally translatable, or may the university be transformed as it goes global? This course takes a longitudinal survey of the debates and controversies surrounding the university and its place in society. The course will canvas ancient Athens and Alexandria, medieval Islamic colleges and European cathedral schools; Paris, Oxford, Bologna, and student and faculty life at early universities; early modern scientific societies and coffeehouses; nationalistic and cosmopolitan agendas in the modern era. Students will furthermore examine how the university compares with classical Indian and Chinese educational schemes. The course concludes with a close and critical look at competing visions for the 21st-century university.

CORES-AD 76J
Nature of Inequality
January 2017
Counts as Structures of Thought and Society in previous Core
This course seeks to address a central question: although societies drastically differ from one another, why is inequality a common and persistent characteristic of all societies? The course will focus on the nature of inequality from both theoretical and empirical perspectives. Different axes of inequality will be examined, including stratification by gender, race/ethnicity, nativity, sexuality, and the intersection of different lenses. A particular focus will be placed on Shanghai and the urban-rural and migration divides that define inequality in China. Students will learn to critically analyze different forms of inequality and their similarities across societies. Readings from this course will include works by Marx, Rousseau, Crenshaw, and Collins to provide an interdisciplinary perspective on inequality.

CORES-AD 78
Why Is It So Hard to Do Good?
Fall 2016
Counts as Structures of Thought and Society in previous Core
Why is it so difficult to eliminate some of the greatest causes of human suffering—war, state failure, poverty, and tyranny? This course examines moral and practical controversies over how we ought to respond to these problems. The course will focus in particular on whether, and if so how, the international community is justified in intervening in poor and violent parts of the world. By the end of the course students will be better at analyzing and discerning the plausibility of policy proposals and ideas.
Students who entered NYU Abu Dhabi Fall 2015 or earlier may need to follow requirements for an earlier version of the Core Curriculum. Details can be found in prior NYUAD bulletins.

**ART, TECHNOLOGY AND INVENTION**

**COREA-AD 1**
The Human Voice

**COREA-AD 2 J**
The Idea of the Portrait

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

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

**COREA-AD 6**
Photography and Narrative

**COREA-AD 10**
Scapegoat

**COREA-AD 12**
Catastrophe

**COREA-AD 13 W**
Maps

**COREA-AD 16**
Men and Machines

**COREA-AD 17 J**
Nature of Code

**COREA-AD 18**
Ritual and Play

**COREA-AD 19**
Communication & Technology

**COREA-AD 21**
Gesture in Speech, Poetry, Music, and Dance

**COREA-AD 23**
Rhythm

**COREA-AD 24**
Conviction and Doubt

**COREA-AD 25**
Idea of the Exotic

**COREA-AD 26 W**
Ways of Seeing: Colonialism, Race, and Multiculturalism

**Writing Workshop**

**COREA-AD 27**
Creativity and Innovation

**COREA-AD 28**
Fame

**COREA-AD 29**
Performing Body in History

**COREA-AD 30 W**
Representations

**Writing Workshop**

**COREA-AD 31 W**
Machine Dreams

**Writing Workshop**

**COREA-AD 32**
Identity, Image and Place

**COREA-AD 33**
Perception in Music and Sound

**COREA-AD 34**
What is Music?

Crosslisted with Music

**COREA-AD 35**
Lies and Lying

**COREA-AD 36 W**
Death: Myths, Histories, Metamorphoses

**Writing Workshop**

**COREA-AD 37 W**
Staging the Self

**Writing Workshop**

**COREA-AD 38 J**
Memory

**COREA-AD 39**
Tools

**COREA-AD 40**
Records

**COREA-AD 41**
Nomads

**COREA-AD 42**
Art and Emotion

**COREA-AD 43**
War

**COREA-AD 44**
Time

**COREA-AD 45 J**
Sound(ings)

**COREA-AD 46 J**
Narrative, Media, and Technology

**COREA-AD 47**
Listening

**COREA-AD 48**
Vision

**COREA-AD 49**
Collecting

**COREA-AD 50 W**
Identity and Object

**Writing Workshop**

**COREA-AD 51**
Wood

**COREA-AD 52**
Play

**COREA-AD 53**
Abjection

**COREA-AD 54**
Site Specificity

**COREA-AD 55**
Iconoclasm

**COREA-AD 56**
The Idea of the Garden

**COREA-AD 57**
Touch

**COREA-AD 58 J**
Light

**COREA-AD 59**
Abstraction

**COREA-AD 60**
Song

**COREP-AD 65**
Questioning and Writing the Self: Memoir and Anti-memoir

**IDEAS AND METHODS OF SCIENCE**

**EXPERIMENTAL DISCOVERY IN THE NATURAL WORLD**

**COREX-AD 1**
The Desert: Life in an Arid Environment

**COREX-AD 2 J**
Stem Cells: Immortality and Regeneration

**COREX-AD 12**
Language of Computers

**COREX-AD 5**
Brain Reading

**COREX-AD 13**
Mutations and Disease

**COREX-AD 15**
Microbes

**COREX-AD 16**
Where the City Meets the Sea: Studies in Coastal Urban Environments

**COREX-AD 17**
Domain of Crystals

**COREX-AD 24 J**
Heuristics

**COREX-AD 25 J**
Coastal Urbanization and Environmental Change

**COREX-AD 26**
Sustainable Energy

**COREX-AD 30**
The Mind

**COREX-AD 35**
Seven Wonders of the Invisible World

**COREX-AD 43**
Behavior

**COREX-AD 48 J**
Big Data

**COREX-AD 51 J**
Biomimetics

**COREX-AD 52 J**
Computational Tools for Cultural Comparison

**COREX-AD 54**
Diversity

**COREX-AD 60**
Observing the Universe
SCIENCE, SOCIETY AND HISTORY

COREI-AD 2
Life in the Universe

COREI-AD 5W
Immortality
Writing Workshop

COREI-AD 7W
Disease and Society in the Gulf: Local and Global Intersections
Writing Workshop

COREI-AD 8
Knowledge, Inference, Uncertainty, Probability

COREI-AD 10
Quantum Theory and Relativity: The Impact of a Scientific Revolution

COREI-AD 14
Innovation in the Ancient World
Crosslisted with The Ancient World

COREI-AD 19
The Power of Genes

COREI-AD 20W
Atom and Energy
Writing Workshop

COREI-AD 22
Trust, Risk and Deception in Cyberspace

COREI-AD 28J
State and Fate of Biodiversity
Crosslisted with The Environment

COREI-AD 31
From Ancient Cosmology to Science: Chinese, Indian, and Western Traditions

COREI-AD 32W
Global Warming and Local Weather
Writing Workshop

COREI-AD 33
Snap Judgments

COREI-AD 34
From Vision to Visual

COREI-AD 36
Disease and Medicine in History: The Challenges We Face

COREI-AD 37J
Light

COREI-AD 39
Complexity

COREI-AD 40
Idea of the Cell

COREI-AD 41J
Protecting the World’s Health: Triumphs and Challenges
Crosslisted with Social Research and Public Policy, The Environment

COREI-AD 42
Uncertainty in Science

COREI-AD 44
What is a Number?

COREI-AD 45W
Progress in Science
Writing Workshop

COREI-AD 46
Languages
Crosslisted with Core: Structures of Thought and Society

COREI-AD 47
Heat and the Universe

COREI-AD 49J
Science in Flux: The Galilean Revolution

COREI-AD 50J
Genetics and Society

COREI-AD 53
About Mathematics

COREI-AD 57
Thinking

COREI-AD 58
Words

COREI-AD 59
Chance

COREI-AD 60
Concepts and Categories: How We Structure the World

COREI-AD 61
Modern Drug Discovery

COREI-AD 62J
Rationality

COREI-AD 64
Birth of Science

COREI-AD 65
Everything

COREI-AD 46W
Extinction
Crosslisted with Core: Pathways of World Literature
Writing Workshop

PATHWAYS OF WORLD LITERATURE

COREP-AD 1W
Culture and Difference: 1001 Nights
Writing Workshop

COREP-AD 2
Discovery and Recognition in Narrative, Film, and Drama

COREP-AD 3W
Journeys
Writing Workshop

COREP-AD 10
Imagined Cities

COREP-AD 12
Our Monsters, Ourselves

COREP-AD 13
Law and the Imagination

COREP-AD 14
Cosmopolitan Imagination

COREP-AD 15
Tragedy

COREP-AD 17
Technophilia and Its Discontents

COREP-AD 19W
Myth, Magic, and Representations of Childhood
Writing Workshop

COREP-AD 21
Families

COREP-AD 22
Changing Notions of Race in Literature

COREP-AD 23
Doubles and Masks

COREP-AD 24W
Contagion
Writing Workshop

COREP-AD 25W
World as Text
Writing Workshop

COREP-AD 26
Oceans

COREP-AD 27
Global Shakespeare

COREP-AD 28
Enchantment

COREP-AD 32
Stigma

COREP-AD 33
Quest for Knowledge

COREP-AD 34
Autobiography: Ideas of the Self in a Global World

COREP-AD 35
Exile, Diaspora and Migration

COREP-AD 36W
Rogue Fictions: Tales of Tricksters, Outlaws, and Outsiders
Writing Workshop

COREP-AD 38
Money and the Good Life

COREP-AD 39
Bodies in Pain: Literary Representations of Disease and Health

COREP-AD 41
The Soul

COREP-AD 42
Animals

COREP-AD 43W
Knowledge and Doubt
Writing Workshop

COREP-AD 44
Laughter

COREP-AD 45
Narrative and (Un)knowing

COREP-AD 47
Dreams

COREP-AD 48
Humans Deformed and Transformed

COREP-AD 50
Slavery and Freedom

COREP-AD 51
Utopias and Dystopias
COREP-AD 53  Disability
COREP-AD 54  Pilgrimage and Enlightenment
COREP-AD 55  Gender and Representation
COREP-AD 56W Crime  Writing Workshop
COREP-AD 57  Optimism and Knowledge
COREP-AD 58  (Dis)placements
COREP-AD 59  The Unknown World
COREP-AD 60  On Violence
COREP-AD 61  Cultural Memory and Resistance
COREP-AD 62  Replays
COREP-AD 63W Confession  Writing Workshop
COREP-AD 64  The Hero
COREP-AD 65  Questioning and Writing the Self: Memoir and Anti-memoir

STRUCTURES OF THOUGHT AND SOCIETY

CORES-AD 1  Tolerance and Relativism
CORES-AD 2  Wealth of Nations
CORES-AD 3  Truth
CORES-AD 4W Prejudice  Writing Workshop
CORES-AD 5  Relationship of Government and Religion
CORES-AD 5A & CORES-AD 5B
NOTE: This course extends over two semesters and both CORES-AD 5A and CORES-AD 5B must be completed to earn credit for the course.
CORES-AD 5C  Family, Gender, and Modernity
CORES-AD 15W Politics and the City: Plato to Cairo  Crosslisted with Urbanization
Writing Workshop
CORES-AD 16  Family and Kinship  Crosslisted with Social Research and Public Policy
CORES-AD 21  Gender and Globalization
CORES-AD 22W Cultures and Modernities  Writing Workshop
CORES-AD 24W Landscapes of Memory  Writing Workshop
CORES-AD 25  Gift and Exchange
CORES-AD 26  Legitimacy
CORES-AD 27W Peace  Crosslisted with Peace Studies  Writing Workshop
CORES-AD 29W Property  Writing Workshop
CORES-AD 30  Consciousness
CORES-AD 34J Polarization
CORES-AD 35  Hard Choices
CORES-AD 36W Ideas of the Sacred  Writing Workshop
CORES-AD 37W Slavery and Freedom in Comparative Perspective  Writing Workshop
CORES-AD 38  What is Law?  Crosslisted with Law
CORES-AD 39W Revolutions and Social Change  Writing Workshop
CORES-AD 40  Corruption
CORES-AD 42  Economics of Everyday Life
CORES-AD 43  Ideology
CORES-AD 44  Consumption and Material Culture
CORES-AD 45  Language and Thought
CORES-AD 46  Global Population
CORES-AD 49  The Great Divergence
CORES-AD 51  Shame and Guilt
CORES-AD 52  Life's Ends
CORES-AD 53J What is a Religion?
CORES-AD 54J Surveillance and Privacy
CORES-AD 56  Boundaries
CORES-AD 58  Randomness
CORES-AD 59  Inequality
CORES-AD 60  Colonialism and Post-Colonialism
CORES-AD 61  The Body
CORES-AD 62  Money
CORES-AD 63  Internationalism
CORES-AD 65J Democracy and its Critics
CORES-AD 67J Sovereignty
CORES-AD 69  Taxation
CORES-AD 70J The Ghetto
CORES-AD 71  Markets
CORES-AD 72J Children and Childhood
CORES-AD 74W Nature and Human Nature  Writing Workshop
CORES-AD 75J Idea of the University
CORES-AD 76J Nature of Inequality
CORES-AD 78  Why is it so Hard to Do Good?
COREI-AD 11J State and Fate of Earth
COREI-AD 46  Languages  Crosslisted with Core: Science, Society and History
COREI-AD 57  Thinking
COREI-AD 66  Astronomy & Cosmology: From Big Bang to Multiverse
The development of strong writing skills throughout a student's academic career is an important objective of an NYUAD education. The Writing Program has designed a curriculum to meet the needs of individual students through a blend of writing courses and one-on-one consultations in the Writing Center.

All students must complete a semester-long Writing Seminar in their first year. The first-year Writing Seminar introduces students to the reading, writing, oral expression, and critical thinking skills essential to a liberal arts education.

The first-year Writing Seminar is a foundation for the continued practice in university-level thinking and writing students will experience at NYU Abu Dhabi. In addition to the first-year Writing Seminar, students will receive extensive writing and communication practice in all Core courses and come to learn that each discipline has its own conventions for advanced writing in specific fields.

Students complete writing proficiency assessments during Candidate Weekend that guide initial placement in the program's courses. These assessments help us advise students about how to maximize the impact of the course on their learning. For instance, students who are identified as needing more time to practice college-level writing are required to take the Writing Seminar in the fall of their first year. Students identified as being more fully prepared are advised to take their first-year Writing Seminar in the spring.

The First-Year Writing Seminar
This course provides comprehensive instruction in the critical thinking skills essential for success in a liberal arts curriculum. Students engage with a variety of texts, learn how to analyze ideas and express complex arguments, and complete assignments that range from shorter reviews and editorials to longer persuasive analytical essays. Each written essay is the result of a progression of structured exercises with an emphasis on drafting and revision strategies. Students work collaboratively, learning to offer appropriate and constructive feedback through class discussion, peer workshops, and one-on-one writing conferences.

Each first-year Writing Seminar (FYWS) is designed around a topic that serves as a vehicle for academic inquiry. The FYWS uses thematically organized content to foster student inquiry and intellectual engagement, and to model excellence in thinking and writing.

To ensure a unified and consistent experience for students, all sections of the first-year Writing Seminar will share a set of common goals. All students will be introduced to rhetorical knowledge; critical thinking, reading and composing skills; a range of composing and communication processes; and knowledge of disciplinary conventions. In the Writing Seminar students will learn to:

- Read and analyze a range of complex written, visual, empirical or performative texts.
- Conceptualize and express complex claims based in evidence.
- Document sources according to scholarly conventions.
- Write for a scholarly audience.
- Attend to style, grammar, and proper usage in academic English.
Behind the Beautiful Forevers

SEMINARS

FIRST-YEAR WRITING

grandmother's kitchen, a smell of the city, the goes, implying that we like our favorite shoes, cars, and personal identity is imagined. Furthermore, we order to investigate how space and national and/or taste" or "bad taste" can play in perpetuating social hierarchies. You will have the opportunity to further develop your reading, writing, listening, and speaking skills while examining how ideas about "taste" are constructed, interrelated, and how they can inform, limit, or inspire the way we see ourselves in our social worlds. Like all first-year Writing Seminars, this class asks students to write 3 essays of increasing complexity (in draft and final form) over the course of the term, culminating in a library research paper and oral presentation.

WRIT-AD 141 Imagined Geographies

We think of locales as something physical, something experienced. We know where we are (and where we are from) partly because we have physical experiences of those places: a grandmother's kitchen, a smell of the city, the particular light on Scandinavian summer nights, or the sound of the jungle. However, what happens when geographies and their relation to identity—national and/or personal—are merely imagined in a variety of different texts? In this seminar, we will read a variety of fiction and non-fiction texts in order to investigate how space and national and/or personal identity is imagined. Furthermore, we will investigate how texts open a space for the reader to imagine worlds personally unknown, thereby forcing us to also think about our own lived and imagined geographies. We set out by thinking about essays, short stories, and poems that all attempt to capture an experience of self in relation to a locale. Writers covered in this course include Joan Didion, Richard Blanco, Tony Kushner, and Jamaica Kincaid. For the second paper, we turn our attention to a second set of texts that imagine place differently. We ask how the popular genre of crime fiction functions in the construction of imagined geographies. For the third paper, students choose a cultural artifact (poem, play, monument, film, memoir, painting, newspaper article, etc.) and make an argument about its imagining of place. Finally, students will produce an oral conference presentation of their library research. Shared theoretical texts for this course include Edward Said, Benedict Anderson, Judith Butler, and Gayatri Chakravorty Spivak.

WRIT-AD 142X Contemporary Debates of Islam

In a day goes by without some controversy or critical comment about "Islam." Muslims, and their role and significance in the 21st century. Yet trying to make sense of the sheer volume of information and diversity of opinions about what constitutes "Islam," who speaks for it, what it represents for the modern era, and how it relates to the non-Muslim world can—to the unsuspecting observer—seem an almost impossible task. To complicate matters further, what tends to pass as informed commentary on "Islam" often turns out to be colored by competing agendas, experiences, and narratives within and beyond the realms of "Islam." With these challenges in mind, this Writing Seminar will revisit some of the contemporary debates about the history, society, and culture of Islam. We begin by grappling with contesting representations of "Islam" by Bernard Lewis, Edward Said, Robert Spencer, and Samuel Huntington. We then delve into some of prominent sites of conflict and tension brought to the fore by such events as the Charlie Hebdo affair and the burka controversy as well as the rise in Islamophobia in Europe. For the library research paper, students will focus on the role of struggle and conflict in "Islam." Possible topics will revolve around issues of extremism, radicalization, and terrorism. Finally, students will deliver a short presentation on a recent ongoing debate about "Islam."

WRIT-AD 143 Ghostly Beauty

Why do Shakespeare’s tragedies offer us hope? What makes a movie about a drug-addicted professional wrestler more a story about love than the violence inherent his life? How does a beautiful painting or song make us cry? Art is reflective and provocative, reactionary and thoughtful, private and public. As one of our oldest methods of documenting what we see, it also reconfigures and transforms what we imagine. This first-year writing seminar will serve as an introduction to these tensions, and the social, political, and material roles that art plays in our life. It will familiarize you with academic writing, and further develop your critical reading, thinking, and writing skills. It will draw from a range of art forms that explore both current social issues and more enduring questions. The course texts cover a wide range of artistic culture and practice: from Paleolithic cave painting and sculpture to contemporary mural painting—including the work of Harring, Rivera, Fazalilzadeh, Banksy, and Zabou. Readings will explore the relationship between art and nature. The paradox of tragic beauty is exemplified in short stories, films, plays, and in the work of Frieda Kahlo, Odd Nerdrum, Evelyn de Morgan, and Sue Cee. Joe Sacco’s Palestine highlights the inevitable ties that art has to politics and society, and provides an entrée into another twofold idea: conflict and resolution. Crucially, students will help facilitate the discussions, writing assignments and oral presentations in the class.

WRIT-AD 144X Understanding Shari’a

The universality of Shari’a is a topic of intense debate in the contemporary world. Some assume the universality of Shari’a as they outline the necessity of its reform. Others writers regard its universal aspirations as a “threat” to “Western” values. Still others remain skeptical that the Shari’a was ever meant to be universal. Without answering the question of whether it is, was, or should be “universal,” this writing course investigates the debates that the question has inspired. How do different writers perceive the universality of Shari’a? What are the political, ethical, or other stakes of arguments about Shari’a’s universality? Readings for this course connect theoretical approaches to individual case studies in milieus as diverse as Shari’a courts in Ottoman Turkey, fatwa councils in contemporary Egypt, and divorce proceedings in Iran. Through creative and critical writing assignments, students explore the contexts, motives, and forms of evidence brought to bear by authors who contribute to ongoing debates about the ways we understand Shari’a today. In the first essay, students evaluate claims about universality in a text that stages an encounter between the European Enlightenment and a classical conception of Shari’a. In the second section of the course we proceed to a series of readings in which authors marshal distinctive forms of evidence as they oppose the universality of the Shari’a to the particularity of time, locale, gender norms, and the individual. Choosing two texts from these readings for their second essay, students examine contrasting motives that animate those texts. In the last portion of the class, students conduct research on a topic of debate about Shari’a that interests them and then write a library research paper that analyzes the stakes for the authors engaged in the debate.

WRIT-AD 145 The Outsider

What does it mean to be an “outsider”? Artists, filmmakers, journalists, and activists have described and adopted this position for a range of purposes. In this Writing Seminar we will discover why outsiders are essential and how they can be dangerous. The figure of “the outsider” is often clueless, ignorant, in over his or her head. But ignorance can be liberating, fostering open-mindedness and a chance to weave complexity back into dead narratives. Crucially, analyzing the role of the outsider across a range of texts and cultures will help us question the act of belonging. Biss’s Notes From No Man’s Land will aid in our investigation, as will essays by Binyavanga Wainaina and Suketu Mehta. In order to understand outsiders with adopted countries we will consider Katherine Boo’s book about Mumbai’s destitute, Behind the Beautiful Forevers. Since “the outsider” is sometimes seen as a master manipulator and exploiter, we will also watch documentaries by Mads Brugger and Joshua Oppenheimer to critique these claims. Then we will ask: Who exploits whom?
The Arts and Humanities at NYU Abu Dhabi encompass fields of central importance to human culture and creativity. Students explore fundamental questions of human thought, cultural values, and modes of expression, and they develop their own creative capacities as scholars, writers, and artists in a variety of media. The academic programs of the Arts and Humanities division are firmly rooted in the best traditions of a liberal arts curriculum but they approach this curriculum from new intellectual perspectives: our courses are shaped around a deep commitment to global frameworks of understanding, and, where appropriate, they present/examine/discuss/the history, theory, and practice of the arts together rather than separately. These approaches are a distinguishing characteristic of the Arts and Humanities at NYU Abu Dhabi and they signal a belief in both an ethics and a disciplinary inventiveness suited to the contemporary world. NYUAD’s Arts and Humanities courses instill an awareness of the global interconnectedness of human values and of the need for communication and respect between cultures; courses also enable students to deepen their understanding of Middle Eastern history and culture.

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

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

The Arts and Humanities division also coordinates a number of multidisciplinary programs and pre-professional courses. These include the major in Arab Crossroads Studies, which explores the Middle East through its rich history of inter-connectedness with other regions of the world, as well as courses about the Ancient World, Interactive Media, and Museum & Cultural Heritage Studies. Arts and Humanities is also home to the Writing Program and to the teaching of languages with a focus on Arabic, Chinese, and French.
From pre-historic cave art to the digital media of today, human beings across the globe and through the ages have used visual forms to understand and shape their world. Painting, sculpture, and architecture as well as ornament, design, and photography have provided rich traditions of visual expression and communication, and the development of new media has greatly expanded this visual repertoir. Different cultures, in different places and at different times, have valued and conceptualized vision and made use of the visual arts in a variety of ways. The visual arts investigate and re-imagine the physical, social, cultural, and spiritual spheres of human existence and offer arguments about and interpretations of these realms. The Art & Art History major at NYU Abu Dhabi invites students to explore the objects, practices, meanings, and institutions that constitute the visual arts in diverse cultures from comparative, historical, and cross-disciplinary perspectives.

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

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

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

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

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

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

The major in Art & Art History consists of twelve courses. Students following the Art History track take Foundations of Art History I and II, Thinking Art and one of the four Art Practice foundation courses. Students are encouraged to complete Foundations I and II as early in their degree program as possible and must have completed them before taking Thinking Art; they are also required to take two electives focused on periods before 1800 and these should be from two different cultural traditions. Students on the Art Practice track must complete two of the four practice-based foundation courses as well as Foundations of Art History I and II. All students are required to undertake a Capstone project. Students who choose to double major in Art & Art History and another discipline and who choose to complete their Capstone project in that other discipline must still complete twelve Art & Art History courses. Instead of the two-semester Capstone Research Project in Art & Art History, these students may elect any two additional Art & Art History courses (other than foundation courses).

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

REQUIREMENTS FOR THE MAJOR IN ART PRACTICE
12 courses, distributed as follows:
4 Required courses: Foundations of Art History I; Foundations of Art History II; 2 of the following: Foundations of Photography and Lens-Based Media; Foundations of 2D; Foundations of 3D; Foundations of 4D
6 Electives: at most one may be taken from the Art History electives
2 Capstone Seminar and Project

REQUIREMENTS FOR THE MAJOR IN ART HISTORY
12 courses, distributed as follows:
4 Required courses: Foundations of Art History I; Foundations of Art History II; Thinking Art; One of the following Art Practice courses: Foundations of Photography and Lens-Based Media; Foundations of 2D; Foundations of 3D; Foundations of 4D
6 Electives: including at least one on European and North American Art and one pre-1800 on Islamic Art. At most two may be taken from Arts Practice Electives
2 Capstone Seminar and Project

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

REQUIREMENTS FOR THE MINOR IN ART PRACTICE
4 courses, distributed as follows:
2 of the following: Foundations of 2D; Foundations of 3D; Foundations of 4D
2 Art Practice electives

REQUIREMENTS FOR THE MINOR IN ART HISTORY
4 courses, distributed as follows:
2 Foundations of Art History I; Foundations of Art History II
2 Art History electives

ART AND ART HISTORY
ART PRACTICE TRACK
SAMPLE SCHEDULE
Alternative sample schedules are available at nyuad.nyu.edu/grids

YEAR 1
Fall Semester
- Foundations of Art History I
- Foundations of Art History II
- Art Practice elective
- General elective
- Colloquium
- First-Year Writing Seminar

Spring Semester
- Foundations of Art History I
- Foundations of Art History II
- Art Practice elective
- General elective
- Colloquium

YEAR 2
Fall Semester
- Art Practice elective
- Art Practice elective
- General elective
- Colloquium

Spring Semester
- Foundation of Art History I
- General elective
- General elective
- Core

YEAR 3
Fall Semester
- Art Practice elective
- Art History elective
- General elective
- General elective
- Core

Spring Semester
- Art Practice elective
- Art Practice elective
- General elective
- General elective
- General elective

YEAR 4
Fall Semester
- Capstone Seminar
- General elective
- General elective
- General elective

Spring Semester
- Capstone Project
- General elective
- General elective
- Core
**ART AND ART HISTORY**

**ART HISTORY TRACK**

**SAMPLE SCHEDULE**

Alternative sample schedules are available at nyuad.nyu.edu/grids

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<th>Fall Semester</th>
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<td><strong>FOUNDATION OF ART HISTORY I</strong></td>
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<td><strong>FIRST-YEAR WRITING SEMINAR</strong></td>
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examinations in rich historical and theoretical frameworks. The course is open to anyone who has completed either Foundations of Art History or II and at least one Art History elective but it is designed especially with Art History juniors in mind because the course is, in part, a useful preparation for Capstone work in the senior year. The course is a requirement for all students pursuing the Art History track.

**ART PRACTICE ELECTIVES**

**VISAR-AD 110 Drawing by Seeing**
Offered fall even years
This workshop class is open to all levels of artistic experience. The premise is that customary perception (drawing what you “know”) is in conflict with aesthetic perception (drawing what you actually “see”). Each exercise reinforces an essential principle such as: “the whole is greater than the sum of its parts” and “dynamic perception results in an integrated, dynamic drawing.” Students learn how to maintain a unified drawing while at the same time articulating detail. Later sessions address how to apply this experience to individual artistic goals. There are PowerPoint discussions of relevant examples of drawing from the history of drawing.

**VISAR-AD 111 Approaches to Painting**
Periodically offered
An introduction to painting tools and techniques. This course presents historical and contemporary examples of painting and an introduction of artistic expression with an emphasis on the relationships between color and aesthetic concept.

**VISAR-AD 113 Photography as Art and Practice**
Periodically offered
In this course students learn the history, criticism, and variety of theoretical approaches to photography while developing their own skills in the photographic medium. The course begins with the origins of the medium in France, England, and the United States in the 1830s, and proceeds to a broader look at photography throughout the world. Photography is considered as art, medium of communication, formulator of political and social agendas, a marketing tool, and an aspect of popular culture. Students produce a portfolio of their photographs.

**VISAR-AD 114 Digital Art Strategies**
Periodically offered
This course uses an integrated theory for digital media production through a historical examination of contemporary efforts to blend diverse media forms. The course introduces students to the world of digital painting and personal digital production. It also provides an opportunity to explore techniques of digital art, such as computer graphics and 3D modeling. The course will include discussions of relevant examples from the history of digital art, as well as practical exercises and projects. Students will also be introduced to contemporary ideas, techniques, and technologies and will be introduced to contemporary artists and designers who work with digital media.

**VISAR-AD 117 Projects in Painting: Painting by Seeing**
Offered fall even years
This course will address many of the processes and techniques that inform how one “paints.” The intelligence of painting is rooted in our “seeing” versus “knowing.” For our purposes all painting, from the earliest caves to present day Art Galleries, will be seen as “contemporary.” It is legitimate to be influenced by any and all painting be it Ancient Egyptian, Van Gogh, Picasso, Warhol, etc. Therefore all styles and techniques that emerge from these subjects will be addressed. Our goal is to help students develop the skills of painting and experience painting as an art form rich in possibilities for the direct expression of feelings, perceptions and ideas.

**VISAR-AD 118 Types of Art: From Calligraphy and Stone Carving to Digital Type**
Periodically offered
Type Design is the art and craft of designing letters. From a historical standpoint, the transition from digital type, the history of type recounts the discoveries and technological progress made through human inventions. While some typefaces are insignificant and forgotten, others will survive mankind, such as Futura engraved on the Apollo 11 plaque, left on the Moon. Some typefaces were revolutionary, others reactionary. But behind each of them there was an inventor. Students will follow the ‘traces’ and the stories of the type masters who shaped our visual typographical landscapes. Western and Arabic versions of typefaces will be examined and students will learn to identify and combine fonts on real visual design layouts. We will see how typefaces can become visual metaphors of towns and nations - Johnston Underground is a Louis XIV classic, next to the advertising industry. Typography and type design in the digital age will be investigated via practical exercises and printing workshops. The course will include calligraphy classes with the UAE State Calligrapher Mohammed Mandi at the National Theater Art Workshop, Abu Dhabi.

**VISAR-AD 121 Graphic Design Studio**
Periodically offered
The studio course in graphic design combines practice and reflection with a project-based approach to graphic design. Students develop creative and collaborative drawings, with an emphasis on 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 concept to distribution. Students will acquire proficiency with Adobe Creative Suite software.

**VISAR-AD 125 Finding The Way: Wayfinding and Graphic Design in the Built Environment**
Periodically offered
Wayfinding encompasses all of the ways in which people orient themselves via the organization and usage of sensory cues from the external environment. In visual communication studies nowadays - informed by the constant advance of technologies, the demand for sustainable models and the inputs from cognitive scientists - the concept of wayfinding has grown to the point that it has become a broad field of research in its own, encompassing interdisciplinary relationships with architecture and design. The course will explore the visual design component of wayfinding, and includes lectures and workshops concerning the visual design component of wayfinding, and includes lectures and workshops concerning the Saadiyat Campus signage system, with specific attention to multilingual display and accessible design for people with cognitive or physical disabilities. Students will study and compare sign systems implemented in Western capitals and elaborate on the application of these systems in the United Arab Emirates.

**VISAR-AD 126 Interventions: Three-Dimensional Thinking**
Periodically offered
We will study the new NYUAD campus and use these public or semipublic space as a site to develop temporary sculptural interventions. We will begin by learning terms with conceptualizations of sculpture since the 1960s that have led to the need to distinguish between site-dominating, site-adapted, site-specific, and site-determined approaches. We will ask how the interventions developed in class relate to the architectural, institutional, social, and cultural circumstances of the campus. What sort of public should a sculptural intervention take into account and how does this public differ from the audience at an art gallery? What qualities does public space have that are distinct from those of private space and what characterizes a semipublic space? The students will develop their proposals for interventions with the aid of photographic documentation, models, and a project description before realizing the interventions in coordination with the university administration and presenting them to the public for a limited time.

**VISAR-AD 127 Projects in Sculpture: Wood Fabrication Studio**
Periodically offered
Students in this studio will engage in a critical discourse about the material world with an emphasis on wood-based forms, materials and fabrication tools. Students will experiment with contemporary ideas, techniques, and technologies and will be introduced to contemporary artists and designers who work with wood and wood-based materials. Students will learn historic and contemporary woodworking tools and techniques and will experiment with digital fabrication tools including the laser cutter and CNC router. Emphasis will be placed on independent investigations and creative problem solving.

**VISAR-AD 163J Designing Abu Dhabi**
Periodically offered
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 United Arab Emirates. Students explore multiple aspects of visual design from aesthetics to user interfaces and usability, with special consideration of signage in Abu Dhabi. They also develop graphic designs that respond to the Abu Dhabi environment. Practical exercises that emphasize visual communication skills are central to the class. Students become familiar with the design procedures at the core of successful visual identity systems, thus developing their skills in research methodologies, data gathering, analysis, design, programming 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**
Periodically offered
The class will challenge students to look at and photograph the local environment/society, and to reflect on their images as a way of understanding how the broader world of photography operates in constructing our image of the world. Any theme/subject and photographic style may be chosen as long as some access to that subject can be gained. Students will explore how to approach their subject, develop a theme, and how to choose images that reflect their experiences. They will keep a journal, and a final presentation will include a group of photographs and a short personal essay.
This class for experienced students is constructed around a series of projects realized in any available medium or medium. How the mind constructs pictures from visual data is an extremely complicated set of behaviors that are biological, psychological, social, and cultural. Students are given in-depth exposure to the conditions that are necessary for artworks to “read” and how these conditions have a profound effect on the way people sense, imagine, and understand images. Exposure allows students to explore ideas of limits and how the limit or horizon of what is possible can be elaborated and expanded on in art. Students engage in both group and one-on-one discussions of projects made in response to readings and assignments whose goal is to foster ideas of exploration and consistency in a creative practice.

VISAR-AD 202
Form and Space or Concepts in Three-Dimensional Thinking
Periodically offered

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

VISAR-AD 203
Fiber Arts
Periodically offered

A studio course exploring a range of textile practices including embroidery, sewing, crochet and knitting, weaving, soft sculpture, manipulated found fiber, fiber as installation, and clothing as art. Experimental practices including the use of fibers in mediums such as printmaking, book arts, and video and photography will also be explored. Through studio work and critique, as well as examining the works of established artists and craftspeople, concepts particular to the fiber arts will be discussed such as repetition, hand versus machine, portability, the relationship between thread and line, the binary between art and craft, the gender of textiles, labor and textiles, and norms of production. Both Eastern and Western regional textile practices and trades. Representative artists and traditions include Sheila Hicks, Claes Oldenburg, the quilters of Gees Bend, Jen Bervin, Faith Ringgold, Institute for Figuring Crochet Coral Reef, Louise Bourgeois, Nick Cave, the sikh sari weavers of Kanchipuram, Emily Jacir, and the Adal Soura weavers of the Gulf region, among others.

VISAR-AD 204
Print Studio 1
Periodically offered

Printmaking at its most basic level involves the creation of a matrix (wood block, litho stone, etching plate, etc.), inking that matrix, and then transferring the ink onto paper. Essential to printmaking is the production of multiples and repetition. This class will introduce several printmaking media and techniques including, but not limited to: drypoint, woodcut, linocut, screenprinting and monotype. The focus will be on fine art printmaking. The technical aspects of each technique will be presented and then investigated in-class and studio. Exploration of each medium and slide lectures, all designed to tie the history of printmaking with hands-on learning. Success in this course depends on combining technique with strong concepts, the development of an aesthetic and a willingness to take risks to challenge your abilities and ideas. Through group critiques you will learn to speak effectively about and to analyze your work and the work of others, questioning the decisions made in the development of the image, and assessing how successfully the technical and conceptual work together to communicate ideas.

VISAR-AD 205
Sound As Art: Concept and Practice
Periodically offered

This course focuses on production of an individual concept or project and the ability to present ideas in various forms to the public. Students are invited to develop works in different kinds of media (e.g. musical, visual, written, digital, etc.). Successful presentations are expected to be presented in either a seminar or exhibition setting. The course will emphasize the development of skills needed to convey ideas through sound in a variety of contexts. This course is offered in conjunction with Sound Studies.

VISAR-AD 206
To Make, To Show, To Tell—Presentation Matters
Periodically offered

This course will focus on production of an individual art project and then experiment with various forms to present the artwork. Students are invited to develop works in different kinds of media (e.g. sculptures, collages, photos, drawings). Through discursive and one-on-one meetings the student will be given direction for what form the art project will take. The evolution of various concepts to present art works will be discussed including some historical examples of convergence between artistic concepts and modes of presentation (e.g. the dada movement, the surrealist movement etc.). The goal of this seminar is to explore what it means to translate an idea into material and then to experience how the meaning of the artwork can change depending on method of presentation.

VISAR-AD 298
Directed Study
Offered by application

Directed study is closely supervised individual research on a particular topic undertaken, by arrangement, with an individual faculty member. The directed study results in a substantial paper.

FILMM-AD 101
Sound, Image, and Story
Crosslisted with Film and New Media

HIST-AD 132
Silk Roads Past and Present
Cross-listed with Arab Crossroads Studies, History, and the Ancient World

MMDMED-AD 101
Introduction to Interactive Media, Interactive Media, Film and New Media

ART HISTORY ELECTIVES

VISAR-AD 103X
Introduction to Visual Culture
Periodically offered

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

VISAR-AD 152
Orientalist Art
Periodically offered

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

VISAR-AD 155
The Exhibition Industry
Periodically offered

This course explores the history and aesthetics of exhibition design and curation. The course investigates the role of the curator in shaping the experience of art for the public and examines the relationship between art and commerce. Through discussions and in-class critiques, students will develop skills for the planning and implementation of exhibitions. The course culminates in the creation of a mock exhibition that students will install and present in a public gallery or museum.

VISAR-AD 199
Contemporary Global Art
Periodically offered

This course examines the evolution of contemporary art and its impact on the art world today. The course will focus on the major issues and trends in contemporary art, including but not limited to: the role of the artist in society, the relationship between art and politics, the influence of technology on art, and the role of the art market. Through lectures, discussions, and guest lectures, students will gain an understanding of the diverse and complex issues that shape the contemporary art world.
This course focuses on topics that are central to the study of the art and culture of China, Korea, and/or Japan. These courses investigate the social and historical contexts of artistic practice, as well as the construction of national or geographical conceptions of artistic traditions. These courses may also offer comparative perspectives that forge links to other areas of the curriculum.

VISAR-AD 157
Topics in Southeast Asian Art
Periodically offered
This course focuses on topics that are central to the study of the art and culture of such countries as Cambodia, Indonesia, Laos, Myanmar, the Philippines, Singapore, Thailand, or Vietnam. The course investigates the social and historical contexts of artistic practice, as well as the construction of national or geographical conceptions of artistic traditions. The course may also offer comparative perspectives that forge links to other areas of the curriculum.

VISAR-AD 158
Topics in South Asian Art
Periodically offered
This course focuses on topics that are central to the study of art and culture primarily of India, Pakistan, Bangladesh, and/or Sri Lanka. Traditions from other parts of the region (Afghanistan, Bhutan, Maldives, and Nepal) may also be considered. The course investigates the social and historical contexts of artistic practice, as well as the construction of national or geographical conceptions of artistic traditions. The course may also offer comparative perspectives that forge links to other areas of the curriculum.

VISAR-AD 160
Epic Architecture
Periodically offered
This course investigates the social, political, and imaginative roles played by grand architecture from ancient times to the present day. Through case studies such 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 in which these monuments take on new life in literature and other forms of culture.

VISAR-AD 161
Topics in Architecture and the Urban Environment from Antiquity to the Present
Periodically offered
Crosslisted with Urbanization
This course focuses on topics that are central to the study of architecure and its relation to the urban environment. Students investigate architecture in its urban setting from the different perspectives of architectural history, engineering, and urban planning, taking into account technological and environmental factors, as well as construction and transportation systems.

VISAR-AD 165J
Gardens of Eden in the History of Art
Periodically offered
This course explores the garden as a major art form by focusing on pictorial and spatial representations of the Garden of Eden. The Edenic Paradise of Genesis and the Qur’an where Adam and Eve transgressed against God’s access to thought about gardens in the ancient Middle East. As a foundational figure in Judaic, Christian, and Islamic theology, the Garden of Eden spans a history of interpretation that helped differentiate these religions. The history of Eden in the art of the Peoples of the Book is closely entwined with that of garden design, and the seminar examines both. Students will study gardens in ancient Mesopotamia, early Christian monasteries, Syrian and Andalusian courtyards, Renaissance altarpieces, Enlightenment city plans, Persian and Mughal tomb complexes, and early American towns. To analyze these works, the course introduces fundamental methods of art history as an academic discipline. The seminar includes fieldtrips to gardens and collections in the United Arab Emirates and India, and concludes with a collaborative garden design project in Abu Dhabi.

VISAR-AD 166
Global Renaissance
Periodically offered
Prerequisite: VISAR-AD 102 or VISAR-AD 104
Pre-1800 Europe/America
What does it mean to make Renaissance art history global? This interdisciplinary seminar will study the masterpieces and material culture produced during Europe’s first sustained overseas contact with the rest of the world in the early modern period (from the 14th to 17th centuries). Looking closely at the new categories and new geographies of objects fostered by the Portuguese, Spanish, Dutch and British maritime trade routes, this course will reconsider traditional approaches to art history and weigh the new methods and revisions these curious images suggest. Objects will be studied from the perspectives of how they conceptualized “world,” how histories of exploration and collecting intersected, how personal and communal identities were manufactured, and how political diplomacy and subversion impacted them and in turn were affected. Serious attention will be devoted to honing the craft of researching and writing a major research paper, step by step, in preparation for a capstone thesis in the humanities.

VISAR-AD 170
Contemporary Photography from the Middle East, South Asia, and East Asia
Periodically offered
Crosslisted with Arab Crossroads Studies
This course will introduce students to a wide range of contemporary photographic practices in the Middle East, South Asia, and the Far East. Through slide lectures, readings, museum visits and presentations by local artists, students will explore why that artists, photography collects and competitions of the region are concerned with this course. Will cover a range of genres, including Landscape, Performance, Portraiture, and Documentary.

VISAR-AD 171X
Modern Art of the Arab World
Periodically offered
Crosslisted with Arab Crossroads Studies
In the short span of thirty years of the Arab World moved from the periphery of international art to the center of global visual art production and concludes with an individual faculty member, resulting in a substantial paper.

VISAR-AD 172
Contemporary Art of the Arab World
Periodically offered
Prerequisite: VISAR-AD 102
to the realities of an industrialized world. Such
collaborative project curating an art exhibition that
working in teams, students will become familiar
of an individual faculty member, resulting in a
explore art movements, ideas and exemplary
what is “baroque”? This course attempts to understand the trials and tribulations of an intellectual ideal via recent work in sensory studies, the art of excess understood in terms of the body’s sensual imagination, and spiritual senses. The period of seventeenth-century Baroque art—the work of Bernini, Rembrandt, Rubens, Velázquez and Vermeer—will be considered from the perspective of visual, iconology, allegory, philosophy, and social theory. Topics will include unity and overflow, the sensual economy and its limits, continuity and disruption, anecdotage and anachronism, subjectivity and objectivity, reason and the problem of saturated phenomena.

VISAR-AD 174
Modernism: An Art Historical Introduction
Periodically offered
This course traces the history of modernism over the past century. Modernism encompasses the activities and creations of those who have felt since the late nineteenth century that traditional forms of art, architecture, literature, religious habit, social organization and ways of living are inadequate to the realities of an industrialized world. Such activities and creations have sought to initiate an understanding of the world that would ultimately lead to a new socioeconomic, political and environmental. This movement has involved experimentation and the creation of an awareness of possibilities never thought of before as well as a confrontation with and comparison, especially in the arts. The course will provide an art historical survey from the late 19th century to the late 1960s. It will focus primarily on Europe and the United States and will explore art movements, ideas and exemplary individual artworks, but also on the dynamics of the art historical development on the whole.

VISAR-AD 178
Curatorial Practice
Periodically offered
Prerequisite: VISAR-AD 102
offer an introduction to the theoretical and practical knowledge on the curatorial process, exploring new alternative curatorial strategies that re-examine the role of the curator and the art institution. Using case studies, the course will look at current models in curatorial practice and the relationship of the curator with artists, the art methodology and outside traditional art institutions. Students will work on a collaborative project curating an art exhibition that may be realized virtually or inside a gallery space. Working in teams, students will become familiar with the different aspects of exhibition production from research to writing wall texts, to designing the exhibition, and its educational program.

VISAR-AD 298
Directed Study
Offered by Application
Close supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in a substantial paper.

ACS-AD 263J
Modern Architecture in Abu Dhabi
Crosslisted with Arab Crossroads Studies

AHC-AD 126
The Age of Warhol
Arts and Humanities Colloquia
**LITCW-AD 141**  
Advanced Creative Writing: Documentary Forms  
Crosslisted with Literature and Creative Writing

**MUSST-AD 110**  
Introduction to Museum Studies  
Museum and Cultural Heritage Studies

**MUSST-AD 111J**  
The Meaning of Museums  
Museum and Cultural Heritage Studies

**MUSST-AD 111J**  
The Multiple Lives of the Work of Art  
Museum and Cultural Heritage Studies

**MUSST-AD 113J**  
Shared Cultural Heritage: Policies and Perspectives  
Museum and Cultural Heritage Studies

**MUSST-AD 114J**  
Museums, Communities, and Public Art  
Museum and Cultural Heritage Studies

**MUSST-AD 115**  
Global Heritage Sites & Universal Collections  
Museum and Cultural Heritage Studies

**MUSST-AD 212**  
Cabinets of Wonder  
Crosslisted with Museum and Cultural Heritage Studies

**MUSST-AD 214JX**  
Sharing Heritage of the Arabian Trade Routes  
Crosslisted with Museum and Cultural Heritage Studies

**THEAT-AD 154**  
Making the Anthro[pol]scene: Figuring Climate Change Across the Arts  
Spring 2017 (Offered periodically)  
Crosslisted with Film & New Media, Literature & Creative Writing, Theater, The Environment

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**CAPSTONE EXPERIENCE**

**VISAR-AD 400**  
Visual Arts Capstone Seminar  
Offered fall  
The capstone experience provides Visual Arts 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, curatorial or historical research project. Students will be issued studio space for the senior year and will be expected to produce a body of art works and a 10-page paper based on their capstone research topic. Weekly meetings will consist of studio sessions, group critiques and one-on-one studio visits. The capstone experience will culminate in the Spring with a public exhibition and a defense before a faculty panel.

**VISAR-AD 401**  
Visual Arts Capstone Project  
Offered spring  
The capstone experience provides Visual Arts 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, curatorial or historical research project. Students will be issued studio space for the senior year and will be expected to produce a body of art works and a 10-page paper based on their capstone research topic. Weekly meetings will consist of studio sessions, group critiques and one-on-one studio visits. The capstone experience will culminate in the Spring with a public exhibition and a defense before a faculty panel.

**VISAR-AD 410**  
Art History Capstone Seminar  
Offered fall  
The capstone experience in Art History 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 yearlong individualized thesis tutorial. During the capstone seminar, Art History students will refine a thesis topic of their choice, develop a bibliography, read broadly in background works, and undertake research and/or creative work. In the tutorial, students will work on a one-on-one basis with a faculty mentor to hone their research and produce successive drafts of a capstone project. The capstone experience will culminate in the public presentation of the work and defense before a faculty panel.

**VISAR-AD 411**  
Art History Capstone Project  
Offered spring  
The capstone experience in Art History 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 yearlong individualized thesis tutorial. During the capstone seminar, Art History students will refine a thesis topic of their choice, develop a bibliography, read broadly in background works, and undertake research and/or creative work. In the tutorial, students will work on a one-on-one basis with a faculty mentor to hone their research and produce successive drafts of a capstone project. The capstone experience will culminate in the public presentation of the work and defense before a faculty panel.
Film and New Media at NYU Abu Dhabi integrates the making of film and new media with the study of their histories, conventions, and practices. Students take both practice and studies courses, and finish their degree with a capstone project that reflects the historical and cultural contexts of their interests and studies.

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

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

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

All Film and New Media majors are required to take Concepts in Film and New Media; Sound, Image and Story; and Forms of Writing for Film and New Media before going abroad. Film and New Media Practice track majors are also required to take Intermediate Filmmaking before going abroad.

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

Students must choose one of the following tracks within the major: Film and New Media Practice or Film and New Media Studies.
**REQUIREMENTS FOR THE MAJOR IN FILM AND NEW MEDIA—MEDIA PRACTICE TRACK**

12 courses, distributed as follows:

1. **6 Required Courses:** Sound, Image, and Story; Concepts of Film and New Media; Understanding MENASA Film and New Media; Forms of Writing for Film and New Media; Intermediate Filmmaking; Advanced Filmmaking
2. **3 Electives:** from within the Film and New Media major
3. **1 Elective:** introductory-level Arts Practice course in another Arts major, such as Making Music, Foundations of 2D, 3D, or 4D Art, or Making Theater
4. **2 Capstone Seminar (taken in Junior spring) and Capstone Project**

**REQUIREMENTS FOR THE MAJOR IN FILM AND NEW MEDIA—MEDIA STUDIES TRACK**

12 courses, distributed as follows:

1. **5 Required Courses:** Sound, Image, and Story; Concepts of Film and New Media; Understanding MENASA Film and New Media; Theories and Methodologies of Film and New Media
2. **4 Electives:** from within the Film and New Media major
3. **1 Elective:** introductory-level Arts Studies course from another Art major (e.g. MDMED-AD, MUSIC-AD, THEAT-AD, VISAR-AD)
4. **2 Capstone Seminar (taken in Senior fall) and Capstone Project**

**REQUIREMENTS FOR THE MINOR IN FILM AND NEW MEDIA**

4 courses:

1. **2 Required courses:** Sound, Image and Story; Concepts of Film and New Media
2. **2 Electives:** from within the Film and New Media major

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**FILM AND NEW MEDIA PRACTICE**

**SAMPLE SCHEDULE**

Alternative sample schedules are available at nyuad.nyu.edu/grids

### YEAR 1

**Fall Semester**

- **CONCEPTS OF FILM & NEW MEDIA**
- **SOUND, IMAGE, & STORY**
- **FIRST-YEAR WRITING SEMINAR**

**Spring Semester**

- **FILM & NEW MEDIA ELECTIVE**
- **GENERAL ELECTIVE**
- **COLLOQUIUM**

**January Term**

**YEAR 2**

**Fall Semester**

- **FORMS OF WRITING FOR FILM & NEW MEDIA**
- **INTERMEDIATE FILMMAKING**
- **GENERAL ELECTIVE**

**Spring Semester**

- **FILM & NEW MEDIA ELECTIVE**
- **GENERAL ELECTIVE**
- **COLLOQUIUM**

**YEAR 3**

**Fall Semester**

- **UNDERSTANDING MENASA FILM & NEW MEDIA**
- **GENERAL ELECTIVE**
- **GENERAL ELECTIVE**

**Spring Semester**

- **CAPSTONE SEMINAR**
- **OTHER ARTS ELECTIVE**
- **GENERAL ELECTIVE**

**YEAR 4**

**Fall Semester**

- **ADVANCED FILMMAKING**
- **GENERAL ELECTIVE**
- **GENERAL ELECTIVE**

**Spring Semester**

- **CAPSTONE PROJECT**
- **FILM & NEW MEDIA ELECTIVE**
- **GENERAL ELECTIVE**
## SAMPLE SCHEDULE

Alternative sample schedules are available at nyuad.nyu.edu/grids

### YEAR 1

#### Fall Semester
- **Concepts of Film & New Media**
- **First-Year Writing Seminar**

#### Spring Semester
- **Film & New Media Elective**
- **Core**
- **January Term**

### YEAR 2

#### Fall Semester
- **Forms of Writing for Film & New Media**
- **Understanding MENASA Film & New Media**
- **January Term**

#### Spring Semester
- **Film & New Media Elective**
- **General Elective**

### YEAR 3

#### Fall Semester
- **Film & New Media Elective**
- **Core**
- **January Term**

#### Spring Semester
- **Theories and Methodologies of Film and New Media**
- **Other Arts Elective**

### YEAR 4

#### Fall Semester
- **Capstone Seminar**
- **General Elective**

#### Spring Semester
- **Capstone Project**
- **Film & New Media Elective**

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### FILM AND NEW MEDIA COURSES

#### REQUIRED COURSES

**FILMM-AD 101**

**Sound, Image, and Story**  
Offered fall, spring  
Crosslisted with Art and Art History  
An intensive and practical production workshop introducing the fundamental principles of storytelling through sound, image (stills and video), and visual sequencing. Students learn the essentials of cinematic language from composition to editing by integrating theory and practice. Themes of Sense of Place, Portrait, and Memoir are explored in the context of projects assigned. Diegetic and non-diegetic sound, and/or voiceover supplement the visual storytelling. Students work individually and in collaboration. Goals of the course include an understanding of professional protocol and the dialogue of critique. Four mandatory lab sessions are scheduled outside of the scheduled lecture time.

**FILMM-AD 103**

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

**FILMM-AD 104X**

**Understanding MENASA Film and New Media**  
Offered fall  
Crosslisted with Arab Crossroads Studies  
This course introduces students to the rich and diverse history of film within the Middle East, North Africa, and South Asia as a background for understanding some of the complexities of contemporary film and new media in the United Arab Emirates. By examining pre-cinematic artistic practices, aesthetic traditions, cinematic styles, political economies of media, and social change, the course provides a context for understanding productions from major industries in Cairo, Chennai, Istanbul, Mumbai, and Tehran alongside work by independent filmmakers and new media collectives from throughout the regions. Students are encouraged to attend film festivals and engage in original research with the NYUAD Library special collection of MENASA film.

**FILMM-AD 105**

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

#### ADDITIONAL REQUIRED COURSES FILM AND NEW MEDIA STUDIES

**FILMM-AD 232**

**Theories and Methodologies of Film and New Media**  
Offered spring even years  
Prerequisite: FILMM-AD 103 recommended but not required  
This course covers theories and methodologies in film and new media studies on an advanced level. It compares and combines classical, modern, and contemporary debates on aesthetic, psychological, philosophical, sociocultural, and technological issues: image, illusion, representation, identity, subjectivity, sexuality, spectatorship, embodiment, apparatus, interface, etc. It also explores useful methods of archival research and historiography. Theories are examined through a diverse body of films from mainstream to avant-garde. Using them, students develop critical and creative approaches to their own research topic.

#### ADDITIONAL REQUIRED COURSES FILM AND NEW MEDIA PRACTICE

**FILMM-AD 201**

**Intermediate Filmmaking**  
Offered fall  
Prerequisites: FILMM-AD 101; Corequisite or Prerequisite: FILMM-AD 102 and FILMM-AD 105  
This course is designed to develop techniques and skills in generating ideas for short films that are shot on digital video and edited on nonlinear editing software. It will focus on strong visualization of story and camera techniques, as opposed to dialogue-based work. Students will develop skills in the elements of visual storytelling...
FILM & NEW MEDIA STUDIES ELECTIVES

FILM-AD 149 Cinema and New Media
Periodically offered
This course considers digital reconfigurations of the practice of cinema. What happens when film spectators become players of videogames, actors in locative media, or users of new media? What happens to (cinematography) and vulnerabilities of celluloid when we consider glossy compression formats and VOD (video on demand) distribution? How do the notions of virtual and artificial life intersect with “virtual migration” and “gold farming?” What can be learned about CGI (computer generated images) in relation to specific effects achieved “in camera” or the ‘light printer’? Students analyze an array of new media objects from around the world, as well as produce/construct and distribute their own.

FILM-AD 150 Frames of World Cinema: 1960 to present
Periodically offered
This course surveys the modern history of world cinema in the national, transnational, and global frames. First, we trace the origin and variations of New Wave films from European through Latin American cinema to East Asian nations. Then, we expand the scope to transnational crossings including pan-Chinese, Balkan, South Asian, and African regions. Finally, we explore how contemporary cinema reflects sociopolitical and cultural phenomena in the age of globalization. Major trends and directors are introduced with close analysis of key films.

FILM-AD 151 French New Wave Cinema
Periodically offered
This course offers a 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 and the philosophical existentialism (Sartre, de Beauvoir) and the movement’s theoretical underpinnings in the film criticism of Cahiers du Cinema, the course will also examine a chronological series of films by Cahiers directors (Truffaut, Godard, Chabrol, Rohmer), Left Bank directors (Resnais, Duras, Varda, Marker), and Cinema Vérité (Rouch, Morin). While focusing on the film itself, the course also takes a cultural studies approach by seeing film as part of a broader artistic, political, and mediaspheric breakthrough. Throughout, the course will be concerned with the revolution in film language wrought by Godard’s jump cuts, Resnais’s deliberate mis-edits, and Rouch’s audacious cinéma vérité.

FILM-AD 152 Women, Film and Photography
Offered fall
In an art world saturated by men, do women offer another way of seeing? Through the genres of experimental, narrative, and documentary image making, this course examines the work of women who have pioneered and re-imagined the methods, theories and practices of the dominant culture. An eclectic and multi-cultural selection of feature-length films, shorts, exhibitions, books, and iconic images will be screened and studied. During the semester students will submit written responses and critiques to the work presented. Weekly exercises will help develop the students’ critical reading of visual/written skills. Students will look to their own cultural milieu to make a final image based project in conjunction with a written essay, and create oral/visual presentations. Field trips outside of class are mandatory.

FILM-AD 155 Stages of American Cinema: 1960 to Present
Periodically offered
This course explores temporal stages of post-classical American cinema from the 1960s New Wave to the new millennium global Hollywood. It also maps the historically significant films on three broadly thematic stages: mind, society, and culture. Students acquire psychological, sociopolitical, and cultural perspectives in this regard, while becoming aware of historical shifts in major genres and directors, and key issues on industry and technology. The course aims to shed new synthetic light on the modern history of the world’s most powerful cinema.

FILM-AD 156 Introduction to Film and New Media Curating
Periodically offered
This course introduces students to contexts of visual literacy, concepts, methods and technologies of designing and mounting exhibitions for varieties of locations ranging from cinema halls to art fairs, museums, online platforms, public displays and other cultural spaces. Such skills will be developed side-by-side with cultural and interpretive studies of politics and infrastructures of power, various social and historical contexts, models of cultural and art management, artistic practices and social movements and attitudes, and conceptualizing and designing exhibitions.

FILM-AD 198 Directed Study
Offered by application
Prerequisite: Instructor permission
Closely supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in a substantial paper.

FILM-AD 221 Shorts into Series, Back Again, and Beyond
Periodically offered
This course examines migrations of the short format from the silent era through its serialization as episodic in long-format narrative, such as television series and video games. The course explores the aesthetics and politics of looking from peep shows and television flows into video-on-demand and webcam surveillance, focusing professional and nonprofessional productions. Topics may include: exhibition platforms for new locations to social media, music videos, Brazilian and Mexican telenovelas, Indian mythologicals, Hollywood video-films, Ramadan serials, Korean dramas, video mashups and GIFs, console video games, vlogs, global talent show and reality-television franchises, and animated series including Freej.

FILM-AD 232 Theories and Methodologies of Film and New Media
Offered spring even years
Required for FNM Studies Track
Prerequisite: FILM-AD 103 not required but recommended
This course illuminates theories and methodologies in film and new media studies on an advanced level. It compares and combines classical, modern, and contemporary debates on aesthetic, psychological, philosophical, sociocultural, and technological issues: image, illusion, representation, identity, subjectivity, sexuality, spectatorship, embodiment, apparatus, interface, etc. It also explores useful methods of archival research and historiography. Theories are examined through a diverse body of films from mainstream to avant-garde. Using them, students develop critical and creative approaches to their own research topic.

FILM-AD 233 Docu-Fiction
Offered spring
Fact may or may not be stranger than fiction, but invariably both exert strong influences in creating narrative. This course explores how documentary and fiction are combined throughout history and in different cultures. The course will include an examination of the work of ten filmmakers who have merged both formats to create singular hybrid films. Dramatic reconstructions, manipulated imagery or fictional interstices are frequently incorporated into documentaries to elevate realism. Conversely, fiction occasionally crosses over into documentary to create a sense of authenticity or truthfulness. Lastly, the division is sometimes completely eradicated making it difficult to distinguish the reality from the imaginary. Over the course of the semester, students will create their own docu-fiction short films. Students will bring together fiction and non-fiction story elements, reflecting on how each form complements the other.

ACS-AD 233X War and Media in the Middle East
Crosslisted with Peace Studies, Arab Crossroads Studies

AH-AD 138J Cinematic Imagination: Modernity, Media, and Music
Arts and Humanities Colloquia

HIST-AD 154 African History through Film and Literature
Crosslisted with Literature and Creative Writing, History

THEAT-AD 154 Making the Anthropo[s]cene: Figuring Climate Change Across the Arts
Spring 2017 (Offered periodically)
Crosslisted with Art & Art History, Literature & Creative Writing, Theater, The Environment
**FILM & NEW MEDIA PRACTICE ELECTIVES**

**FILMM-AD 102**

Techniques for Safety and Production
Offered fall, spring
2 credits

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

**FILMM-AD 106**

The Human Condition: From Script to Screen
Offered fall

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

**FILMM-AD 201**

Intermediate Filmmaking
Offered fall

**Prerequisites:** FILMM-AD 101; Corequisite or Prerequisite: FILMM-AD 102 and FILMM-AD 105 Required for FNMC Practice

This course teaches the fundamental skills and techniques needed to develop stories and create compelling short films, with an emphasis on writing strong screenplays that drive the visuals. Students will learn how to structure and write compelling stories for the screen, how to work with actors, and how to produce films that resonate with audiences.

**FILMM-AD 202**

Episodic Storytelling
Offered spring

This course focuses on the art of writing and developing episodic stories, exploring the techniques and strategies used in television and online series. Students will learn how to create compelling characters, write strong plotlines, and develop a cohesive world for their series.

**FILMM-AD 209**

Documentary Techniques and Production
Periodically offered

**Prerequisites:** FILMM-AD 101

A practical introduction to creating compelling stories in which real people are the characters and real life concepts the plot. The academic study of classic documentaries is combined with craft training and a review of documentary film styles. Practical exercises are assigned weekly. Working collaboratively in small production teams, each student completes a short documentary portrait. The course includes the introduction of digital filmmaking fundamentals: lighting, camera, and sound recording. The creative role of the editor is also emphasized. Students learn to understand how editing, transitions, cuts, and continuity can enhance a documentary film.

**FILMM-AD 216**

Directed the Non-actor: Singular Drama
Offered spring

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

**FILMM-AD 233**

Docu-Fiction
Offered spring

Fact or may or may not be stronger than fiction, but invariably both exert strong influences in creating narrative. This course explores how documentary and fiction are combined throughout history and in different cultures. The course will include an examination of the work of ten filmmakers who have merged both formats to create singular hybrid films. Dramatic reconstructions, manipulated imagery and fictional interstitials are frequently incorporated into documentaries to elevate realism. Conversely, fiction occasionally crosses over into documentary to create a sense of authenticity or truthfulness.

**FILMM-AD 301**

Advanced Filmmaking
Offered fall

**Prerequisites:** FILMM-AD 201 Required for FNMC Practice

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

**MDMED-AD 101**

Introduction to Interactive Media
Crosslisted with Art and Art History, Interactive Media

This course covers the fundamentals of creating interactive media, including the history of interactive design, the principles of user experience, and the tools and technologies used to create interactive experiences. Students will gain a comprehensive understanding of the design, development, and evaluation of interactive media projects.

**MDMED-AD 202**

Experiential Video Art
Crosslisted with Interactive Media

This course explores the intersection of video art and interactive media, focusing on the creation of immersive, interactive video artworks. Students will learn about the history and evolution of video art, as well as the techniques and technologies used to create interactive video experiences.

**MUSIC-AD 213**

Interdisciplinary Collaborative Projects
Periodically offered

**Prerequisites:** Guedes

Crosslisted with Interactive Media, Music, Sound and Music Computing

This course provides students with the opportunity to collaborate across disciplines, including music, film, and new media, to create innovative and experimental projects. Students will develop their abilities to work effectively in teams and to bring diverse perspectives to the creative process.

**FILMM-AD 390**

Film & New Media Practice Capstone Seminar
Offered spring

This course provides third-year Film and New Media Practice majors with the opportunity to research and develop the concept for their senior Capstone Project. Students are encouraged to integrate studies and practice with the intention of creating a time-based media project, including but not limited to single or multichannel, multi-platform documentary, experimental, live action or animated narrative. At the end of the semester, each student will write a ‘Capstone Proposal Paper’ and present a fully formulated Capstone idea to the Film and New Media faculty. The required components of this presentation are a visual presentation and a screenplay. Non-dramatic projects will present a script.

**FILMM-AD 400**

Film & New Media Studies Capstone Seminar
Offered fall

This course provides senior Film and New Media Studies majors with the opportunity to research and develop the concept for their senior Capstone Project. Students are encouraged to integrate studies and practice with the intention of creating a time-based media project, including but not limited to single or multichannel, multi-platform documentary, experimental, live action or animated narrative. At the end of the semester, each student will write a ‘Capstone Proposal Paper’ and present a fully formulated Capstone idea, ‘The Capstone Presentation’ to the Film and New Media faculty. The required components of this presentation are a visual presentation and a screenplay. Non-dramatic projects will present a script.
History is the study of human experience, characterized by its attention to the local and global contexts in which people live and work, travel and exchange, love, fight, and create. 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 NYU Abu Dhabi is designed to rethink and revise conventional features of the discipline. The program emphasizes world history and global connections and organizes its curriculum around four long-standing zones of human interaction and imagination: the Atlantic, Asia-Pacific, Indian Ocean, and Mediterranean Worlds. All history courses address topics and questions applicable to contemporary problems and concerns, from a variety of global perspectives, including: processes of environmental change and efforts at conservation and sustainability; the development of capitalism and its alternatives; the innovation and spatial and temporal travel of novel ideas, designs, and artistic and literary forms; changing understandings of the body and approaches to public health and medicine; the dynamism and complexity of cities; the origins of war and peace; and more.

Students wishing to develop regional expertise with regard to the history of Abu Dhabi, the United Arab Emirates, and the Gulf will find ample opportunity to do so in History classes, many of which include experiential learning opportunities in the form of class trips.

History majors develop a foundation of knowledge that is both genuinely globally comparative and regionally grounded. They 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, public health, teaching, politics, diplomacy, and business.
History majors are required to take History and Globalization (recommended for sophomore fall) as well as Writing History (recommended for junior year), and a minimum of six additional elective courses that build a foundation for global historical understanding as well as area specialization, including: at least one global thematic course; at least two courses in each of our two different regional areas (Atlantic, Asia-Pacific, Indian Ocean, and Mediterranean); and at least one course that primarily covers a period before 1800. Students are also encouraged to think about their program of study in terms of developing one or more thematic specializations to complement their regional specializations. This curriculum prepares student for creating historical knowledge for their capstone project. This project is a two-semester sequence taken during the senior year and is a requirement for majors. Double majors writing their capstone project in a different program are required instead to take two additional history electives.

The History Program provides for great flexibility in study abroad site selection, which majors may select, in consultation with a major advisor, depending on their interests and curricular needs. Recommended semesters for study abroad are sophomore spring or junior fall. Students should be at NYU Abu Dhabi in the spring of junior year to work with faculty on capstone project idea development and take upper division major courses. Students should take courses at global sites on topics not regularly offered at Abu Dhabi.

**Requirements for the Major**

10 courses, distributed as follows:

2 Required courses: History and Globalization; Writing History
6 Electives*, including at least one Global thematic course; at least two courses each from two Regional Areas
2 Capstone Seminar and Project

* At least one of the six electives must be from a pre-1800 period.

**Minor in History**

The goal of the minor 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 minor in History is useful preparation for the many professions that benefit from analytical thinking and argumentation, including politics, law, medicine, diplomacy, and business. The minor requires four courses as listed below.

**Requirements for the Minor in History**

4 courses, distributed as follows:

1 History and Globalization (or a Global thematic course)
2 Courses in a single regional area (Indian Ocean, Asia-Pacific, Atlantic, or Mediterranean)
1 Elective of the student’s choosing
## HISTORY

### SAMPLE SCHEDULE

Alternative sample schedules are available at nyuad.nyu.edu/grids

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### REQUIRED COURSES

**HIST-AD 101 History and Globalization**

Offered fall 2016 (offered every spring starting 2018)

History offers a unique perspective on the process of globalization, by virtue of its insistence that human experience be understood in its spatial and temporal contexts. Rigorous global history questions and even supplants common understandings of globalization as Westernization. But how does history do this, and can a global historical framework enhance all forms of historical, humanitarian, and social scientific inquiry? Following an assessment of foundational modern Western frameworks for understanding world history, including those of Marx and Hegel, students examine how and why people around the world have variously embraced and rejected such foundational accounts. Readings address all world regions, including Asia, Africa, the Americas, Asia, Europe, the Middle East, and Oceania, and familiarize students with state-of-the-art knowledge about globalization.

**HIST-AD 102 Writing History**

Fall 2016 (offered every spring starting 2018)

How is history written? This course offers a survey of the major theories and practices that have defined history as a scholarly discipline, and as a way of writing, over the last fifty years. Students are introduced to the major theoretical and narrative perspectives that have shaped historiography: to the kinds of historical questions that drive the research agendas of contemporary historians; and to the kinds of historical literature historians write, including analytical, narrative, scholarly, popular, and experimental. How do historians find and interpret their sources? How do they engage with existing scholarship while still striving to push their discipline forward? What methods do they apply to communicate the results of their research to other scholars and to a wider public readership? Students will learn to evaluate a wide array of different historical sources (including written documents, material artifacts, oral histories, and visual culture). They will also gain experience in meeting the challenges of writing their own works of historical scholarship, producing an original piece of written history by the end of the semester.

### GLOBAL THEMATIC ELECTIVES

**HIST-AD 110 Global Cold War**

Periodically offered

The subject of this course is the Cold War as global conflict. The course focuses on Europe and the Global South, as well as on the United States and the Soviet Union. The course examines issues in international politics and diplomacy, nuclear rivalry and the culture of the bomb, Cold War economic competition and development policies, and the impact of the Cold War on culture and gender in various countries.

**HIST-AD 111 Global Environmental History**

Offered fall odd years

Crosslisted With The Environment

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

**HIST-AD 112 Global Health Histories**

Periodically offered

What are the major causes of epidemics and pandemics including HIV/AIDS, Ebola, malaria, bubonic plague, cholera, diabetes and cancer? When, where, and why did these diseases, among others, establish themselves in humans and spread? What can history teach us about the most effective ways to reduce the number of lives that they claim? This course explores the historical relationships between globalization, economic development, and public health and medicine. It highlights important connections between the ways in which people understand the underlying causes of sickness—explanations that are at once cultural and political—and the particular approaches to healing and disease prevention that they adopt. Paying special attention to these dynamics in the...
This course explores the artistic and intellectual avant-gardes, counter-cultures and protest movements of the 1960s and the early 1970s from a global perspective, assessing their impact on individual identities, social and gender hierarchies, domestic politics and international relations during the Cold War. It traces the history of the various protest movements and explores a plethora of national experiences with respect to domestic and transnational networks of dissent as well as global imaginaries. Taking into account the aesthetics and performance practice of the avant-garde, 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.

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

The course explores these histories, with a focus on understanding major cultural, political, economic, and environmental connections and changes as they affected ordinary people (including migrant laborers) and shaped the nature of collective identities (ethnic, national, religious, caste, class, gender, regional, and linguistic) over time. In developing an understanding of how collective identities were produced historically, students ultimately acquire valuable tools for appraising and navigating competing models of nationalism, cosmopolitanism, and universalism in the wider Indian Ocean world today.

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This course focuses on love in Africa, from the African History through Film and Literature continent, issues of gender and class, and political regimes and strenuous living conditions. The course will view love in its various declensions: as an emotion and expression of intimacy (the notion of romantic love), as virtue (love in theological tradition originating in the early empire of Mali), as a set practices at the chore of conjugality and sexuality, and as an object of romantic love), as virtue (love in theological tradition originating in the early empire of Mali). As such, the course will explore the ancient and pre-modern exchange routes—better known as the Silk Routes—that traditionally joined China with the Mediterranean. The area covered by these overland and sea routes witnessed a dynamic exchange of information, ideas, knowledge and technologies, which impacted not only aspects of daily life, but also artistic expression. Ranging from the Bronze Age until the 16th century, and employing an interdisciplinary approach, we will use archaeological, textual, and art historical sources from across this vast region to illuminate the effects of this history of contact, and to understand how this network facilitated a rich array of cultural encounters that served as a precursor to early globalization.

Russia’s Multiethnic Empire Offered every other year

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

Topics in Asia-Pacific History Periodically offered

Economy and Environment in Modern China (formerly Environmental History of China) Spring 2017 (periodically offered)

Can China strike a balance between economic development and environmental protection? This question, perhaps the most important question facing China (indeed the world) over the next few decades, pits economy and environment against one another. How did this adversarial relationship come about? Is it necessarily adversarial? Is it rooted in long-term trends in Chinese history, or in the most recent decades of double-digit economic growth? What can we learn from China’s experience? Our focus will be on present dilemmas, examined through an historical perspective.

Asian Borderlands Periodically offered

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

Storytelling and Literary Culture in Imperial China Spring 2017 (periodically offered)

Confucius famously remarked that he had “nothing to say about strange happenings, feats of strength, disorder, or spirits,” and yet these were among the most important topics of fiction in imperial China. This course, a kind of “history of the book,” examines shifts in literary (and literati) culture that shaped the emergence and development of fictional storytelling, beginning with the “large tales” of the third century and ending with the maturity of long form novels, or “fiction-in-chapters,” during the sixteenth century. Special attention is paid to the relationship between shifts in literary form and social conditions, including: political fragmentation and unification, migration and travel, religious practice, the rise of cities, the spread of print culture, and the development of a flourishing commercial economy. The course also examines the status of fiction in canonical works of Chinese literary criticism and reflects extensively on how to evaluate the literature of critical imperial China may enhance our ability to conduct cross-cultural analysis.

US Foreign Policy since 1989 Fall 2016 (periodically offered)

This course will explore the central events, issues, and ideas driving US foreign policy throughout the 20th century, starting with the Spanish-American War in 1898 and closing with the “war on terror.” The class will take an interdisciplinary approach and define “foreign relations” broadly, analyzing the countries relevant to both an industrial and political global player by the end of the 19th century, its rise as an economic and financial power during the first half of the 20th century, its global military presence during and after World War II, its cultural diplomacy efforts and ‘grassroots Americanization’ of USA popular culture and lifestyle, as well as its military and political conflicts abroad during and after the Cold War. The course will examine notions of national power, territorial acquisition, modern warfare, racial discrimination, and class and gender hierarchies. It will also discuss the consequences of and resistance to US foreign policy at the receiving end, critically examining concepts such as “American exceptionalism,” “the American Century,” “imperialism,” the “free world,” “grand strategy” and global leadership, among others. The course is designed for students interested in international relations and foreign policy, as well American history, politics, and culture.

Arab Crossroads in China Crosslisted with Arab Crossroads Studies Pre-1800

This course surveys the history and global leadership, among others. The course is designed for students interested in international relations and foreign policy, as well American history, politics, and culture.

REGIONAL COURSES: ATLANTIC WORLD

REGIONAL COURSES: ASIA-PACIFIC WORLD

REGIONAL COURSES: AFRICAN HISTORY

REGIONAL COURSES: MUSLIM SOCIETIES IN AFRICAN HISTORY

Next page
This course focuses on love in Africa, from the 20th Century to the present. Students will explore the African past in its diversity. The course will deconstruct the prejudices about Africans embedded within salvation projects and to explain how ideologues have been part of the larger dynamics of power that have defined Africa’s position in the world before, during, and after the European colonization of the continent.

**HIST-AD 154**
**African History through Film and Literature Periodically offered**
This course introduces students to the major themes of African history through film, literature, and music. Beginning with the oral tradition originating in the early empire of Mali to novels addressing the roles of African colonial intermediaries to music protesting apartheid in South Africa, courses in engagement with a variety of sources of cultural and artistic nature.

This course will focus on historical developments such as the Atlantic and internal slave trades, the process of European colonization, religious practice, decolonization, genocide and migration, urbanization, and AIDs. We will also examine various themes, such as local and imposed notions of race and ethnicity, lived experiences of and AFRICANS’ responses to colonialism on the continent, issues of gender and class, and political revolts. Themes include the effect of race and gender on the history of Africa. Course requirements provide students with a language and historical framework for understanding the dynamic history of the continent.

**HIST-AD 156**
**Colonial Latin America and the Atlantic World Offered fall (beginning 2017)**

Pre-1800
This course introduces students to the colonial origins of Latin America and examines their impact on the region’s development until the present. It follows the unfolding and demise of a new social order under European rule over a period spanning from the 16th-century conquest through the early 19th-century wars of independence, paying attention to continuing points of contact across empires, and the interface between Islam and local African religious traditions, colonial reports revealing fears of Islam and experienced love.

**HIST-AD 157**
**The Holocaust: The Third Reich and the Jews Periodically offered**

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

**HIST-AD 158**
**Arts and Politics in Modern Latin America (1780 to the present) Offered spring even years**

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

**HIST-AD 162**
**Topics in Atlantic History Periodically offered**
Courses may include the Enlightenment; American colonial history; Atlantic immigration; race, gender, and sexuality in US history; African-American history; New York City past and present; women and slavery in the Americas; the New Deal; and others.

**HIST-AD 167**
**United States in a Transnational and Global Perspective Offered fall odd years**

This course explores America’s past from a transnational and global perspective. Chronologically, it covers America’s interaction with the wider world from the earliest European settlements to the present, examining the Colonial Period, the founding of the republic, westward expansion, the Civil War and Reconstruction, as well as the country’s emergence as a global power leading up to World War I, the progressive reform movement, the Great Depression and the New Deal, World War II, the Cold War, and America after 9/11. Representations and class histories focus on the major political, economic, and cultural forces that shaped the process of American nation building, reevaluating the allegedly “exceptional” elements of American history, domestic and international conflicts, and events that transcended the nation-state.

**HIST-AD 169**
**From the “Chilean Road to Socialism” to the Pinochet Era: Chile and the Global Cold War Offered spring even years**

Crosslisted with Political Science
This course explores some of Latin America’s most significant social and political events during the Cold War: the democratic election in 1970 of a Marxist president in Chile, his overthrow by a military coup d’état in 1973, and the installation of a military regime led by General Augusto Pinochet that lasted until 1989. During this period, Chile attracted the world’s attention for many different reasons. Among them was the experimental nature of its social and political transformations, namely a democratic transition to socialism, as well as the authoritarian implantation of neo-liberal policies. This course seeks to understand both of these experiments, focusing on their global connections beyond the well-known diplomatic tensions of the Cold War. Along with an analysis of Chile’s social structure, political system, and economic history, this course will highlight the importance of gender roles, subaltern agency, and popular movements. Furthermore, this course will also address the traumatic dimension of Chile’s Cold War experience through the study of violence, truth, and memory during Pinochet’s regime.
HIST-AD 185
Soviet Russia in World History
Spring 2017 (periodically offered)
The course will examine the Bolsheviks and their dream of world socialist revolution in an international context, the creation and expansion of the Soviet socialist state, the onset and development of Stalin’s personal despotism, the experiences and consequences of World War II, and the various postwar reforms. Special attention will be paid to the dynamics of the new socialist society, the connections between Soviet domestic and foreign policies, the 1991 collapse, and legacies of the Soviet empire.

REGIONAL COURSES: MEDITERRANEAN WORLD
HIST-AD 173
Central Asia and the Middle East
Periodically offered
Crosslisted with Arab Crossroads Studies Pre-1800
This course examines the interconnected histories, cultures, and societies of Central Asia and the Middle East. It will begin with an overview of the Mongol empire and its legacies in Central Asia and the broader Muslim world. The course will compare the emerging post-Mongol Eurasian and Ottoman states through the lenses of law, political legitimacy, succession, and ruling institutions. The course will also compare Russian and Ottoman civilizing missions, imperial nationalism, treatments of sectarianism and ethnic minorities, constitutionalism, public health policies, responses to Islamic modernism, Marxist and other radical leftist ideas, and women’s emancipation. The course will conclude by considering how post-imperial modernity transformed identity, gender, and religion in Central Asia and the Middle East.

HIST-AD 176
Topics in Mediterranean History
Periodically offered
Topics may include history of Egypt; the Roman Empire; religion and culture from Alexander to Muhammad; Venice and the Mediterranean; premodern science; Western expansion in the Eastern Mediterranean, 11th–15th centuries; Napoleon; modern Greek history; Israel and Palestine; and others.

HIST-AD 179
Cold War in the Middle East
Periodically offered
Crosslisted with Arab Crossroads Studies
This seminar explores the involvement of the United States and the Soviet Union in the Middle East from the nineteenth century down to the near-present, with emphasis on the Cold War period. We will consider different—sometimes conflicting—interpretations of the sources, character and consequences of US and Soviet foreign policy in this part of the world, along with the images and representations of the Middle East and its peoples that have informed (and, some argue) helped shape American and Soviet policy and public debates.

HIST-AD 183
Ancient Roman Empire
Crosslisted in the Ancient World
We will examine the course of Roman history from the earliest beginnings down to the period of the Early Empire, so, about the first-second century AD. Our chief concern, however, will be the project of empire. How and why did the Romans come to possess such a vast empire? How did they perceive their realm? Why were they able to put this thing together? Furthermore, we will have one special concern in all of this. There was one geographical region, which the Romans tried repeatedly to conquer, and to hold. They never succeeded at this. That area is, roughly speaking, the modern Middle East. So, one of our chief questions will revolve around the fact that the Romans were so successful elsewhere, yet, for the most part, failed in their imperial project here. Can this be explained in terms of their imperial project writ large? There is, to my knowledge, no scholarly literature dealing with this question specifically, and as a whole. Therefore, we will get at the matter via a consideration of Roman expansionism, as this played itself out against the background of Roman history altogether.

ACS-AD 131
Emergence of the Modern Middle East
Crosslisted with Arab Crossroads Studies
ACS-AD 20X
Making of the Muslim Middle East
Crosslisted with Arab Crossroads Studies
ACS-AD 202
Paradise Lost: Muslims, Christians and Jews in al-Andalus,
Crosslisted with Arab Crossroads Studies Pre-1800
ACS-AD 203X
Heritage, History and Memory in the Modern “Middle East”
Crosslisted with Anthropology, Arab Crossroads Studies, Museum and Cultural Heritage Studies
ACS-AD 204J
Interwoven Pasts of Spain and Morocco
Crosslisted with Arab Crossroads Studies Pre-1800
ACS-AD 206X
Jews in the Muslim World in the Middle Ages
Crosslisted with Arab Crossroads Studies Pre-1800
ECON-AD 214X
Economic History of the Middle East
Prerequisite: ECON-AD 101 or Economics Placement Test
Crosslisted with Arab Crossroads Studies, Economics
MDANC-AD 112
Archaeology of the Near East from the Origins of Agriculture to Alexander the Great
Crosslisted with Arab Crossroads Studies, The Ancient World Pre-1800
MDANC-AD 114X
Alexander and the East: Central Asia and the Mediterranean from the Achaemenid Period
Crosslisted with The Ancient World Pre-1800
Literature has been central to the formation of collective identities across cultures, nations, and historical epochs. Though literary works are anchored in a particular time and place, many of them are read widely in other times and other places and by cultures to which they would seem not to belong. The Literature and Creative Writing major at NYU Abu Dhabi is uniquely organized around problems presented by translation, adaption, and circulation. Unlike many college literary curricula that restrict majors to the study of works in a single language or from a specific national tradition, this major aims to engage students in critical conversations that cut across fields and in doing so help to rethink the very foundations of literary studies.

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

The Literature and Creative Writing Program teaches students to become effective analysts of culture, history, and politics, and to become confident writers across a wide range of genres. Creative writing seminars—open to the entire NYUAD student body—include instruction in poetry, fiction, non-fiction, literary journalism, and writing for stage and screen.

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

A major in Literature and Creative Writing prepares students for careers that require critical thinking, forceful and lucid writing, and the ability to undertake challenging research. The Literature and Creative Writing major might lead to graduate school in literature, but could just as readily lead to graduate work in law or public policy, and to careers in journalism, publishing, international relations, or media.

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

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

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

Literature and Creative Writing majors who plan to study abroad should do so during the spring of the sophomore year. A second study away semester in the junior year is possible with program approval. Ideal locations are determined in part by language training and offerings in literature and/or creative writing at the away sites; faculty advisement on study away location and course selection is highly recommended. We suggest that potential majors take Literary Interpretation and either Foundations of Literature I or II before studying away.
REQUIREMENTS FOR THE MAJOR
LITERARY STUDIES TRACK
12 courses, distributed as follows:

5  Required courses:
   Literary Interpretation
   Foundations of Literature I: Epic and Drama
   Foundations of Literature II: Lyric Poetry and the Novel
   Problems and Methods of Literary Studies
   Introduction to Creative Writing

5  Literature electives, which must include one pre-modern course
   and may include an additional creative writing course

2  Capstone Seminar and Project

REQUIREMENTS FOR THE MAJOR
CREATIVE WRITING TRACK
12 courses, distributed as follows:

4  Required courses:
   Literary Interpretation
   Foundations of Literature I: Epic and Drama
   Foundations of Literature II: Lyric Poetry and the Novel
   Introduction to Creative Writing

3  Creative Writing electives

3  Literature electives, one of which must be pre-modern

2  Capstone Seminar and Project

Minor in Literature
The minor in Literature, open to all NYUAD students, offers a solid
introduction to literary scholarship and critical thinking by building
on the skills acquired in the first-year writing courses. By learning
to read critically and write with analytical precision, students
in this minor prepare themselves to participate intelligently in
world culture while forging a lifelong, enriching relationship with
literature.

REQUIREMENTS FOR THE MINOR IN LITERATURE
4 courses, distributed as follows:

1  Foundations of Literature I: Epic and Drama, and either
1  Foundations of Literature II: Lyric Poetry and the Novel, or
   Literary Interpretation
2  Literature Electives

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

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

1  Introduction to Creative Writing
3  Creative Writing Electives
LITERATURE & CREATIVE WRITING

LITERARY STUDIES TRACK
SAMPLE SCHEDULE
Alternative sample schedules are available at nyuad.nyu.edu/grids

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CREATIVE WRITING TRACK
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103 2016-17 | ARTS AND HUMANITIES | LITERATURE AND CREATIVE WRITING
LITERATURE COURSES

REOUIRED COURSES

LITCW-AD 100
Literary Interpretation
Offered fall, spring
This course introduces students to the demands and pleasures of university-level investigation of literature. Students develop the tools necessary for advanced criticism, including close-reading skills, knowledge of generic conventions, mastery of critical terminology, and introduction to a variety of methods of analysis, from the formal to the historical. The course emphasizes the writing and revision strategies necessary to produce sophisticated literary analysis.

LITCW-AD 103
Foundations of Literature I: Epic and Drama
Offered fall, spring
This course introduces students to fundamental terms and critical methods employed by literary scholars through an examination of two case studies: epic and drama. Topics to be investigated include: the relationship between text and context, close versus distant reading, the nature of authorship; genre; the interplay of local, national, regional, and world modes of categorization; translation; book history; and the relationship between literature and other forms of art. Each unit of the course is constructed around an anchoring text or texts that will be contextualized both historically and theoretically through a wide range of primary and secondary readings.

LITCW-AD 104
Foundations of Literature II: Lyric Poetry and the Novel
Offered fall, spring
This course introduces students to fundamental terms and critical methods employed by literary scholars through an examination of two case studies: lyric poetry and the novel. Topics to be investigated include: the relationship between text and context; close versus distant reading; the nature of authorship; genre; the interplay of local, national, regional, and world modes of categorization; translation, book history, and the relationship between literature and other forms of art. Each unit of the course is constructed around an anchoring text or texts that will be contextualized both historically and theoretically through a wide range of primary and secondary readings.

LITCW-AD 109
Introduction to Creative Writing
Offered fall, spring
This workshop introduces the basic elements of poetry, fiction, and personal narrative with in-class writing, take-home reading and writing assignments, and substantive discussions of craft. The course is structured as a workshop, which means that students receive feedback from their instructor and their peers in a supportive setting, and that they should be prepared to offer their classmates responses to their work.

ADDITIONAL REQUIRED COURSE

LITCW-AD 105
Problems and Methods of Literary Studies
Offered fall, spring
This course develops students' understanding of the central questions and problems that drive literary studies. Drawing upon a long history of theoretical approaches, the course considers such questions as: What is literature? What is a text? What does a literary critic or literary scholar do? What does it mean to read literature in translation? How does language shape meaning? How do we construct meaning from a text—and why does that meaning matter? And, crucially: What is at stake in why we ask and how we answer these questions? This class will engage these questions by reading widely, from primary theoretical and critical texts to examples from print and digital material, and by exploring particular practices of literary scholarship—from archival research to work in digital humanities—that offer necessary skills for effective critical practice.

INTRODUCTORY LITERATURE ELECTIVES

LITCW-AD 114
Global Women Writing
Offered every other year
Selected readings in poetry and fiction provide the focus for an exploration of representations of gender as they intersect class, race, nation, and sexuality. Readings are drawn from one or more regional traditions: Britain and northern Europe; the Mediterranean World; Africa and the African diaspora; Russia; the Middle East; South Asia; the Far East; and the Americas.

LITCW-AD 135
Global Shakespeare
Fall 2016 (offered fall)
Crosslisted with Core: Cultural Exploration and Analysis; Theater Pre-modern
To what extent can “Shakespeare” serve as the focal point for a cultural heritage that belongs to the entire globe? This course offers a comparative, interdisciplinary approach to the plays of William Shakespeare, considering him both as an exemplar of Western literature and also as a world author whose influence can be felt throughout many cultures. We will approach the study of Shakespeare through three different sets of questions: 1) In what ways was Shakespeare a “global” author in his own day, adopting a “worldly” approach that transcends his English context? 2) How does the history of the play as public entertainment, and criticism of his plays transform “Shakespeare” into a global cultural commodity? 3) What is the cultural legacy of Shakespeare’s work throughout a variety of global media, including plays, novels, operas, and works of visual art? We will begin by looking at two plays, Othello and The Tempest, that have inspired adaptations in a variety of cultural contexts across ages. We will then devote a number of classes to investigating the global spread of Shakespeare’s most famous play, Hamlet, from 1603 to the present. The course concludes with a creative project inspired by Shakespeare’s lost play, Cardenio.

LITCW-AD 146
Photography and Narrative
Fall 2016 (offered fall)
Crosslisted with Core: Cultural Exploration and Analysis
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 carry narrative formative forms of narrative? What kind of photography 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 image and text are combined in creative partnerships; and works which are about photographs but in which no images are actually reproduced.

LITCW-AD 147
Tragedy
Spring 2017 (periodically offered)
Crosslisted with Core: Cultural Exploration and Analysis
Pre-modern
Tragic drama originated in ancient Greece and it has been central to both the aesthetic and the philosophical traditions of the West. At the same time, many classic works of Western tragic drama have been adapted by cultures all over the world for their own cultural preoccupations. 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. Please note that students who took Tragedy (COREP-AD 15) cannot repeat this course.

ADVANCED LITERATURE ELECTIVES

LITCW-AD 101
Major Texts in Critical Theory
Periodically offered
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 structuralism, archetypal criticism, psychoanalytic criticism, feminism, reader-response theory, deconstruction, and historicism.

LITCW-AD 107
The Postcolonial Turn
Periodically offered
In postcolonial literature, representation and revolution intersect, as writers re-invent literary forms and seek to reconceive colonialism, nationalism, and modernity. Through this course students will 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 that trace the historical formations and experimental forms, and the exiles who shaped the culture of today.
This course will examine three "encyclopedic" texts (War and Peace, Ulysses, and One Hundred Years of Solitude) that rehearse and interrogate inherited paradigms of cultural identity, purpose, and destiny. Through sustained attention to formal and ideological tenets of these specific texts, the students will also seek to interrogate some of the salient procedures of realism, modernism, and postcolonialism.

**LITCW-AD 139 Early Modern English Drama: Staging the World**

Periodically offered

Pre-modern

Prerequisite: One of LITCW-AD 103, LITCW-AD 104, THEAT-AD 100W

Doomed lovers, military conquest, imported luxury goods, political treachery, religious conversion, spectacular bodies—and pirates. These are some of the plot elements that figured stereotypes and represented transnational movement of people, objects, and stories around the globe in English Renaissance drama. This course will read English plays preoccupied with staging otherness—from the 1580s to the 1640s—in genres from city comedy to tragedy to ask how these imaginative constructions draw upon the world to consider what it meant to be "English." The course will examine the intersection of identity and nation as these ideas are insisted upon—chaos—fractured—in the popular imagination of the theater. Questions: how is the self constructed in relation to the world? Which figures of the "Other" become particularly important to notions of English identity? How is the English body imagined, and what happens to English bodies when they venture elsewhere?

**LITCW-AD 140X Masterpieces of Pre-Modern Arabic Literature in Translation**

Periodically offered

Crosslisted with Arab Crossroads Studies

Pre-modern

This course explores a selection of canonical and non-canonical works of literature from pre-Islamic Arabia to the so-called 19th-century Arab Renaissance. Through this course students will examine poetic and prosaic texts, while revising their understanding of literary genres and categories, especially in relation to the tradition of Arabic literary studies. Students will also learn about the major approaches to the study of this literary tradition, while immersing themselves in its rich languages, imagery, and historical moment. Readings include selections from: Pre-Islamic heroic poetry; Umayyad love poetry; Abbasid courtly poetry and its influence on the Andalus; libertine poetry in all its registers from the early Abbasid to the Mamluke period. Prose literature will include the Qur'an; Hadith; Apocrypha of the Prophets; picaresque maqāmāt; The Arabian Nights; and proto-novels from the 19th century.

**LITCW-AD 143X Literature of the Middle East and the Maghreb (North Africa)**

Spring 2017 (periodically offered)

Cross-listed with Arab Crossroads Studies

Today the Western media tends to produce a one-dimensional view of the cultures of the Middle East. The reality of the people themselves and their daily lives is often very different. How do Middle Eastern writers represent themselves and their societies in literary fiction? How have they responded to the dramatic changes in the Middle East from the early twentieth century onwards? In this course, students will consider literature written in Arabic in North African and Middle Eastern cultures by reading a range of novels, with some poetry, written in the sixteenth century, and the first decade of the twenty-first, as well as films, from or about Morocco, Algeria, Egypt, Lebanon and Palestine. How do novelists translate the dynamics of the changing historical situations of their different cultures into literary form? Are literary traditions and models do they draw on? How far do these reflect the different movements and schools of belief in Islam, as well as the other religions of the Middle East? What kinds of more recent and personal representations emerge and how have these been changing over recent decades, particularly since the Arab Revolutions? How different are those novels written in English or French for a global audience from those written in Arabic? What are the effects of reading them in translation? Do the conventions of Western literary criticism work for literature from other regions of the world? Students will be investigating these and many other related questions in the course of our investigations.

**LITCW-AD 144 Reading Dramatic Literature: Authority and Imagination**

Spring 2017 (periodically offered)

Crosslisted with Theater

Dramatic literature from the Greeks to the present, including work from Asia, India, and Africa.

Students will consider, particularly, work that because of its metaphorical sweep and formal possibilities has been performed over and over again. The course will examine the genesis of these texts and theories (e.g. in the study of how students will concentrate on where dramaturgical authority is located and what makes these texts particularly ripe for staging contemporary audiances. The course will work to create a new theoretical construct, catharsis and identification, and other elements that can be linked to text (without losing the fact that theatre is primarily an exchange between the audience and the stage).

**LITCW-AD 145 Love, Madness, and Poetry**

Spring 2017 (periodically offered)

Arts of sensibility; sensibility and poetic form in a variety of cultural and historical contexts.

**LITCW-AD 148 Introduction to Postcolonial Studies**

Fall 2016 (periodically offered)

What does it mean to be "postcolonial"? How can we understand the mixture of the origins of cultures and peoples that seem to define our "globalized" age? What is the effect of the cultural, political, and living under colonial rule? This course will examine texts in the postcolonial condition has been marked by a body of work that engages questions relating to empire and decolonization and creates new models for the analyses of power, identity, gender, resistance, nation and Diaspora. In this class, we will examine fiction, poetry, film, and political writings from Africa, Asia, the Caribbean and their diasporic communities. Theoretical readings draw from Edward Said, Frantz Fanon, M. K. Gandhi and Ngugi wa Thiong'o, while fictional and cinematic texts will include work by V. S. Naipaul, Bapsi Sidwa, Jamaica Kincaid and others. Our aim will be to understand both the ways in which these texts provide new models of analysis and the ways they have changed the traditional study of literature in the academy.

**LITCW-AD 18X Introduction to Modern Arabic Literature**

Crosslisted with Arab Crossroads Studies

ACS-AD 261X

Cities and Modern Arabic Literature

Crosslisted with Arab Crossroads Studies

ACS-AD 265

Introduction to Islamic Texts

Crosslisted with Arab Crossroads Studies

Pre-Modern

AHC-AD 134

Women in Voices

Crosslisted with Arts and Humanities Colloquia

AHC-AD 135

Reading the Earth: World Literature and the Environment

Crosslisted with Arts and Humanities Colloquia

HIST-AD 154

African History through Film and Literature

Crosslisted with Film and New Media, History

THEAT-AD 153

African Women Playwrights

Crosslisted with Theater

**LITCW-AD 128 Advanced Creative Writing: Nonfiction Essay**

Prerequisite: one creative writing course taken within the NYU global network

Repeatable for credit with permission of the program head

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, course material will include work by V. S. Naipaul, 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. Note: repeating this for credit requires consultation with the Registrar prior to enrollment.

**LITCW-AD 130J Fiction Writing: Craft Workshop**

Offered January odd years

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

**LITCW-AD 137 Feature Writing**

Fall 2016 (periodically offered)

Crosslisted with Journalism

This course aims to develop your skills in feature writing for print and online magazines and trade journals. Emphasis will be placed on all stages of
LITCW-AD 138
Advanced Creative Writing: Travel Writing
Spring 2017 (periodically offered)
Prerequisite: one creative writing course taken within the NYU global network
This course exposes students to a range of writing about personal travel and offers students the chance to craft travel narratives of their own of various lengths and formats. The course will focus on such questions as style, method, medium, genre, funding, and strategies or outlets for online and print publication, as well as ethical issues that may arise when writing about countries or cultures not your own.

LITCW-AD 141
Advanced Creative Writing: Documentary Forms
Periodically offered
Prerequisite: one creative writing course taken within the NYU global network
Repeatable for credit with permission of the program head
This course centers on the generative intersection of art and non-fiction: in other words, documentary forms. Documentaries are compelling because they are driven by a desire to investigate, educate, reveal. They often do this by claiming objectivity and reality rather than claiming subjectivity and fiction. During the semester students will therefore explore the relationship between aesthetics, ethics, and point of view in three mediums: poetry, film/video, and visual art, with an emphasis on poetry and text that pushes the boundaries of conventional prose and journalism.

LITCW-AD 142
Letters from Afar: Travel Writing Abroad
Fall 2016, Spring 2017 (offered every semester)
2 credits
Travel is a form of knowledge. “The traveler,” wrote the British travel writer Robert Byron, “can know the world, in fact, only when he sees, hears, and smells it.” This course offers a unique opportunity to further expand and deepen the knowledge students will gain from the respective learning locations where they are traveling in the course of a study away semester, by venturing beyond the confines of campus, and engaging with the everyday people and proceedings of the places in which those institutions are situated. From their observations, reporting, interviews and research about what they’ve encountered, students will compose a feature-length narrative in the form of a classic “Letter From….” piece in The New Yorker magazine. No credit may be taken during study away semesters, but may not be taken in Accra or London.

LITCW-AD 320
Advanced Creative Writing: Workshop in Fiction
Spring 2017 (offered spring)
Prerequisite: one creative writing courses taken anywhere in the NYU global network
Repeatable for credit with permission of the program head
An advanced fiction workshop that offers students the opportunity to hone their writing through peer critique and in-depth craft discussions. Extensive outside reading deepens students’ understanding of fiction and broadens their knowledge of the evolution of literary forms and techniques.

LITCW-AD 321
Advanced Creative Writing: Workshop in Poetry
Spring 2017 (offered spring)
Prerequisite: one creative writing course taken within the NYU global network
Repeatable for credit with permission of the program head
This course focuses on writing poetry by experimenting with a variety of poetic forms and writing prompts, including 20th-century and contemporary poetry and statements and essays written by poets. Students will write poetry as well as learn terms for critical analysis. Some of the threads of inquiry and inspiration that will run through the workshop include: What is poetry? What does it do? What is the state of poetry now? What does it mean to write and read poems in English if it is not your home or only language? In addition to workshop peers’ poetry, participants will learn about the chapbook tradition, make their own small books of between 15 and 25 pages, and organize readings to experiment with various performance-based approaches to poetry. In some semesters “Documentary Forms” may be offered in lieu of this course.

FILMM-AD 105
Forms of Writing for Film and New Media
Crosslisted with Film and New Media

FILMM-AD 110
Writing the Short Screenplay
Crosslisted with Film and New Media

THEAT-AD 160
Fundamentals of Playwriting
Crosslisted with Theater

TOPICAL RESEARCH
LITCW-AD 298
Directed Study
Offered by application
Closely supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in at least one substantial project and with a focus on independent writing and research. The application process requires that the student and instructor create a full syllabus, with reading list, assignments, and grading criteria.

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CAPSTONE EXPERIENCE
LITCW-AD 400
Capstone Seminar
Fall 2016 (offered fall)
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 two-part Capstone Seminar and a year-long individualized thesis tutorial. During the fall semester of the seminar, students define their thesis topic, develop a bibliography, read broadly in their chosen field(s), and begin their research. In the spring semester, students focus on developing a full draft of their project, which may include revision and re-articulation of key theoretical and/or aesthetic choices. Students also begin to work on the public presentation of the project, and continue to work on one-on-one with their thesis advisor(s).

LITCW-AD 401
Capstone Project
Spring 2017 (offered spring)
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 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.

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

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

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

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

Study Away Pathway for Music
Students in the Music program can study away during Spring of sophomore year or Fall of junior year. The Music program has the following pathways for study away: New York (Fall or Spring), Accra (Fall or Spring), Paris (Fall or Spring), and Prague (Spring). Accra is suited for students with interests in Ethnomusicology and African music; Paris is suited for students with interests in music technology; Prague is suited for students with interests in Musicology and traditional Western music. New York covers the entire spectrum of student interests. In principle, students cannot study two semesters away unless they provide a strong rationale for it. It is not possible to study two semesters in New York.

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

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

Common to both tracks
4 Required Courses: Music Theory & Analysis I; Music Technology Fundamentals; Making Music; Music Histories and Cultures: Introduction to Music Studies
2 Capstone: Seminar and Project

Artistic Practice track
1 Elective course in Music Theory or Ethnomusicology & Musicology
20 Credits of elective course work in Music Practice and/or Music Technology including: at least two 2-credit individual instruction and/or ensemble experiences; at least two 3-or 4-credit courses in Music Technology and/or Music Practice

Music Studies track
8 Credits in Music Practice and/or Music Technology
16 Credits of elective courses in Music Theory and/or Ethnomusicology & Musicology

Note: Regardless of track, private instruction cannot be taken for more than 8 credits in either instrument or composition and cannot be more than 10 credits in total.
Music majors who are interested in studying abroad should plan to do so during the spring semester of their sophomore year. They should also plan to finish the four required courses common to both tracks before going abroad. Occasionally, Music majors can take a second semester abroad, and need permission of their mentor and the approval of the Music Program to do so.

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

**REQUIREMENTS FOR THE MINOR IN MUSIC**
4–6 courses, totaling 16 credits, distributed as follows:

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

**Minor in Sound and Music Computing**
A related minor in Sound and Music Computing is described in full on pages 312–313.
MUSIC COURSES

REQUIRED COURSES

MUSIC-AD 105 Music Theory Analysis I
Fall 2016 (offered fall)
Crosslisted with Sound and Music Computing
This course provides an intensive introduction to music theory: the study of common elements and organizing principles in music, supported by detailed analysis of specific musical examples. This includes constructs that are utilized every day by practicing musicians: intervals, keys, scales, modes, chord progressions, rhythms, meters, and forms, among others. In addition to aural skills, fluency with musical notation and familiarity with conventions of written scores are developed throughout the course. Modular practices are examined through diverse traditions including the Arab Maqam system, modal jazz/pop/rock, and choral music of the European Renaissance, leading to a detailed study of melody, harmony, and counterpoint in diatonic tonal music. The repertoire is drawn from both “classical” (Common Practice Period) music and more recent examples of tonality, including popular music. Regular projects in directed composition and analysis provide hands-on engagement with theoretical concepts, while lectures and listening assignments place techniques in historical context and introduce significant composers and performers. Weekly lab sections are devoted to skills in musicianship: listening, sight-singing, dictation, and basic keyboard skills.

MUSIC-AD 106 Music Technology Fundamentals
Fall 2016 (offered fall)
Crosslisted with Interactive Media, Sound and Music Computing
This is an all-in-one course for (almost) everything related to music technology. In this course students learn the fundamentals of digital audio, studio and location recording, audio and MIDI sequencing, using Logic and Live, music production, and audio programming using Max.

MUSIC-AD 120 Making Music
Spring 2017 (offered spring)
This practical course endeavors to expose students to the various technologies by which music is creatively conceived and brought to public life. Students 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 United Arab Emirates as a global site. Students work in creative music projects involving original writing/composition, recording, and performance. The course additionally has a historical scope in which students consider how these practices have been addressed at different key moments in history and differed according to national and regional contexts.

MUSIC-AD 133 Music Histories and Cultures
Fall 2016 (offered fall)
This seminar is an introduction to music studies, which investigates music as both a text and social practice across a broad range of historical and cultural contexts. Beginning with music in the myths and ancient histories of Sumeria, India, Egypt, and Greece, the seminar concludes with an examination of musical practices within global and transnational networks of power, where new technologies of mediation are radically re-orchestrating our experience of music and the world. Introducing students to key theories, methodologies, and debates within music scholarship, the course provides a critical examination of the increasingly interrelated disciplines of musicology and ethnomusicology with a focus on music of gender, sexuality, race, religion, politics, and media. Reflecting the interdisciplinary nature of music studies, the course engages with anthropology, phenomenology, music criticism, literary studies, hermeneutics, semiotics, cultural studies, and historiography in order to raise fundamental questions about the study of music in the global context of today.

MUSIC PRACTICE ELECTIVES

MUSIC-AD 171 Group Music Instruction 1
Offered fall, spring
2 credits
Group Music Instruction is designed to introduce students to a new musical instrument. The course focuses on establishing a basic foundation at the instrument that will become the basis for developing a comfortable posture and beautiful tone.

MUSIC-AD 172 Group Music Instruction 2
Offered fall, spring
2 credits
This section of Group Instruction is designed for students who already have a basic level of competency with the instrument. The focus of this course is to build upon established musical skills, while working toward mastering more challenging musical repertoire.

MUSIC-AD 173 Group Music Instruction 3
Offered fall, spring
2 credits
Prerequisite MUSIC-AD 172 or permission
This section of Group Instruction is designed for students who have prior group music experience. The focus of this course is to build upon established musical skills, while working toward mastering more challenging musical repertoire.

MUSIC-AD 181 Vocal Ensemble
Offered fall, spring
2 credits
A diverse array of vocal ensembles is offered each semester. Participants develop skills in active musicianship: performance, listening, communication, and collaboration. Ensembles are offered at beginner, intermediate, and advanced performance levels. Please contact the instructor or Head of the Music Program for details.

MUSIC-AD 187 Instrumental Ensemble
Offered fall, spring
2 credits
A diverse array of instrumental ensembles is offered each semester. Participants develop skills in active musicianship: performance, listening, communication, and collaboration. Ensembles are offered at beginner, intermediate, and advanced performance levels. Please contact the instructor or Head of the Music Program for details.

MUSIC-AD 192 Individual Instruction in Composition
Offered fall, spring
2 credits
Individual instruction in Composition is designed for students wanting to create musical work under supervision. This work can be for instruments, voice, electronics, or a combination of the three, for a variety of purposes, ranging from traditional concert music to music for film or for interactive computer applications such as games. Students learn compositional techniques and strategies that are tailored to help them achieve their compositional goals. The created work is presented in concert or at a similar public artistic manifestation.

MUSIC-AD 193 Individual Instruction in Music Performance
Offered fall, spring
2 credits
Individual instruction in Music Performance is designed for students willing to develop their skills in performing an instrument. Acceptance to Individual Instruction in Music Performance is subject to approval by the instructor.

MUSIC TECHNOLOGY ELECTIVES

MUSIC-AD 216 Recording and Producing Techniques
Offered spring
Crosslisted with Sound and Music Computing
This course will expose students to the fundamentals of audio theory and engineering, audio production techniques within the studio environment as well as location specific recording, playback, and the world of post-production. This class will introduce students to everything from international standards and formats in music production to mixing and editing workflows. The class will fuse audio theory and music technology practice through the use of a variety of DAW software tools including Pro Tools, Logic, Live, MIDI, software instruments, and plugins.
This intensive course is designed to develop skills in sound synthesis techniques and procedural music, with a focus on their specific application in composition, sound design, New Instruments of Musical Expression (NIME), and games. The course will consist of extensive exploration of analog modular synthesis, Max, and SuperCollider, in real-time. Beginning with algorithms used by synthesis and computer music pioneers (Xenakis, Chowning, Risset) as well as new talents in electronic music such as Di Sciopio, Clementi, and Richard Devine. Previous knowledge of working with Max and/or SuperCollider is required for this course or students may have to take a complementary lab in order to be able to follow the class.

MUSIC-AD 319 Special Topics in Music Production Periodically offered

This course will expose students to the fundamentals of audio engineering and music production technique within the studio environment. The course is focused on hands-on exercises and assignments. The class will introduce students to everything from studio recording sessions with live instrumentalists, to producing music using software and hardware electronic instruments.

MUSIC-AD 320 Advanced Topics in Music Technology Periodically offered

Advanced Topics course taught by affiliate or visiting Faculty

MDCMA-AD 102 Communications Lab Crosslisted with Interactive Media

MDMM-AD 208 New Interfaces of Musical Expression Crosslisted with Interactive Media

ETHNOMUSICOLOGY/MUSICOLOGY ELECTIVES

MUSIC-AD 111X Arab Music Cultures: Ethnomusicology in the Arab Crossroads

Spring 2017

Crosslisted with Arab Crossroads Studies, Anthropology

Arab music culture, understood as an assemblage of ideas, practices, instruments, and traditions of sounding and listening, flourishes across the Arab world and in other places where Arabs have settled. This course provides a thorough overview of Arab music culture in the contemporary world, by investigating a number of its iterations within and beyond the Middle East and North Africa. Course materials, including sound recordings and films as well as written works, utilize music as a prism to view other aspects of society, such as religion, nationalism, and diaspora. By engaging critically with these materials, students cultivate ways of speaking and writing about music and culture in Arab and other contexts. The course thus prepares students for further work in ethnomusicology, the study of music as culture.

MUSIC-AD 113 Jazz

Periodically offered

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

MUSIC-AD 114 Global Hip-Hop

Periodically offered

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

MUSIC-AD 115 Music: Conflict, Protest, and Peace

Spring 2017

Crosslisted with Peace Studies

This seminar examines music in relationship to conflict, protest, and peace across a wide range of historical and cultural contexts from the nineteenth century to the present. Whether conflicts are being waged in the name of national, ethnic, economic, or ideological concerns, it is clear that music and musical practices play a critical role in the complex sociological rituals of war, from the military marches accompanying deployment to the orchestral requiems that serve to memorialize the dead. Beginning with music in the context of the Napoleonic Wars and World War I and II, the seminar also examines the period after 1945 with the birth and evolution of rock and roll, which played a critical role in the protest and peace movements of the 1960s, as well as in movements for civil rights and social justice at that time. Whether hearing John Lennon’s song “Give Peace a Chance” in the wake of the Vietnam War, or engaging with heavy metal music as an instrument of torture in Abu Ghraib in the context of the War on Terror, this seminar explores music as a contested social practice during times of conflict in order to raise fundamental ethical questions concerning our role and responsibility in the world today.

MUSIC-AD 116 Rock 'n' Roll Revolutions and Histories

Periodically offered

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

MUSIC-AD 161 Opera: Power, Politics, and Patronage

Periodically offered

This course examines the history of opera with a focus on the politics and changing structures of patronage that have shaped the genre from its birth to the late sixteenth century. Students will study the Italian courts to the present. Beginning with Monteverdi’s Orfeo from 1607, the course explores operatic developments in nineteenth century Europe and Russia, where the rise of the bourgeoisie and the growth of popular culture and politics made it the most important musical genre of that period. Whether examining Wagner’s radical transformation of opera in works like Tristan and Isolde and Parsifal or narratives of contemporary history in John Adams’s Nixon in China, we explore opera as a genre shaped by the power, politics, and patronage of its given age.

MUSIC-AD 162 African Popular Music Fall 2016 (periodically offered)

Crosslisted with Anthropology

This course examines the historical foundations, sociocultural contexts, and formal characteristics of twentieth- and twenty-first-century African popular music, covering a range of genres from across the continent. Drawing on a rich corpus of scholarly and popular works by anthropologists, ethnomusicologists, historians, filmmakers, and journalists, it explores the complex sociological rituals of war, from the military marches accompanying deployment to the orchestral requiems that serve to memorialize the dead. Beginning with music in the context of the Napoleonic Wars and World War I and II, the seminar also examines the period after 1945 with the birth and evolution of rock and roll, which played a critical role in the protest and peace movements of the 1960s, as well as in movements for civil rights and social justice at that time. Whether hearing John Lennon’s song “Give Peace a Chance” in the wake of the Vietnam War, or engaging with heavy metal music as an instrument of torture in Abu Ghraib in the context of the War on Terror, this seminar explores music as a contested social practice during times of conflict in order to raise fundamental ethical questions concerning our role and responsibility in the world today.

MUSIC-AD 164 Dis/Abilities in Musical Contexts Spring 2017 (periodically offered)

The story of Beethoven is usually presented as an inspirational tale of overcoming disability in our society. But what other messages might be read from this tale? In this course, we examine the larger idea of “disability” in musical contexts. We start by taking a critical look at mass media representations of disability, such as in the popular television series Glee. From there, we shift our focus to the stories and music making of individuals with dis/Abilities, such as: Evelyn Glennie (percussionist), Rhiannon Giddens, Quasimodo (singer), and Stevie Wonder (pianist and song writer). Students will become acquainted with disability theorizing through readings from beyond the field of disability studies, including philosophy, psychology, music therapy, and Deaf cultural studies.
This course examines the musical dimensions of migration and diaspora in the western Indian Ocean, with particular emphasis on recent research and debates on the Indian Ocean’s African diaspora. Students will develop an understanding of history, society, and culture of the western Indian Ocean through the case of music, and of the dynamics of musical culture in general through the example of the western Indian Ocean.

**MUSIC-AD 263**

**Musical Culture in the Western Indian Ocean**

Periodically offered

The western Indian Ocean—the region outlined by the littoral areas of eastern Africa, southern Arabia, and the Indian sub-continent—has long been a place of intensive trade, migration, and cultural exchange. Musical echoes of this history may be heard in Indonesian and Arabic musical influences in Madagascar, Arabic and Indian influences on the Swahili coast, African and Indian musical influences in southern Arabia, African and Arab musical influences in South Asian musics, and European musical influences throughout the region. This course examines the musical dimensions of migration and diaspora in the western Indian Ocean, with particular emphasis on recent research and debates on the Indian Ocean’s African diaspora. Students will develop an understanding of history, society, and culture of the western Indian Ocean through the case of music, and of the dynamics of musical culture in general through the example of the western Indian Ocean.

**MUSIC-AD 264**

**African American Music and African Retention Theories**

Periodically offered

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

**MUSIC-AD 266**

**Advanced Topics in Ethnomusicology**

Periodically offered

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

**MUSIC THEORY ELECTIVES**

**MUSIC-AD 205**

**Music Theory & Analysis II**

Offered spring

Prerequisite: MUSIC-AD 105 or equivalent

Crosslisted with Sound and Music Computing

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

**MUSIC-AD 206**

**Musics of the World: Approaches to Theory**

Periodically offered

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

**MUSIC-AD 261**

**Advanced Topics in Music Theory**

Periodically offered

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

**COREA-AD 34**

**What is Music?**

**COREA-AD 43W**

**War**

**TOPICAL RESEARCH**

**MUSIC-AD 198**

**Directed Study**

Offered by application

Prerequisites: Instructor permission

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

**CAPSTONE EXPERIENCE**

**MUSIC-AD 400**

**Music Practice Capstone Seminar**

Offered fall

The Music Practice Capstone Seminar is a space where students develop their formal Capstone project proposals in either track for the major. This consists of weekly meetings with the Capstone advisor in the form of a directed study, complemented by a series of periodic lectures given by each full-time faculty member in the Music Program to the group of students in issues found pertinent to the development of a solid, well-grounded and rigorous proposal. Towards the end of the semester, students are required to formally present the proposals to be developed in the following semester.

**MUSIC-AD 401**

**Music Practice Capstone Project**

Offered spring

The Music Practice Capstone Project 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, Music Studies students will refine a thesis topic of their choice, develop a bibliography, read broadly in background works, and undertake research and/or creative work. In the tutorial, students will work on a one-on-one basis with a faculty mentor to hone their research and produce successive drafts of a capstone project. The capstone experience will culminate in the public presentation of the work and defense before a faculty panel.

**MUSIC-AD 410**

**Music Studies Capstone Seminar**

Offered fall

The capstone experience in Music Studies 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, Music Studies students will refine a thesis topic of their choice, develop a bibliography, read broadly in background works, and undertake research and/or creative work. In the tutorial, students will work on a one-on-one basis with a faculty mentor to hone their research and produce successive drafts of a capstone project. The capstone experience will culminate in the public presentation of the work and defense before a faculty panel.
Philosophy—perhaps the oldest academic discipline—explores enduring fundamental questions about the world and our place in it: What is the ultimate nature of reality? What really exists, and what is mere appearance? What, if anything, can we genuinely know? How are our conscious minds related to our physical bodies? What is value, and which values should we adopt? What makes for a good or valuable life? Are we ever responsible for the actions we perform, or are we merely victims of our environment and our genetic inheritance? How should societies be organized? How should we understand the relationship between science and religion, or between reason and faith?

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

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

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

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

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

The major in Philosophy consists of ten courses. All students should begin with an Introductory Elective. Satisfactory completion of an Introductory Elective is a prerequisite for all of the other courses required for the major, except Logic courses. Students who are considering a Philosophy major should also take Introduction to Logic (PHIL-AD 180) as early as possible—preferably before the end of their second year. Students who choose to double major in Philosophy and another discipline and who choose to complete their Capstone project in that other discipline must still complete ten Philosophy courses. Instead of the two-semester Capstone Project in Philosophy, these students may elect any two additional Philosophy courses (other than Introductory Electives).

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

REQUIREMENTS FOR THE MAJOR IN PHILOSOPHY

10 courses, which must include the following:

1. Introductory Elective
2. Introduction to Logic
3. History of Philosophy Elective
4. Theoretical Philosophy Elective
5. Practical Philosophy Elective
6. Advanced Seminar
7. Additional Philosophy courses (other than Introductory Electives)
8. Capstone Project

Only one Introductory Elective may count toward the major in Philosophy.
**Minor in Philosophy**

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

**REQUIREMENTS FOR THE MINOR IN PHILOSOPHY**

4 courses, which must include the following:

1. Introductory Elective
2. History of Philosophy Elective
3. Theoretical Philosophy Elective
4. Practical Philosophy Elective

Students pursuing the minor in Philosophy are also encouraged (but not required) to take *Introduction to Logic (PHIL-AD 180).*
PHILOSOHY COURSES

INTRODUCTORY ELECTIVES

PHIL-AD 101 Central Problems in Philosophy
Fall 2016, Spring 2017 (offered every semester)
An introduction to the discipline of philosophy by way of several central philosophical problems. Topics may include free will, the nature of the self, skepticism and the possibility of knowledge, the ethics of punishment, the existence of God, the requirements of justice, the relation between our minds and our bodies, the nature of moral principles, and various logical paradoxes.

PHIL-AD 103 The Meaning of Life
Spring 2017 (periodically offered)
“What is the meaning of life?” This is perhaps the quintessential philosophical question, yet it is far from clear what the question is asking or what would amount to satisfying anwser. Must there be a God in order for our lives to have meaning? Or is there some value to pursuits such as wisdom, love, art, and work even in a world without God? How does the fact that we will all die affect the meaningfulness of life? We will read and discuss a variety of classic and contemporary philosophical texts as we grapple with these fundamental questions.

PHIL-AD 111 Minds and Machines
Periodically offered
An introduction to philosophy through the study of issues at the intersection of philosophy and cognitive science. Discussion will focus on the conflict between computational and biological approaches to understanding the mind. Topics will include whether a machine could think, the Turing Test, mental imagery, the possibility of artificial intelligence, the reduction of the mind to the brain, and the function of consciousness.

PHIL-AD 112 Life and Death
Periodically offered
We are all going to die. This course examines a number of puzzles that arise once we start to think about our mortality. Is death bad for us? How could it be, when we will no longer be around to be the subject of the harm? Is death any worse for us than our nonexistence was prior to our birth? Is it bad not to be born at all? If so, for whom is it bad? Are we, in some sense, immortal? Is immortality even not to be born at all? If so, for whom is it bad? Are we, in some sense, immortal? Is immortality even not to be born at all? If so, for whom is it bad? Are we, in some sense, immortal? Is immortality even not to be born at all? If so, for whom is it bad? Are we, in some sense, immortal? Is immortality even possible to exist without being born? If so, are all kinds of freedom equally worth having?

PHIL-AD 113 Freedom and Responsibility
Periodically offered
Do we have free will? Can we think of ourselves as responsible agents while also regarding ourselves as part of the natural order? Some philosophers have argued that 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 it free 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? Students will discuss the nature of persons, action, freedom, and responsibility in an effort to answer these questions.

PHIL-AD 116 Reason and Religion
Periodically offered
An examination of various questions that arise in philosophical discussions of religion, such as: Can philosophical reflection help us to prove the existence of God or clarify such puzzling matters as God’s relationship to time? How could a benevolent and omnipotent God permit the existence of evil and misfortune? Is it even rational to form beliefs about matters which transcend the realm of the empirical? Is the concept of a specifically religious experience a coherent one? If not, can religious beliefs be supported by other means? Alternatively, is the entire notion of evaluating religious discourse as a set of claims about transcendent realities misguided? What should we make of the alternative explanations of religion and religious phenomena offered by philosophers from al- Farabi to Marx and Nietzsche?

PHIL-AD 118 Fear of Knowledge
It is often thought that knowledge is inherently valuable and that “truth” is an objective notion independent of social considerations. This course examines various reasons we might have for holding these views and various challenges that have been raised against them. Why should we care about knowledge as long as our beliefs prove useful and efficacious? Is truth—and thus knowledge—more accurately understood as a culturally relative notion, so that what’s true for you might not be true for me?

PHIL-AD 119 Global Ethics
Offered every other year
This course is designed to accomplish two things. The first is to introduce three broad traditions of normative thinking about social issues from around the globe: a Confucian tradition, one based in Islamic legal traditions, and one derived from European liberalism. The second is to address three current areas of normative debate: about global economic inequality, about gender, and about human rights. Students will explore these ethical controversies against the background of the three broad traditions. The topic will be understood as coming to understand some of the differences of approach that shape the global conversation about these issues. As part of NYU’s global network initiative this course is being offered simultaneously at Abu Dhabi and New York. Students will collaborate with students from their sister campus throughout the semester.

PHIL-AD 120 Advanced Logic
Periodically offered
Prerequisite: PHIIL-AD 180
This course is an introduction to the study of reasoning. We will grapple with a range of pressing philosophical questions, including: Is happiness more than a subjective state of consciousness? Is death harmful? Do we have free will? Do evaluating religious obligations to others override the pursuit of our own self-interest? What is the relationship between the mind (or the soul) and the body? Since most of the philosophers that will be studied thought that philosophy must be systematic, we will also try to evaluate the strengths and weaknesses of this kind of approach to philosophical questions.

PHIL-AD 221x Classical Arabic Philosophy
Offered fall odd years
Prerequisite: one Introductory Elective in Philosophy (PHIL-AD 101-119)
Crosslisted with The Ancient World
This course is an introduction to Arabic philosophy as developed and debated by Muslims, Christians, and Jews from the eighth to the twelfth century. The Arabic authors were heirs to the entire Greek philosophical legacy and took it in a number of important and innovative directions, some of which have remained with us to the present day. Topics for this course will include knowledge, certitude, and the rules of rational debate; the metaphysical distinction between essence and existence and the attendant notions of necessity and contingency; the medieval analysis of the soul through psychiatric and moral psychology; and the role of religion in society and the analysis of religious claims within philosophy.

PHILOSOPHY ELECTIVES

PHIL-AD 220 Ancient Mediterranean Philosophy
Spring 2017 (offered spring odd years)
Prerequisite: one Introductory Elective in Philosophy (PHIL-AD 101-119)
Crosslisted with The Ancient World
This course is an examination of the origins of Western philosophical thought in ancient Greece and Rome, with a special focus on the views of Plato and Aristotle. Through their work, students will grapple with a range of pressing philosophical questions, including: Is happiness more than a subjective state of consciousness? Is death harmful? Do we have free will? Do evaluating religious obligations to others override the pursuit of our own self-interest? What is the relationship between the mind (or the soul) and the body? Since most of the philosophers that will be studied thought that philosophy must be systematic, we will also try to evaluate the strengths and weaknesses of this kind of approach to philosophical questions.

PHIL-AD 280 Advanced Logic
Periodically offered
Prerequisite: PHIIL-AD 180
This course is an advanced investigation of various aspects of symbolic logic and reasoning, with an emphasis on subjects of philosophical relevance. Specific topics vary by semester, but are generally drawn from the following: modal logic (the study of reasoning about necessity, possibility, counterfactuals, and tense); metalogic (the study of provability, completeness, and other higher-order properties of logical systems); nonclassical logic (the study of three-valued logical systems, free logics, and the logic of relevance); and mathematical logic (the study of logical systems intended to model arithmetic reasoning).

HISTORY OF PHILOSOPHY ELECTIVES

PHIL-AD 220 Ancient Mediterranean Philosophy
Spring 2017 (offered spring odd years)
Prerequisite: one Introductory Elective in Philosophy (PHIL-AD 101-119)
Crosslisted with The Ancient World
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PHIL-AD 221x Classical Arabic Philosophy
Offered fall odd years
Prerequisite: one Introductory Elective in Philosophy (PHIL-AD 101-119)
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This course is an introduction to Arabic philosophy as developed and debated by Muslims, Christians, and Jews from the eighth to the twelfth century. The Arabic authors were heirs to the entire Greek philosophical legacy and took it in a number of important and innovative directions, some of which have remained with us to the present day. Topics for this course will include knowledge, certitude, and the rules of rational debate; the metaphysical distinction between essence and existence and the attendant notions of necessity and contingency; the medieval analysis of the soul through psychiatric and moral psychology; and the role of religion in society and the analysis of religious claims within philosophy.
**THEORETICAL PHILOSOPHY ELECTIVES**

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<tr>
<td>PHIL-AD 223</td>
<td>Classical Indian Philosophy</td>
<td>Fall 2016 (offered fall even years) Prerequisite: one Introductory Elective in Philosophy (PHIL-AD 101-119) An exploration of the thought of major philosophers from the Indian subcontinent, beginning with the ancients in the fifth century BCE and concluding with thinkers on the eve of colonialism in the eighteenth century. Indian philosophy has been and continues to be a major world philosophy. The reach of its ideas has been vast, both historically and geographically, spanning the philosophies of Buddhism, Jainism, Islam, and Hinduism, as well as the philosophy of law, of medicine, of mathematics, and of politics and society. It is most strongly associated with wide-ranging discussions in the philosophy of language, epistemology, and metaphysics. The aim of the course is to present a balanced and impartial picture of the richness, diversity, and depth of philosophy in this region.</td>
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<tr>
<td>PHIL-AD 244</td>
<td>Philosophy of Science</td>
<td>Spring 2017 (offered spring odd years) Prerequisite: one Introductory Elective in Philosophy (PHIL-AD 101-119) Science is often taken to be a distinctly rational form of empirical inquiry. This course examines various questions concerning the nature and practice of science that arise from this widespread attitude. For example, scientific theories are often thought to be subject to empirical scrutiny in ways that other theories are not. To what extent is this belief well-founded? Is it rational to believe that our best scientific theories are even approximately true? What justifies the claim that different types of evidence lend varying degrees of support to a particular theory, or that a single piece of evidence supports one theory more than another? Similarly, it is often claimed that scientific theories provide us with “real” explanations of physical phenomena, whereas other theories aren’t “genuinely explanatory.” To what extent is this true? What exactly is a scientific explanation, and how is it different (if at all) from a mere prediction or mathematical derivation? Can false theories provide good explanations? Some familiarity with science is required.</td>
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<tr>
<td>PHIL-AD 243</td>
<td>Philosophy of Mind</td>
<td>Offered every other year Prerequisite: one Introductory Elective in Philosophy (PHIL-AD 101-119) What is the mind, and what can philosophy tell us about it? How is the mind related to the brain? Are they identical? How can we know when something has a mind? Could a machine have a mind? Could a machine be conscious? What, for that matter, is consciousness? Can consciousness be reconciled with a scientific view of the world? How do our mental states and attitudes, whatever they are, arise from activity in the brain and cause our actions? The rise of cognitive science has shed new light on many of these old questions. Can philosophers and cognitive scientists learn from each other even as they approach the study of the mind in their different ways? We will examine various answers to these questions, drawing readings from classical and contemporary philosophy as well as from cognitive science.</td>
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<tr>
<td>PHIL-AD 240</td>
<td>Epistemology</td>
<td>Offered every other year Prerequisite: one Introductory Elective in Philosophy (PHIL-AD 101-119) Epistemology is the study of knowledge and rational belief. In this course we will examine various central epistemological questions, including: What is knowledge, and how does it differ from belief? Can we ever know that the world actually is the way it appears to us, or must we concede to the skeptic that we do not really know anything? Does knowledge always have to be based on secure foundations? If you know something, will you always know that you know it? Will you always be able to prove that you know it? What sort of attitude is belief, and what sort of control do we have over what we believe? What is evidence, and what is the connection between knowledge and evidence? Do we have any good reasons to believe some things rather than others? Is it ever rational to believe in the absence of evidence? What should we do when our epistemic peers disagree with us?</td>
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<tr>
<td>PHIL-AD 225</td>
<td>Nineteenth- and Twentieth-Century European Philosophy</td>
<td>Periodically offered Prerequisite: one Introductory Elective in Philosophy (PHIL-AD 101-119) A survey of philosophy on the European continent in the nineteenth and twentieth centuries, beginning with German Idealism and proceeding through Marxism, existentialism, phenomenology, critical theory, and structuralism. This course will introduce students to many of the major thinkers of this period, including Hegel, Marx, Kierkegaard, Nietzsche, Husserl, Heidegger, Arendt, Sartre, Horkheimer, Adorno, and Foucault. How do these thinkers stand in the background of a great deal of contemporary political, social, and literary theory; their reactions to and criticisms of the Enlightenment’s celebration of reason continue to challenge modern society.</td>
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<tr>
<td>PHIL-AD 241</td>
<td>Metaphysics</td>
<td>Offered every other year Prerequisite: one Introductory Elective in Philosophy (PHIL-AD 101-119) Metaphysics is the investigation of the nature of reality. In this course we will wrestle with some of the most furore Berkeley questions such as: What kinds of things exist? Are there minds or material bodies? What, for that matter, is existence? Is change illusory? What is truth? To what extent is reality independent of our thoughts about it? What is the difference between the possible and the actual? Are human actions free or causally determined? What is a person?</td>
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<tr>
<td>PHIL-AD 224</td>
<td>Early Modern European Philosophy</td>
<td>Offered every other year Prerequisite: one Introductory Elective in Philosophy (PHIL-AD 101-119) An survey of European philosophy in the seventeenth and eighteenth centuries—one of the most exciting and formative periods in the history of Western philosophy. We will focus on six philosophers: René Descartes, Gottfried Wilhelm Leibniz, John Locke, George Berkeley, David Hume, and Immanuel Kant. Through their writings, we will trace and study philosophical arguments and debates concerning the possibility and extent of our knowledge of the external world, the nature of the self, the nature of substance and causation, the existence of God, the nature of perception, and the relation between our minds and our bodies.</td>
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<tr>
<td>PHIL-AD 242</td>
<td>Philosophy of Language</td>
<td>Offered every other year Prerequisite: one Introductory Elective in Philosophy (PHIL-AD 101-119) “Socrates was poisoned.” With those vocal sounds or marks on a page, I can make a claim about someone who lived in the distant past. How is that possible? How do our words manage to pick out or latch onto particular portions of reality, even ones with which we have no direct contact? How does language enable us to convey thoughts about everything from Abu Dhabi, to the hopes of a friend, to the stars beyond our galaxy? For that matter, what are the thoughts, or the meanings, that our words carry or communicate? We will explore these and other philosophical questions about language through a reading of seminal works by twentieth-century thinkers.</td>
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<tr>
<td>PHIL-AD 245</td>
<td>Philosophy of Science</td>
<td>Offered every other year Prerequisite: one Introductory Elective in Philosophy (PHIL-AD 101-119) What is science? Is it a system of beliefs or is it an activity? Can science be defined? Can science be practiced? Can science be known? Can science be taught? These are some of the questions we will explore in this course. We will also consider the role of science in society and the relationship between science and politics.</td>
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**PRACTICAL PHILOSOPHY ELECTIVES**

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<tr>
<td>PHIL-AD 260</td>
<td>Ethics</td>
<td>Fall 2016 (offered fall even years) Prerequisite: one Introductory Elective in Philosophy (PHIL-AD 101-119) What are our most basic values? What are the ethical principles by which we should judge our actions, ourselves, and our lives? What is involved in living a good human life? How can we reconcile the demands of morality with the personal obligations that spring from friendships and other relationships? Do the ends ever justify the means? This course will grapple with these and other questions through exploration of three of the most influential theories in Western ethical philosophy: Aristotle’s ethics of virtue, Immanuel Kant’s moral rationalism, and John Stuart Mill’s utilitarianism. Students will also encounter one of modern morality’s harshest critics: Friedrich Nietzsche.</td>
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<td>PHIL-AD 261</td>
<td>Applied Ethics</td>
<td>Periodically offered Prerequisite: one Introductory Elective in Philosophy (PHIL-AD 101-119) Torture, abortion, taxes, physician-assisted suicide, terrorism. People disagree fiercely about the morality of these and countless other human concerns. What moral theories and concepts shape these debates? Can we use these debates to refine or evaluate those theories and concepts? Is it possible to find common ground in these ethical principles that will allow us to engage in rational debates rather than in disrespectful shouting matches (or worse)? These topics will be the guiding questions in this course and will involve investigation of several contemporary moral controversies.</td>
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<tr>
<td>PHIL-AD 262</td>
<td>Medical Ethics</td>
<td>Periodically offered Prerequisite: one Introductory Elective in Philosophy (PHIL-AD 101-119) An examination of the pressing moral questions that arise in medical practice and research. Do we have a basic right to health care? Are euthanasia and physician-assisted suicide ever morally permissible? Do we have the right to decide the course of our medical treatment, or to determine the timing and manner of our own deaths? Do we have a right to privacy? to 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?</td>
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PHIL-AD 264
Aesthetics
Periodically offered
Prerequisite: one Introductory Elective in Philosophy (PHIL-AD 101-119)
This course addresses a number of questions that arise in philosophical discussions of the arts. What is art, and how do we evaluate it? Is there a standard of taste? Are there special aesthetic properties? Is there a special aesthetic attitude or a special aesthetic experience? Does it matter for the aesthetic value of a supposed work of art if it is a forgery? What is beauty, and how is it related to the sublime? What is the relation between aesthetic and moral values? Can there be great works of art that are morally bad? Why do we feel for fictional characters? Why do we enjoy horror films? How and what do pictures represent? How does music express emotions? What is it to give an ‘authentic’ performance of a piece of music? How does our aesthetic appreciation of art differ from our aesthetic appreciation of nature?

PHIL-AD 264
Political Philosophy
Offered every other year
Prerequisite: one Introductory Elective in Philosophy (PHIL-AD 101-119), SOCSC-AD 116 or instructor permission
Crosslisted with Political Science
The state has authority over its citizens: if you fail to comply with its dictates, you can be punished. What justifies the state’s exercise of such authority? Could it be justified because we have at least implicitly given our consent to it? This is only one central question in political philosophy. Others include: What form of government best serves the people? Who are the people, anyway? What is justice? Do we have fundamental rights to property or to free expression? If so, what is the source of these rights? What is freedom, and are there different kinds? What is the proper relation between freedom and equality? Is equality desirable? Can we live in a genuine community that is not a community of equals? Students will grapple with such questions and draw on writings from both classical and contemporary philosophers.

PHIL-AD 320
Topics in the History of Philosophy
Offered every other year
Prerequisite: one History of Philosophy, Theoretical Philosophy, or Practical Philosophy Elective (PHIL-AD 220-279)
An advanced seminar that involves the careful study of some particular movement, philosopher, or issue in the history of philosophy. Examples: German idealism, Ibn Rushd, Kant, theories of causation in Indian philosophy, Aristotle.

PHIL-AD 340
Topics in Theoretical Philosophy
Offered every other year
Prerequisite: one History of Philosophy, Theoretical Philosophy, or Practical Philosophy Elective (PHIL-AD 220-279)
An advanced seminar that involves the careful study of some particular theory, philosopher, or set of issues in contemporary theoretical philosophy. Examples: realism and antirealism, David Lewis, theories of truth, formal epistemology, philosophy of logic, consciousness.

PHIL-AD 398-399
Directed Study
Offered By Application
Closely supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in a substantial paper.

PHIL-AD 400-401
Capstone Project
Offered fall, spring
The Capstone Project provides seniors with the opportunity to work closely with a faculty mentor and to conduct extensive research on a philosophical topic of their choice. The program consists of a year-long individualized thesis tutorial. During the fall semester, students explore their chosen topic, develop a bibliography, read broadly in background works, and write regular substantive response papers. During the spring semester, students hone their research and produce successive drafts of a thesis, which should be a substantial work of written scholarship. The Capstone experience culminates in the public presentation of the completed thesis.
Theater and performance have shaped the civic, religious, and ideological lives of human beings throughout history. Plays and performances do not represent only what we know and what we have done; they are also tools that can demonstrate the possibility of new worlds, new modes of social interaction, and how we might revise our relationship to the past.

The NYUAD Theater Program engages in the practice and study of theatre and performance to critically evaluate and demonstrate historic and contemporary social and cultural relations across the globe. Embedded as it is in NYU’s global network, the major uses global theatre and performance practices to imagine and exhibit ways to enact these relations differently—and hopefully, for the better—believing when enacted, plays and performances are events that transform all its participants.

An NYUAD Theater major studies the world through the lens of theater and performance. Majors achieve fluency in the long-storied practices of physical theater developed by master practitioners who are grounded in a variety of performance traditions and methods. As performers, directors, playwrights, designers, and dramaturgs, they employ that rigorous physical training to experiment with modes of devising and staging performances that reflect the multiplicity of post-modern experience. Theater majors are expected to immerse themselves in the study of historical, contemporary plays and theories of artistic performance. These have transformed how we express our social, romantic, and kinship arrangements, politics laws, ethics, cosmologies and myths, and the ever-changing ways that we view and experience ourselves as biological, material, and virtual matter.

Theater and performance are collaborative arts at NYU Abu Dhabi. These experiences happen in many ways: in practice-based classes and in scholarly seminars, in apprenticeships with professional companies in residence, as students host visiting artists, as collaborators on faculty research projects, by generating extra-curricular experimental performances and staged readings and, in their senior year, by producing a sustained and fully developed theater Capstone project. Theater students learn teamwork, discipline, leadership, effective modes of creative expression, improvisation, adaptability, and collective problem solving, as well as interpretive and textual analysis. All these are critical skills necessary for a sustained career in the arts and which are transferable to many careers in the humanities and social sciences.

The Theater Program at NYU Abu Dhabi welcomes majors and non-majors to join us in creating a thriving performance program for the college community, with events ranging from full productions to informal readings, solo performances, student-directed plays, and site-specific events on campus and beyond.

Study Away Pathway for Theater
NYUAD Theater majors are required to spend a semester at NYU New York and enroll in Tisch classes recommended by NYU Abu Dhabi. This semester must be the fall or spring of their third year. Theater majors will ideally complete Making Theater and Thinking Theater (or appropriate substitutes as approved by the Theater Program) prior to study at Tisch. Theater majors’ optional second semester away may be the spring semester of their second year or either semester of their third year as long as they have successfully completed the necessary course progression required for study away. Exceptions will be addressed on a per case basis.

Requirements for the Major
11 courses, distributed as follows:

- 2 Required courses: Making Theater; Thinking Theater
- 6 Electives: (must include at least one from Art Practice & one from History, Theory, Criticism)
- 1 Elective: from another Arts Program
- 2 Capstone Seminar and Project

Minor in Theater
The minor 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 minor 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 minor in Theater an excellent component of a well-rounded liberal arts education.

Requirements for the Minor in Theater
4 courses, distributed as follows:

- 1 Making Theater
- 1 Thinking Theater
- 2 Electives from within the Theater major
THEATER
SAMPLE SCHEDULE
Alternative sample schedules are available at nyuad.nyu.edu/grids

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THEATER COURSES

REQUIRED COURSES

**THEAT-AD 100**: Making Theater
Offered spring
Working as a performance company, students learn the fundamentals of collaborative theater making. Acting and performance are central to the process, but so is the recognition that a performance takes place in a space that has to be invested with rules and conventions before it can tell a story. Exploring the possibilities offered by these rules and conventions is key to understanding the potential for theater as a means of expression and mode of knowledge. Combining the tools and techniques of Aristotle, Stanislavsky, Meyerhold, Brecht, Grotowski, Brook, and Bogart, students work in groups to devise and stage silent stories as well as textual scenes to explore what it means to create a theatrical experience. All students participate as directors, actors, designers, and audience, and discuss each other’s work in order to develop a clearer and more objective relationship to their own.

**THEAT-AD 101**: Thinking Theater
Offered fall
This seminar offers an overview of theatre and its intersections with other disciplines in the arts, sciences, and humanities. The course introduces key terms and methodologies for understanding performance as an object of analysis and a means of expressive behavior. The students will explore how particular theories of drama emerge at historical moments and why; students will look at those theories that have been embodied in the stage, in dramatic literature, in public, and in everyday life. The aim of this class is to provide a performance vocabulary that will serve as a foundation and framework for advanced studies. Although this is not a survey of theatre history, the course will draw from a wide variety of historical plays and performances to elucidate the critical concerns of the field.

**THEAT-AD 111**: Body at Work: Movement for the Artist
Periodically offered
A voice and movement course for actors, musicians, and visual artists. Students will engage the body as an expressive tool in support of artistic craft and technique and build confidence in the ability to translate creative impulses through physical action. The course guides the student through awareness of and release from habitual tensions and into body alignment, breathing, resonators, sound and movement, group interaction, and the exploration of individual and group creativity. Class will focus on the kinetic application of movement in the art-making process, using core energy, dynamics, breath connection, strength, flexibility, range of motion, stamina, and relaxation techniques in order to strengthen our creative output. The goal is a free voice in a free body and the ability to express thought and emotion with openness and truth.

**THEAT-AD 113**: Collaborative Art: Fundamentals of Stage Design and Production
Offered fall
In this course students learn to create visceral, theatrical experiences that tell clear stories through deep investigation of what comprises aesthetic experience and the fundamental tenants of design and stage composition. Students will acquire tools to: identify, externalize, and develop aesthetic impulses; actualize the world of a text through simple, powerful choices; facilitate collaborations with a design team; synthesize script analysis and point of view with rich, textured design worlds; develop an empathetic imagination; and build work with generosity toward the audience’s experience.

**THEAT-AD 115**: Directing the Actor
Offered spring
A course for theater directors, filmmakers, actors, and visual artists. Students build a directorial vocabulary for translating impulse and imagination into compelling narrative and non-narrative staged moments. Using techniques from Brecht, Brook, Grotowski, and Bogart, students learn to articulate ideas to actors in compelling and inspiring ways. Students explore physical exercises to increase their range as directors; tools with which to fuel actors physically and emotionally; and theories of collaboration and ensemble. The core of the class is the exploration of directing as a physical collaboration with actors within a landscape of thought, emotion, openness, and truth.

ARTS PRACTICE ELECTIVES

**THEAT-AD 110**: Fundamentals of Acting
Offered fall
Crosslisted with Film and New Media
Students begin to build a performance vocabulary by using a range of techniques for translating the actor’s imagination into stage action. Students are introduced to the internal and external demands of turning psychology into behavior. Students explore acting fundamentals, such as investing yourself in the moment, genuinely listening, personalizing fictional material; and playing objectives are initially explored via games, improvisations, and exercises, followed by partnered scene work, ensemble technique, and solo performance.

**THEAT-AD 113**: Collaborative Art: Fundamentals of Stage Design and Production
Offered fall
In this course students learn to create visceral, theatrical experiences that tell clear stories through deep investigation of what comprises aesthetic experience and the fundamental tenants of design and stage composition. Students will acquire tools to: identify, externalize, and develop aesthetic impulses; actualize the world of a text through simple, powerful choices; facilitate collaborations with a design team; synthesize script analysis and point of view with rich, textured design worlds; develop an empathetic imagination; and build work with generosity toward the audience’s experience.

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THEAT-AD 117 Voice, Sound, and Text  
Offered fall  
Students learn the fundamentals of voice, vocal production, and vocal expression. The course is designed to help students discover their vocal potential, and to teach the physical and vocal techniques and habits to use these tools with ease.

THEAT-AD 121 Character and Action  
Offered spring  
This course explores the basics of creating believable and engaging characters, and understanding their motivations and actions. Students will work on developing physical and vocal techniques to bring their characters to life on stage.

THEAT-AD 134 JX Theater in the Arab World  
Offered fall  
Crosslisted with Arab Crossroads Studies  
This course examines the role of Arab theatre in contemporary Arab society. Students will study the history of Arab theatre from the 19th century to the present day, and explore the challenges and opportunities facing Arab theatre today.

THEAT-AD 137 Topics in Performance Studies  
Periodically offered  
This course examines the theoretical and practical aspects of performance studies. Students will study a range of topics, including performance theory, cultural studies, and performance practice.

THEAT-AD 139 Representing the Real  
Offered spring  
This course examines how theatrical simulations of reality from the mid-20th century until now inform our understanding of the world in which we live. Particular attention is given to how theatre artists and theorists have tried to intervene in the course of history by constructing their own version of events. Course reading includes a wide range of texts that directly engage even more broadly a spectrum of personal, social, political and historical circumstances by using witness accounts, film footage, photographs, documents, legal transcripts and any other fiction and reality of staged objects. Students will gain an understanding of the performativity of bodies, memory, nation, terror, and the archive.

THEAT-AD 152 Art, Performance, and Social Practice  
Offered spring  
Crosslisted with Interactive Media  
How do we begin to know each other differently from the way in which dominant social systems and communicative technologies structure our daily interactions? This question drives art and performance’s “social turn” to real-world collaborations between artists and performers who act in the role of instigators or catalysts with the potential to challenge and engender activist or participatory action. We will explore art and performance that foreground the intertwining of art with performance, cooperative engagement—activist, participatory, coauthored—so that the conscious processes of collaborative authorship call into question the producer of a consumable aesthetic object and the reach of human technological solutions or “man-made,” yet are also increasingly beyond the reach of human technological solutions or predictive models, the question remains whether artists and art criticism can learn from approaches emerging from a variety of disciplines, including antropology (for example, Eduardo Kohn’s How Forests Think, law (eg., Jedediah Prudy’s After Nature), philosophy of science (Bruno Latour’s “Waiting for Gaia”), politics (Naomi Klein’s This Changes Everything) and philosophy (Elizabeth Grosz’s Becoming Undone), etc. We will study a variety of literary, cinematic, visual, and pop-cultural works, such as Wallace Shawn’s Grasses of the Fallen Forest, or Marina Abramovic’s “Necrocity,” Alan Sekula’s “The Forgotten Space,” Nick Haynes’s “The Rime of the Modern Mariner,” Jeff Nicholas’ Take Shelter, Laeras Van Trier’s Melancholia, Jean-Michel Gumier’s The Earthquakes in London, Shonni Enelow’s Carla and Lewis, Beyonce’s “Formation,” and many more.

THEAT-AD 154 Making the Anthropo[s]cene: Figuring Climate Change Across the Arts  
Spring 2017  
Offered periodically  
Crosslisted with Arts & Art History, Film & New Media, Literature & Creative Writing, The Environment  
This course will examine the range of artistic responses—across many genres and media—to the profound and accelerating symptoms of climate change. Through an exploration of both recent and established works, we will consider how artists and art criticism can learn from approaches emerging from a variety of disciplines, including anthropology, antropology (for example, Eduardo Kohn’s How Forests Think, law (eg., Jedediah Prudy’s After Nature), philosophy of science (Bruno Latour’s “Waiting for Gaia”), politics (Naomi Klein’s This Changes Everything),) and philosophy (Elizabeth Grosz’s Becoming Undone), etc. We will study a variety of literary, cinematic, visual, and pop-cultural works, such as Wallace Shawn’s Grasses of the Fallen Forest, or Marina Abramovic’s “Necrocity,” Alan Sekula’s “The Forgotten Space,” Nick Haynes’s “The Rime of the Modern Mariner,” Jeff Nicholas’ Take Shelter, Laeras Van Trier’s Melancholia, Jean-Michel Gumier’s The Earthquakes in London, Shonni Enelow’s Carla and Lewis, Beyonce’s “Formation,” and many more.

THEAT-AD 155 African Women Playwrights  
Offered spring  
Crosslisted with Literature and Creative Writing  
This reading intensive course focuses on the structurally and narratively diversified theatrical texts written by women from the African continent in the 20th and 21st centuries. Students will critique the plays as both literary and dramatic texts intended for performance. What is clearly evident in African women playwrights’ writing is its focus on women’s agency; generational legacies; tradition, colonialism, and modernity; embodiment and relational identities; family relationships; intimacy and commitment; the spirit world of rituals, polytheism, and monotheism; the challenging coexistence between the Arabian and the Islamic, and the work of the global diaspora on African identity; and the intersecting issues of blackness, Africanness, and womanhood. The course will address these various topics through the works of late 20th and early 21st century playwrights, including Gcina Mhlope (South Africa), Violet Barungi, and Deborah Asimwe (Uganda). The foundational critical theories for the course are postcolonialism, feminism, critical race theory, and diaparic studies.

THEAT-AD 157 History, Theory, Criticism Electives  
Periodically offered  
Topics in Performance Studies  
THEAT-AD 137

THEAT-AD 179 Texts from the 20th and 21st Century  
Periodically offered  
Crosslisted with Literature and Creative Writing  
Offered spring  
This reading intensive course focuses on the structurally and narratively diversified theatrical texts written by women from the African continent in the 20th and 21st centuries. Students will critique the plays as both literary and dramatic texts intended for performance. What is clearly evident in African women playwrights’ writing is its focus on women’s agency; generational legacies; tradition, colonialism, and modernity; embodiment and relational identities; family relationships; intimacy and commitment; the spirit world of rituals, polytheism, and monotheism; the challenging coexistence between the Arabian and the Islamic, and the work of the global diaspora on African identity; and the intersecting issues of blackness, Africanness, and womanhood. The course will address these various topics through the works of late 20th and early 21st century playwrights, including Gcina Mhlope (South Africa), Violet Barungi, and Deborah Asimwe (Uganda). The foundational critical theories for the course are postcolonialism, feminism, critical race theory, and diaparic studies.

THEAT-AD 154 Making the Anthropo[s]cene: Figuring Climate Change Across the Arts  
Spring 2017  
Offered periodically  
Crosslisted with Arts & Art History, Film & New Media, Literature & Creative Writing, The Environment  
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Inspired by the original meaning of the term colloquium (“to speak with”), these discussion-based courses engage students in rigorous conversations across traditional disciplinary boundaries. These courses offer multiple perspectives on their subjects, teaching students to think and write critically about the ways in which cultural knowledge is constructed through debate, theoretical reflection, and creative work. Depending on the topic, these courses may blend practical, theoretical, or historical approaches in the arts and humanities, and may involve co-curricular activities. The colloquia are conceived as advanced electives with a serious research component and are most appropriate for juniors and seniors. These courses are open to all NYUAD students, but students pursuing any Arts or Humanities major are especially encouraged to take at least one Arts and Humanities Colloquium.

"Topical Research"

**THEAT-AD 198**

*Directed Study*

Offered by application
Prerequisite: Permission of instructor

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

**Capstone Experience**

**THEAT-AD 390**

*Capstone Seminar*

Offered spring

In the second semester of their third year theater majors participate in this formal capstone seminar. Built on the premise of scholarship and practice as potent modes of research, this course supports students in their understanding of the theater capstone experience while activating and promoting ideation and articulation of their practice and scholarship in the field. The class centers on the formal submission of each students’ capstone proposal and an articulation of subsequent research and development protocols. Students will also be supported in crafting a concrete agenda for their summer and fall capstone research. This course will further engage students in a range of methodologies and approaches in theater and performance.
The Fragility of Border Passage.

AHC-AD 126
The Age of Warhol
Periodically offered
Crosslisted with Art and Art History
At the global art market’s most recent peak in 2007, American Pop artist Andy Warhol (1928–1987) edged out Pablo Picasso to become the world’s highest priced painter at auction. Although he has recently ceded that position to Chinese artists Zhang Daqian (1899–1983) and Qi Baishi (1864–1957), Warhol remains one of the most influential forces in contemporary art worldwide. From his famous Campbell’s soup cans to his enduring aphorism that “In the future, everyone will be world-famous for fifteen minutes.” Warhol’s art and thinking saturate contemporary culture. This seminar uses his diaries and other writing as a base line against which to examine his 25-year career as a painter, filmmaker, publisher and music producer, TV personality, and artistic mentor and collaborator, as well as his legacy in what has been rechristened as our “Warhol economy.” What can Warhol’s output and reception tell us about class, gender and sexuality, religion, and media over the last half century? And how should we understand his lasting impact on the American art world? Warhol’s output and reception will be contextualized within the larger environment that both affords by the West; originality and the Chinese copycat phenomenon; the autobiographical impulse; and hybridity. Exercises in cultural psychology and readings and lectures on art, architecture and literature will be supplemented by field trips to a variety of museums, such as the Shanghai Museum, the Shikumen Museum, the Rockbund Art Museum, the China Art Examination System Museum, and the Propaganda Poster Art Museum, as well as to the Novartis research lab, where cross-cultural issues affecting scientific research are being addressed through architecture.

AHC-AD 137J
Imagining the Renaissance City: Florence and Siena
Periodically offered
Many institutions central to today’s cities—banks, hospitals, civic governments, museums, communal systems of welfare and sustainability—had their testing grounds in the small Tuscan towns of medieval and Renaissance Italy. These towns also pioneered recognizable modern institutional, artistic, and engineering practices. Florence and Siena were especially vibrant in this transformation of urban life: the one a powerhouse of culture and industry, the other the Wall Street of Europe as it financed entrepreneurs, popes, and Europe’s kings. Students will engage together in a three-week project to figure out what made Florence and Siena tick. Students will connect these cities to the recently-excavated crypt under Siena’s cathedral. Additionally students will also read and study the utopian (and dystopian) visions of these cities— Lorenzetti’s frescoes of Good Government and Dante’s Inferno—along with diaries, letters, and constitutions. Students will hone their writing skills by reading travelogues of two of Italy’s greatest story-tellers: Marco Polo and Italo Calvino.

AHC-AD 134
Women’s Voices
Periodically offered
Crosslisted with Literature and Creative Writing
As cultural traditions have for the most part carried the voices of men, this course will consider the question: what can we learn from listening to women? In this course students will listen to a range of women’s voices: novelists and poets, including Emily Dickinson, Adrienne Rich, Virginia Woolf, Toni Morrison, and Arundhati Roy; film-makers, including Shawn Slovo (“A World Apart”) and Haifaa al-Mansour (“Wadjda”); and scholars, including Martha Nussbaum (“The Fragility of Goodness”) and Leila Ahmed (“Border Passage”). Students will be asked to consider how these readings illuminate the human condition or throw light on aspects of human experience that challenge traditional assumptions about women and men.

AHC-AD 135
Reading the Earth: World Literature and the Environment
Periodically offered
Crosslisted with Literature and Creative Writing
This course introduces students to several genres of literature—drama, the novel, poetry, and the short story—and to some fundamental categories of literary criticism including Marxism, feminism, post-colonial theory, and eco-criticism. Students will examine conceptions of nature and how “the natural” is represented in texts, especially after the explosive growth of industrialization in Victorian England and its subsequent global diffusion. Each unit of the course is constructed around a particular problem that will be contextualized historically through a variety of primary and secondary readings. In an attempt to address a representative range of eco-critical dilemmas, we will examine texts from around the world not only in terms of local and regional issues, but also with an eye towards a more global perspective. In attempting to conceptualize nature and the environment, it has become difficult not to think globally. Thinking about literature is increasingly becoming a parallel kind of exercise and students will be encouraged to explore the connections between a global world of texts and the larger environmental that both shapes and is, in turn, shaped by them.

AHC-AD 136J
Art, Culture and Self
Periodically offered
Crosslisted with Film and New Media
This course is an interdisciplinary look at different ways of construing the self and how they both affect and are affected by culture, with a focus on China and the arts. Topics will include the contrast afforded by the West; originality and the Chinese copycat phenomenon; the autobiographical impulse; and hybridity. Exercises in cultural psychology and readings and lectures on art, architecture and...
The minor in Anthropology helps students gain an understanding of cultural forms and their historical transformations. A minor in Anthropology requires students to explore the relationship of human universality and cultural specificity, to elucidate the complex cultural, social, and political developments that contribute to an understanding of what it means to be a social being, and to participate in cross-cultural understanding and global citizenship. Students who minor in Anthropology gain knowledge of anthropological theories and practice in ethnographic qualitative methodologies, and are prepared for careers in fields as diverse as business, diplomacy, education, journalism, and public service. In addition to the courses offered at NYU Abu Dhabi listed below, some 120 anthropology electives exist across the NYU global network.

REQUIREMENTS FOR THE MINOR IN ANTHROPOLOGY

4 courses, distributed as follows:

1. Introduction to Anthropology
2. Electives

ANTHROPOLOGY COURSES

REQUIRED COURSES

ANTH-AD 101
Introduction to Anthropology
Offered fall
Crosslisted with Social Research and Public Policy
This course provides students with a broad overview of the discipline, history, research methods, and selected contemporary issues in the field. The approach taken selects key ethnographies and uses them to explore questions of a methodological, theoretical, and substantive nature. This course is designed to introduce students to anthropological investigation and to facilitate understanding of how the discipline engages with and represents the everyday realities, challenges, and concerns of the people with whom anthropologists work.

ANTHROPOLOGY ELECTIVES

ANTH-AD 102J
Anthropology of Indigenous Australia: Art, Politics and Cultural Futures
Periodically offered
Crosslisted with Arts and Humanities Colloquia, Museum and Cultural Heritage Studies, Social Research and Public Policy
This course offers an introduction to some of the current issues in the anthropology of Indigenous Australia, considering a range of Aboriginal forms of social being, ranging historically and geographically and giving significant focus to the changing relationships between Indigenous people and the settler nation of Australia. Students will explore a range of sites of representation and imagination—in the expressions of visual art, film, and the performativity of political activism—in studying how Aboriginal people have struggled to reproduce themselves and their traditions in their own terms. While those in the dominant society thought at first that Aboriginal people and their culture would "die out" and later that they would or could be simply "assimilated," the course will trace a history of Indigenous people from urban and remote communities intervening on what W.E.H. Stanner called "the great Australian silence" and asserting their right to a cultural future. This will include assessing the contentious history of debates over the very rights of representation of Aboriginal culture and realities. This course will make use of several museums in Sydney, and a few prominent Indigenous scholars and artists will present their work relevant to the theme.

ANTH-AD 110
India: Topics in Anthropology & History
Periodically offered
Crosslisted with Social Research and Public Policy
This course offers multiple approaches to India under two broad conceptual frameworks: Caste and Communism. The geographical focus for the course is India, broadly conceived to include its diaspora and in relation to other South Asian states. The disciplinary location for the course is in Social and Cultural Anthropology and History. Caste is the lens through which a range of social and cultural issues such as gender, class, modernity and food are considered and communism is the lens through which key historical moments are examined. Such key moments may include some of the following: Partition (1947), the State of Emergency (1975–77), Operation Bluestar (1984), the destruction of the Babri Masjid, Ayodhya (1992) and the Gujarat riots (2002). In each case the events are studied from multiple perspectives both anthropological and historical to examine, for example, secularism and nationalism in India.

ANTH-AD 198
Directed Study
Offered by application
Prerequisite: Instructor permission
Closely supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in a substantial paper.

ACS-AD 101X
Anthropology and the Arab World
Crosslisted with Arab Crossroads Studies, Social Research and Public Policy

ACS-AD 205X
Heritage, History and Memory in the Modern “Middle East”
Crosslisted with Arab Crossroads Studies, History, Museum and Cultural Heritage Studies

MUSIC-AD 111X
Arab Music Cultures: Ethnomusicology in the Arab Crossroads
Crosslisted with Arab Crossroads Studies, Music

MUSIC-AD 162
African Popular Music
Crosslisted with Music

MUSIC-AD 360
Advanced Topics in Ethnomusicology
Crosslisted with Music

SRPP-AD 125
Ethnographic Field Research
Crosslisted with Arab Crossroads Studies, Social Research and Public Policy
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. NYUAD language courses are structured to increase competency at every level in speaking, writing, reading, and listening skills. Every language course introduces cultural material that highlights the connectedness of language, culture, and thought. Students who choose to acquire a new language or to pursue advanced study of a language with which they are already familiar are better poised to realize their potential as 21st-century global citizens. For these many reasons, students are strongly encouraged to study a language other than English while at NYU Abu Dhabi.

Languages offered at NYU Abu Dhabi through regular coursework are Arabic, Chinese and French. By studying Arabic, students encounter and begin to grasp the first language of Abu Dhabi and the region. Classroom learning is enhanced by opportunities to apply language skills in the community and to travel to other Arabic-speaking countries. Students of Chinese are able to spend at least a semester at NYU’s other portal campus in Shanghai and to attend NYU’s summer Chinese language program in Beijing while students of French are able to take advantage of the numerous French language offerings at NYU’s global network site in Paris.

Students who wish to advance their proficiency in languages other than Arabic, Chinese and French may take advantage of the immersive language instruction offered at NYU’s global network sites in Accra, Berlin, Buenos Aires, Madrid, Tel Aviv, and Prague. Non-credit language courses are also offered in Spanish, German, and Italian. With approval of the Dean of Arts and Humanities, students may petition to study certain ancient or so-called non-living languages (for example, Latin) offered at NYU New York through special tutorial agreements. Non-credit tutorials can also be arranged in Abu Dhabi for a variety of world languages.

Minor in Arabic
The goal of the minor in Arabic is to provide students with the proficiency to understand and use the Arabic language. The minor in Arabic is useful for many careers and academic specializations that require practical fluency in both Modern Standard Arabic and Colloquial Arabic.

Students who elect to pursue the minor are required to take the following three courses: Intermediate Arabic 1 & 2 (or equivalent) and Colloquial Arabic (or equivalent). The minor in Arabic is open only to students for whom Arabic is not the first language. However, exceptions can be considered for native speakers who have had no formal schooling in Arabic.

REQUIREMENTS FOR THE MINOR IN ARABIC
3 courses, distributed as follows:
1 Intermediate Arabic 1 (or equivalent)
1 Intermediate Arabic 2 (or equivalent)
1 Colloquial Arabic (or equivalent):
  Colloquial Arabic: Egyptian
  Colloquial Arabic: Levantine or
  Colloquial Arabic: Emirati

Minor in Chinese
The goal of the minor in Chinese is to provide NYUAD students with the opportunity to receive more systematic training, understand better the Chinese language, and enhance their proficiency level. The minor is useful for many careers and academic specializations that require practical fluency in Modern Standard Chinese.

REQUIREMENTS FOR THE MINOR IN CHINESE
Students who wish to pursue a minor in Chinese are require to take 16 Chinese language course points through the Advanced II level. Elementary Chinese 1 and Elementary Chinese 2 do not count toward fulfilling the requirements.

If Advanced II is reached prior to fulfilling the 16 points, a higher-level language courses (i.e. past Advanced II) must be taken to fulfill the remaining points. Substitute courses needed to satisfy the 16 points can be courses or directed studies that are conducted in a Chinese language, either Mandarin or another recognized language such as Cantonese. Such courses are offered in both New York and Shanghai and include Cantonese language classes and subject matter classes such as literature taught in Mandarin.

No more than two transfer courses (8 credits) may be accepted toward the minor, subject to review by and approval of the Head of the Chinese Program.

4 courses, distributed as follows:
1 Intermediate Chinese 1
1 Intermediate Chinese 2
1 Advanced Chinese 1
1 Advanced Chinese 2
**LANGUAGE COURSES**

**ARABIC LANGUAGE COURSES**

**ARABL-AD 101 Elementary Arabic 1**
Offered fall, spring

This course is designed for learners with no prior knowledge of Arabic. Students who have studied Arabic before entering NYU Abu Dhabi are required to take a placement test. This is a full semester (or equivalent session) course during which students study the Arabic alphabet, basic reading and writing skills in Modern Standard Arabic (MSA), and basic grammar. A prerequisite for this course is a full semester of Intermediate Arabic 1. Students who study Arabic before entering NYU Abu Dhabi are required to take a placement test. This is a full semester conversation course which students continue learning the formal Arabic variety (MSA), expand their knowledge of the grammar, build on previously learnt vocabulary, and be exposed to a variety of cultural and daily life themes and ideas. Prerequisite: ARABL-AD 101 or MEIS-UA 101.

**ARABL-AD 131 Arabic Language and Heritage 1**
Offered fall

This course is the first in a three-level series of courses meant for students who come from Arabic-speaking families and who grew up in an Arabic-speaking environment but have not had sufficient training in Arabic. These courses are designed to help those students master formal Arabic language skills and empower them as citizens in an Arabic-speaking environment. The series achieves this goal by reactivating the students’ acquired but dormant knowledge of their native tongue even as it provides new accessible and relevant instruction in the language. In ALH 1 the student will perfect their knowledge of the Arabic writing/reading system; will learn how to produce accurate and coherent sentences in Arabic; and will utilize a variety of audio-visual material to begin to re-discover, debate, and express some of the key characteristics of Arab culture and identity.

**ARABL-AD 201 Intermediate Arabic 1**
Offered fall, spring

Prerequisite: ARABL-AD 102 or MEIS-UA 102

This course builds on the knowledge and skills that students acquire in Elementary Arabic 2 which is a prerequisite course for this class. This is a full semester (or equivalent session) course during which students continue learning the formal Arabic variety (MSA), expand their knowledge of the grammar, build on previously learnt vocabulary, and be exposed to a variety of cultural and daily life themes and ideas. Prerequisite: ARABL-AD 101 or MEIS-UA 101.

**ARABL-AD 202 Intermediate Arabic 2**
Offered fall, spring

Prerequisite: ARABL-AD 201 or MEIS-UA 103

This course builds on the knowledge and skills that students acquire in Intermediate Arabic 1 which is a prerequisite course for this class. This is a full semester (or equivalent session) course during which students continue learning the formal Arabic variety (MSA), expand their knowledge of the grammar, build on previously learnt vocabulary, and be exposed to a variety of cultural and daily life themes and ideas. Prerequisite: ARABL-AD 101 or MEIS-UA 101.

**ARABL-AD 219J Colloquial Arabic: Emirates Dialect**
Offered January 2017 (Offered every January)

A people’s dialect is a representation of their identity and a reflection of their cultural life. Building on the students’ prior knowledge of Modern Standard Arabic, this course introduces the students to the unique aspects that make the Emirates dialect so lively and distinct. This is a three-week conversation-based course during which students focus on communicative skills, and develop automated production skills necessary to function in an Emirates-speaking environment. The course is designed to build student’s abilities in listening and speaking. Taught in the oasis of Al Ain, it serves as a gateway to accessing intimate aspects of life, culture, and heritage of the Gulf region. Using a bilingual textbook specifically designed by the course instructor, students will learn and experience the dialect through direct instruction and exploration of Emirati cultural life in folklore, song, film, art, and literature.

**Arabic Language and Heritage 2**
Offered spring

Prerequisite: ARABL-AD 131

This course is the second in the Arabic Language and Heritage series designed for native learners of Arabic. A prerequisite for this course is Arabic Language and Heritage 1 or an equivalent proficiency level as determined through a placement test. This course is a full semester conversation-based course during which students work on mastering formal Arabic language skills to empower them to become more engaged in their society, culture, and heritage. In ALH 2, students build on their previously acquired listening, speaking, reading, and writing skills to perfect their knowledge of Arabic vocabulary and syntax. By the end of this course, students should be able to produce longer argumentative pieces; will begin to access, assess and taste some of Arabic’s key modern literary and cultural products; and will continue to debate and engage each other in lively discussions of Arab culture. Types of tasks and assignments required for this course include daily homework assignments, periodic quizzes, presentations, essays, and a final exam.

**Colloquial Arabic: Levantine Dialect 1**
Offered fall

Prerequisite: ARABL-AD 201

This course complements the student’s knowledge of Standard Arabic to include proficiency in Levantine Arabic, one of the major Arabic dialects, with emphasis on daily life tasks, conversational fluency, and cultural sensibility. A prerequisite for this class is Intermediate Arabic 2 or an equivalent proficiency level as determined through a placement test. This is a full semester conversation-based course during which students focus on communicative skills, and develop automated production skills necessary to function in an Arabic-speaking environment. At the end of the semester students should be able to use the Shami dialect to participate actively in conversations by using linguistic and cultural expressions to make requests, express, and describe preferences. Tasks and assignments required for this course include daily homework assignments, periodic quizzes, presentations, essay writing, and a final exam.

**Colloquial Arabic: Egyptian Dialect**
Offered fall, spring

Prerequisite: ARABL-AD 201

This course complements the student’s knowledge of Standard Arabic to include proficiency in Egyptian Arabic, one of the major Arabic dialects, with emphasis on daily life tasks, conversational fluency, and cultural sensibility. A prerequisite for this class is Intermediate Arabic 2 or an equivalent proficiency level as determined through a placement test. This is a full semester conversation-based course during which students focus on communicative skills, and develop automated production skills necessary to function in an Egyptian-speaking environment. The course is designed to build student’s abilities in listening and speaking. Taught in the oasis of Al Ain, it serves as a gateway to accessing intimate aspects of life, culture, and heritage of the Gulf region. Using a bilingual textbook specifically designed by the course instructor, students will learn and experience the dialect through direct instruction and exploration of Emirati cultural life in folklore, song, film, art, and literature.
or, for students joining from outside NYU Abu Dhabi, an equivalent proficiency level as determined through a placement test. The course emphasizes integrating the four language skills: listening, speaking, reading, and writing. At the end of the course students should be able to understand the main ideas and supporting details expressed in the text or presentation. They should be able to express opinions and feelings about everyday life situations. The objectives are: to build automated production skills necessary for their own learning. They actively participate in selecting class material and engage in peer reviewing. Students will focus more on understanding and learning some of Arabic’s major rhetorical styles and the four language skills in both classical and contemporary. By the end of the class students should be able to produce publication-quality output and engage in more critical study of the main intellectual debates in Arab life today. Types of tasks and assignments required for this course include daily reading and writing assignments, weekly presentations and essay writing, writing book reviews, and a final project.

Arab Cultural Explorations
Offered spring even years
Prerequisites: ARABL-AD 291 and ARABL-AD 302
This course wraps up the student’s sequenced language learning experience with an opportunity to explore the cultural and artistic diversity of the Arab world using the acquired language skills. Students cap their language achievement by accessing and researching different Arab countries’ cultures, history, music, art, etc. They must learn the original language. The course includes fourteen modules: twelve already set, and two final modules to be worked out over the semester by two student teams. The rubrics are based on key texts in categories like language, place, family, and customs, which inform and shape modern Arab identities, civilizations(s), and consciousness.

Colloquial Arabic: Levantine Dialect 2
Offered spring
Prerequisite: ARABL-AD 218
This course complements the student’s knowledge gained in Levantine 1. A prerequisite for this class is thus Levantine 1 or an equivalent proficiency level. This class centers on key texts in the original language. It is a conversation-based course during which students focus on the communicative skills, and develop automated production skills necessary to function in an Arabic speaking environment. Class discussions are relevant to Shami culture, encouraging engagement and exploration of the themes through folklore, song, films, etc. It is designed to test students’ abilities in listening and speaking. At the end of the semester students should be able to use the Shami dialect to participate actively in conversations by using linguistic and cultural expressions to make requests, compare, express, narrate and describe preferences. Assignments required for this course include daily homework, periodic quizzes, weekly oral entries, presentation skits, oral film summary. This course includes oral interviews, a homestay, guest speakers, and an oral final exam.

Arabic Language and Heritage 3
Offered fall
Prerequisite: ARABL-AD 231
This course is the third and last in the Arabic Language and Heritage series designed for native learners of Arabic. A prerequisite for this class is ARABL-AD 230, which students must take for this course include daily homework assignments, periodic quizzes, weekly presentations and essay writing, and a final writing project.

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Chinese Language Courses

CHINL-AD 101
Elementary Chinese 1
Offered fall
Prerequisite: CHINL-AD 102
This course is designed to consolidate overall listening and speaking proficiency, with the focus gradually moving toward semi-formal usage of Chinese language in topic-oriented discussions. The objectives are: to be able to obtain information from extended conversation; to both express and expound on, in relative length, feelings and opinions on common topics; to expand vocabulary and learn to decipher the meaning of compound words; to develop reading comprehension of extended narrative, expository, and simple argumentative passages; to solve non-complex textual problems with the aid of dictionaries; to write in Chinese mid-length personal narratives, informational narratives, comparison and discussion of viewpoints with level appropriate vocabulary and grammatical accuracy, as well as basic syntactical cohesion; to continue being acquainted with aspects of Chinese culture and society related to the course materials.

CHINL-AD 102
Elementary Chinese 2
Offered spring
Prerequisite: CHINL-AD 101
A continuation of Elementary Chinese 1. The course is designed to reinforce and further develop language skills in listening, speaking, reading, and writing as these relate to everyday life situations.

CHINL-AD 103
Intensive Elementary Chinese
Offered occasional springs
6 credits
Intensive Elementary Chinese is the first-year level of the standard foundational sequence of training in listening, speaking, reading, and writing modern Chinese. It is designed especially for those beginners who have no previous background in Chinese but would like to learn the language more intensively and more quickly. Unlike the regular Elementary Chinese I course which will teach ten chapters during one semester, this course will cover twenty chapters during the semester. The training that students get will be equal to one academic year of training, and after completing this course, students will be eligible to skip Elementary Chinese II and take Intermediate Chinese I directly. The course will begin with introducing Pinyin, the phonetic system of Mandarin Chinese. After that, it will introduce radicals, some basic vocabulary, sentence structures, and grammar points. By the end of the second semester, students are expected to be able to read Chinese characters with correct tones; write characters in correct stroke order; compose short essays by using the vocabulary and grammar they have learned; understand by listening conversations about some easy topics; and handle certain informal topics that require an exchange of basic information related to study and leisure activities.

CHINL-AD 201
Intermediate Chinese 1
Offered fall
Prerequisite: CHINL-AD 102
This course is designed to consolidate overall listening and speaking proficiency, with the focus gradually moving toward semi-formal usage of Chinese language in topic-oriented discussions. The objectives are: to be able to obtain information from extended conversation; to both express and expound on, in relative length, feelings and opinions on common topics; to expand vocabulary and learn to decipher the meaning of compound words; to develop reading comprehension of extended narrative, expository, and simple argumentative passages; to solve non-complex textual problems with the aid of dictionaries; to write in Chinese mid-length personal narratives, informational narratives, comparison and discussion of viewpoints with level appropriate vocabulary and grammatical accuracy, as well as basic syntactical cohesion; to continue being acquainted with aspects of Chinese culture and society related to the course materials.

CHINL-AD 202
Intermediate Chinese 2
Offered spring
Prerequisite: CHINL-AD 201
A continuation of Intermediate Chinese I, focusing on some aspects of Chinese language when discussing more academically-inflected cultural or social topics.

CHINL-AD 298
Directed Study
Offered by application
Topics relating to Chinese Language as arranged.
CHINL-AD 301
Advanced Chinese 1
Offered fall
Prerequisite: CHINL-AD 202
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 spring
Prerequisite: CHINL-AD 301
Continuation of Advanced Chinese I. Designed to reinforce and further develop students' knowledge of formal usage of Chinese language.

FRENCH LANGUAGE COURSES

FREN-AD 101
Elementary French 1
Offered fall
This course is designed for students with little or no previous experience in French. Students begin to acquire the fundamentals of the French language, joining hundreds of millions of French speaking people scattered throughout every continent around the globe. “Horizons,” a yearlong multi-component beginning French program, is the primary tool used to explore this language and the numerous cultures for which it is a vehicle. “Horizons” includes a textbook, an online Student Activities Manual, and interactive eBook, a video library, grammar tutorials and podcast, games for review, a battery of diagnostic tests, and more.

FREN-AD 102
Elementary French 2
Offered spring
A continuation of Elementary French 1.

FREN-AD 201
Intermediate French 1
Offered fall
This Intermediate French 1 course is designed for students who have mastered the basics of French vocabulary, culture, pronunciation, and grammar. The goal of the course is to deepen the knowledge of the French language and the cultures for which it is a vehicle. This class will allow students even easier access to the thoughts, ideas, history, and production of hundreds of millions of people scattered across every continent around the globe.

FREN-AD 202
Intermediate French 2
Offered spring
A continuation of Intermediate French 1.

FREN-AD 301
Advanced French 1
Offered fall (beginning 2017)
This Advanced French I course is designed to deepen your understanding of the French language and French and francophone cultures further. In this class you will have the opportunity to complete the advanced sequence of French by reviewing and beginning to master a fuller range of vocabulary, linguistic structures and functions, pronunciation, and cultural information. The class will also delve into more specialized literature and civilization course material. This course is ideally suited to those students who have completed the intermediate sequence at NYU Abu Dhabi or NYU New York.

FREN-AD 302
Advanced French 2
Offered spring (beginning 2018)
A continuation of Advanced French 1.
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 NYU Abu Dhabi are intentionally cross-disciplinary. Given the complexity of human behavior, of our societies, and of the issues we face, there is a shared pedagogical commitment that the ideal education should foster the development of knowledge across disciplines. Students within each of the Social Science majors are exposed to additional disciplines as part of the major itself. The Political Science major includes many courses that are cross listed with economics, psychology, and philosophy; and the Economics major requires two breadth courses outside the discipline that are relevant for a broader view of economic phenomena. Social Research and Public Policy is an interdisciplinary Social Science major, which draws on anthropology, sociology, and demography as well as economics and political science.

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

NYU Abu Dhabi and NYU’s 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 (MPA) in five years. For further details on admission to the program, see pp. 195-197.
SOCIAL SCIENCE FOUNDATIONS COURSES

SOCSC-AD 110
Statistics for the Social and Behavioral Sciences
Offered fall, spring
Crosslisted with Economics, Political Science, Social Research and Public Policy
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 fall, spring
Crosslisted with Economics, Political Science, Social Research and Public Policy
This course examines the major approaches to empirical studies in the social sciences, and studies the relationship between social questions raised and methods employed. It offers skills in developing research designs for explorative, descriptive, explanatory, and evaluation research. Special attention is paid to causal inference and to the use of experiments in social research. Recommended Prerequisites: Foundations of Modern Social Thought (SOCSC-AD 116)

SOCSC-AD 113
Statistics and Probability for the Social Sciences
Periodically offered
Prerequisite: MATH-AD 110, MATH-AD 111, SOCSC-AD 101 or relevant result in Math Placement Test
Crosslisted with Economics, Political Science, Social Research and Public Policy
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. The semester will start with the axioms of probability, from which students will develop the notions of distributions, random variables, random samples, and large sample theory. After this, the class will consider 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
Periodically offered
Crosslisted with Economics, Political Science, Social Research and Public Policy
This course examines historical and contemporary theoretical perspectives on the relationship between political institutions and economic processes. The course introduces students to debates about the role of markets and the governments. The course mainly focuses on discourses that stem from liberal, conservative and radical schools of thought. This course also provides comparative empirical case studies of capitalist/economic institutions around the world e.g. USA, continental Europe, East Asia and the Middle East. In other words, the course looks at contending theories of political economy that shed light on historical and contemporary processes of socio-economic change and on the complex relationship between politics and economics in different parts of the ‘global village’.

SOCSC-AD 116
Foundations of Modern Social Thought
Offered fall, spring
Crosslisted with Economics, Political Science, Social Research and Public Policy
Major works of social thought from the beginning of modern era through the 1920s. Attention will be paid to social and intellectual context, conceptual frameworks and methods, and contributions to contemporary social analysis. Writers include Hobbes, Locke, Montesquieu, Rousseau, Adam Smith, Marx, Nietzscche, Freud, Weber, and Durkheim will be covered in this course.

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 analysis also considers how the economic decisions made by one group of people affect the decisions made by others and how the aggregated effects of these decisions impact production, distribution, trade, and the consumption of goods and services across local regions, countries, and the world.

The Economics curriculum at NYU Abu Dhabi is designed to introduce students to these fundamental dynamics of human life and, in doing so, is grounded in three basic pedagogical principles:

1. Undergraduate students must be exposed to the “big ideas” and pressing social issues of our world and given the economic frameworks for thinking about them.
2. Meaningful study of economics requires being able to think about problems from local, regional, and global perspectives.
3. Effective economic reasoning increasingly involves a multidisciplinary approach combining the best economic thinking with the best thinking in psychology, history, statistics and politics.

Building on these principles, the Economics major is designed to foster rigorous analytical abilities, critical writing and communication skills, and the capacity to interpret and use statistical data—all in the service of developing sound economic reasoning and problem-solving skills. These transferable strengths are of value in a broad array of academic and professional paths, from economics, business, or law, to public service or graduate studies.

Majors may select a specialization in Finance or a specialization in Theory. Students who intend to go to graduate studies in Economics are advised to complete the specialization in Theory.

To declare a major, students must meet with the Program Head to discuss their plan of study.

REQUIREMENTS FOR THE MAJOR
16 courses, distributed as follows:

- 9 Required courses: Principles of Microeconomics; Principles of Macroeconomics; International Economics; Intermediate Macroeconomics; Intermediate Microeconomics;
Introduction to Econometrics; Calculus with Applications:
Economics; Multivariable Calculus: Economics; Statistics
for the Social and Behavioral Sciences
3 Economics electives
2 Breadth electives
2 Capstone Seminar and Project

REQUIREMENTS FOR THE SPECIALIZATION IN FINANCE
The specialization in Finance is open to Economics majors and
requires the following set of Economics elective courses:
1 Principles of Accounting
1 Foundations of Financial Markets
2 Finance Electives
2 Economics Electives
1 Breadth Elective

REQUIREMENTS FOR THE SPECIALIZATION IN THEORY
The specialization in Theory is open to Economics majors and
requires the following set of Economics electives:
1 Advanced Microeconomics
1 Advanced Macroeconomics
3 Economics Electives
2 Breadth Electives

Additionally, students completing this specialization are required to
take Statistics and Probability for the Social Sciences (SOCSC-AD 113) (in
place of SOCSC-AD 110 Statistics for the Social and Behavioral Sciences).

Minor in Economics
The minor in Economics is open to all NYUAD students. Students
who elect to pursue the minor are required to take four Economics
courses: Principles of Microeconomics; Principles of Macroeconomics;
and two additional courses in Economics, designated by ECON-AD,
ECON-UA, or ECON-SHU, as electives. Breadth electives do not
count toward the Economics minor nor do Economics or Finance
electives that are not designated as ECON-AD, ECON-UA, or
ECON-SHU.

Students placing out of Principles of Microeconomics and/or
Principles of Macroeconomics must substitute the corresponding
Intermediate class(es).

REQUIREMENTS FOR THE MINOR IN ECONOMICS
4 courses, distributed as follows:
1 Principles of Microeconomics
1 Principles of Macroeconomics
2 Economics Electives

ECONOMICS
SAMPLE SCHEDULE
Alternative sample schedules are available at nyuad.nyu.edu/grids

YEAR 1
Fall Semester
CALCULUS WITH APPLICATIONS
PRINCIPLES OF MICROECONOMICS
CORE
FIRST-YEAR WRITING SEMINAR
January Term
Spring Semester
MULTIVARIABLE CALCULUS
STATISTICS FOR SOCIAL SCIENTISTS
PRINCIPLES OF MACROECONOMICS
COLLOQUIUM

YEAR 2
Fall Semester
INTRO TO ECONOMETRICS
INTERMEDIATE MICROECONOMICS
GENERAL ELECTIVE
COLLOQUIUM
January Term
Spring Semester
INTERNATIONAL ECONOMICS
INTERMEDIATE MACROECONOMICS
GENERAL ELECTIVE
CORE

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

YEAR 4
Fall Semester
CAPSTONE SEMINAR
BREADTH ELECTIVE
GENERAL ELECTIVE
GENERAL ELECTIVE
Spring Semester
CAPSTONE PROJECT
ECONOMICS ELECTIVE
GENERAL ELECTIVE
GENERAL ELECTIVE
**ECONOMICS**

**WITH FINANCE SPECIALIZATION**

**SAMPLE SCHEDULE**

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**ECONOMICS**

**WITH THEORY SPECIALIZATION**

**SAMPLE SCHEDULE**

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REQUIRED FOR MAJORS

ECON-AD 101 Principles of Microeconomics
Offered fall, spring
Crosslisted with Business and Organizational Studies, Leadership, 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 applications in solving the problems that face the global economy.

ECON-AD 102 Principles of Macroeconomics
Offered Fall, spring
Prerequisite: ECON-AD 101 or Microeconomics Placement Test
Crosslisted with Social Research and Public Policy
This course offers an introduction to the study of aggregate economies in the long and short runs of time. The course begins with a discussion of some basic data used to analyze the relationships between macroeconomic aggregates such as production, inflation, and unemployment. Next, determinants of national per capita incomes are discussed following a discussion of economic booms and recessions. The course concludes with descriptions of the tensions inherent in the formulation of monetary and fiscal macroeconomic policies and the pitfalls and opportunities afforded to nations within the context of an emergent global economy.

ECON-AD 103 International Economics
Offered fall, spring
Prerequisites: ECON-AD 101 or Microeconomics Placement Test and (ECON-AD 102 or Macroeconomics Placement Test)
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 fall, spring
Prerequisites: (ECON-AD 101 or Microeconomics Placement Test), (ECON-AD 102 or Macroeconomics Placement Test) and 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 monetary and fiscal policies of the government, and their relationship with financial intermediation and its regulation.

ECON-AD 105 Intermediate Microeconomics
Offered fall, spring
Prerequisites: (ECON-AD 101 or Microeconomics Placement Test) and (SOCSC-AD 110, MATH-AD 110 or MATH-AD 110 I). MATH-AD 112 or SOCSC-AD 201 is a pre- or corequisite
This course introduces the major concepts and tools of modern microeconomic analysis. Students will study the manner in which consumers, producers and resource owners, acting through markets, determine the prices and output of goods and the allocation of productive resources. Consumers and producers are viewed as agents with well-defined objectives, choosing optimally under constraints on their resources. The price mechanism is viewed as an institution that disseminates information to decision-makers—firms and consumers—and coordinates their behavior. Students will study situations in which markets promote an efficient allocation of resources, as well as sources of market failure where the price mechanism can lead to inefficient outcomes.

ECON-AD 210 Introduction to Econometrics
Offered fall, spring
Prerequisites: SOCSC-AD 110, SOCSC-AD 113, or MATH-AD 150
Recommended Prerequisite: MATH-AD 110, MATH-AD 111, or SOCSC-AD 101
Crosslisted with Political Science, Social Research and Public Policy
Application of statistical and econometric theory to problems of estimation. The course begins with a review of concepts and techniques of econometric models of economic behavior. Matrix algebra is developed as the main tool of analysis in regression. Acquaints students with basic estimation theory and techniques in the regression framework and covers extensions such as specification error tests, heteroskedasticity, errors in variables, and simple time series models. An introduction to simultaneous equation models and the concept of identification is also provided.

MATH-AD 111 Calculus with Applications: Economics
Prerequisite: MATH-AD 102 or Math Placement Test
Note: Students may complete MATH-AD 110 in place of this course.

MATH-AD 112 Multivariable Calculus
Prerequisites: MATH-AD 110, MATH-AD 111 or 113 and Math Placement Test
Crosslisted with Biology, Chemistry, Engineering, Mathematics, Physics
SOCSC-AD 110 Statistics for the Social and Behavioral Sciences
Crosslisted with Political Science, Social Research and Public Policy
Note: Students may complete SOCSC-AD 113 in place of this course.

ECONOMICS ELECTIVES

ECON-AD 213J Economic Development and Urbanization in Africa
Offered January
Crosslisted with Social Research and Public Policy, Urbanization
The course focuses on the interactions between the urbanization and economic development processes in sub-Saharan Africa. Similarities and differences between the patterns that have occurred in many of the sub-Saharan economies and those of other countries and in other times are discussed. Emphasis is given to the range of factors involved: history, politics, demographics, urban planning, climate change, and economics. The course also considers the important roles played by slavery, the structural adjustment programs, and the colonial urban planning policies.

ECON-AD 214X Economic History of the Middle East
Periodically offered
Prerequisite: ECON-AD 101 or Microeconomics Placement Test
Crosslisted with Arab Crossroads Studies, History
The Middle East was the cradle of civilization and one of the most vibrant regions of the world for thousands of years. Since the Middle Ages, however, it has been surpassed by Europe in economic performance. This course explores this reversal in fortune. Was it due to culture, religion, law, geography, agrarian structure, globalization, or state policy? What attempts have been made to catch up with the West? Which have been successful? How has the history of the Near East compared to that of other parts of the world and what light do those comparisons shed on the region’s experience?

ECON-AD 216 Labor Economics
Periodically offered
Prerequisite: ECON-AD 101, Recommended: ECON-AD 105
This class will study the various ways that workers and firms interact in labor markets. What factors determine how much labor individuals supply to the market? What determines labor demand by firms? How do firms design contracts to provide the right incentives to their workers? What determines wage inequality in the economy? What can insights from labor economics contribute to debates surrounding policies such as immigration reform, welfare reform, and income taxation? The class will expose students to the basic theoretical models used by economists to tackle these issues. Students will also survey evidence from empirical studies on these topics.

ECON-AD 217 Technology and Economic Development: Markets and Networks
Offered spring
Prerequisite: ECON-AD 101, Microeconomics Placement Test, or CS-AD 101
Crosslisted with Computer Science
This course will cover topics on the interface between economics and computer science, with special emphasis on issues of importance to economically developing regions. Students will work in teams to tackle real-world and interdisciplinary problems. Students will address questions of markets and economic development using Information and Communications Technologies for Development (ICTD) techniques in the context of development.

ECON-AD 218J Growth and Development: An Economic Perspective onArgentina's History
Periodically offered in January
The purpose of this course is to understand the key
facts and basic mechanisms concerning financial crises and related topics. The course will first lay down some foundations by studying empirical evidence about financial crises as well as the basic crisis mechanisms (bank runs, sovereign default decision, currency collapse). The empirical facts will provide an overview of the recurrence of different types of financial crises (banking crises, currency crises, and sovereign debt crises). Students will study their causes, their resolutions, and their long-run consequences. The course will be introduced through very simple canonical models, with emphasis on intuition and insight over model technicalities. Once these foundations are in place, the course will study a series of topics with mixed themes—such as crises and long run growth; inequality and crises; crises, stabilization and reforms—and an in-depth study of major crises episodes, such as the Great Depression, the US Financial Crises of 2007-2008 and the Euro Crisis. The classes will be complemented by visits to Washington, D.C. institutions, such as the International Monetary Fund, The Petersen Institute for International Economics, and the World Bank, and by exchanges with officials who played a key role during past financial crises.

**ECON-AD 222 Experimental Economics** Periodically offered Prerequisite: ECON-AD 101 or Microeconomics Placement Test and (ECON-AD 102 or Macroeconomics Placement Test) and (SOCSC-AD 110, SOCSC-AD 113 or MATH-AD 150). As a methodological field within the discipline, experimental economics develops laboratory techniques (similar in spirit to those found in the ‘hard sciences’) in the pursuit of two broad ends: to empirically evaluate existing assumptions and theories of economic behavior and to ‘wind tunnel’ test new assumptions, theories and policies. In this course, students will learn how to marry theory with the economists’ laboratory, how to interpret the results of experiments, how to advance economic thinking using those results and how this tool applies equally to individual, group, and aggregate economic behavior.

**ECON-AD 223 Quantitative Methods of Applied Economics** Offered spring Prerequisite: ECON-AD 210 or POLSC-AD 209 Crosslisted with Political Science The purpose of this course is to introduce students to an applied, intermediate level of quantitative and econometric analysis. The first part of the course will focus on multiple regression analysis. The second part will cover experimental methods that are often used in empirical research and evaluation. The course is intended to give students hands-on experience with real data analysis, helping students become sophisticated consumers of relatively advanced statistical techniques, as well as to provide students practical knowledge to conduct their own empirical analysis. Many applications will use data from developing countries.

**ECON-AD 300 Development Economics** Periodically offered Prerequisite: ECON-AD 104 This course covers the roles of factor accumulation, technology, human capital and ideas in the growth process; the political economy of growth; the role of openness to international trade versus traditional 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 imperfectly segmented capital markets; the household migration decision; and nutrition and fertility decisions.

**ECON-AD 301 Development and Public Policy** Offered spring Prerequisites: (ECON-AD 101 or Microeconomics Placement Test) and (ECON-AD 102 or Macroeconomics Placement Test) This course provides a perspective of contemporary economic development and poverty reduction in developing countries, including the various dimensions of globalization (trade, migration, capital flows, 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 fall, spring Prerequisites: (ECON-AD 101 or Microeconomics Placement Test), (SOCSC-AD 110 or SOCSC-AD 113 or MATH-AD 150), and ECON-AD 321 Crosslisted with Finance Specialization This course offers a rigorous examination of the basic concepts and tools of market finance. Students are introduced to cash flow analysis and project valuation as well as basic concepts of return and risk, in order to understand how financial markets work and how financial instruments are valued. These instruments, including equities, fixed income securities, options, and other derivative securities, become vehicles for exploring various financial markets and their utilization by managers in different kinds of financial institutions to enhance return and manage risk.

**ECON-AD 303 Corporate Finance** Offered fall, spring Prerequisites: ECON-AD 302 and ECON-AD 321 Crosslisted with Finance Electives 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 classification and selection of capital projects, financial forecasting, and financial planning) and corporate finance (the cost of capital and issues associated with raising capital, mergers and acquisitions decisions, corporate bankruptcy, managerial control, and compensation strategies). Problem sets and case studies are integral parts of this course.

**ECON-AD 304 Behavioral Economics** Offered spring Prerequisite: ECON-AD 105 This course introduces students to the field of behavioral economics, which aims to improve the predictive power of economic theory by incorporating insights from lab and field experiments concerning how individuals make decisions. This course revisits some of the most fundamental assumptions concerning human behavior in economics such as selfishness and individualism, and provides evidence illustrating systematic violations of these assumptions and provide explanations for them. Further, class discussion will include some of the important implications of the new behavioral models for economic policy, finance, marketing, management, and industrial economics. Students will participate in classroom experiments to gain a deeper understanding of the issues at hand. The continuous interplay between economic theory and empirical data throughout the course means that this course may appeal to anyone with an interest in understanding human behavior.

**ECON-AD 305 Advanced Microeconomics** Offered fall Prerequisite: ECON-AD 105 Crosslisted with and required for the Theory Specialization Building on the foundations laid down in Intermediate Microeconomics, this course provides a thorough treatment of some more advanced theoretical questions. The course starts with a careful study of the functioning of markets, culminating with the first and second theorem of welfare economics. The next topics cover an introduction to strategic behavior and game theory, and subsequently how market failures under adverse selection and moral hazard. This course involves more formal analysis than that used in Intermediate Microeconomics.

**ECON-AD 306 Advanced Macroeconomics** Offered spring Prerequisites: ECON-AD 104 and ECON-AD 305 Crosslisted with and required for the Theory Specialization This course provides a formal study of aggregate, dynamic, stochastic, and economic analysis, with attention paid first to the determination of the level of income, employment, and inflation. Next, the class will examine the policies associated with inflation and hyperinflation, entitlement reforms, and the formation of optimal monetary and fiscal policies. This course involves more formal analysis than that used in Intermediate Macroeconomics.

**ECON-AD 311 Cooperative Games and Applications** Periodically offered Prerequisites: (MATH-AD 110, MATH-AD 111, or relevant result in Math Placement Test) and ECON-AD 105. Recommended Prerequisite: POLSC-AD 112 International alliances for the purpose of military defense, partnerships of doctors or lawyers, the Organization of Petroleum Exporting Countries, and the members of clubs or social networks,
are all examples of coalitions of agents with only partially converging interests, coordinating actions for their mutual benefit. Modeling the subtle mixture of strategic interactions across those “coalitions”, and equitable compromises within coalitions, is the difficult task of cooperative game theory. It reproduces the formal model of cooperative behavior, both from the normative viewpoint of sharing the benefits of cooperation, and the positive analysis of coalition formation. Applications include competitive markets, the provision of local public goods and the emergence of federations, cost sharing of joint ventures, routing games on networks, and more.

ECON-AD 314 A History of the Modern World Economy
Offered fall
Prerequisite: ECON-AD 210 or POLSC-AD 209
Crosslisted with Political Science
The modern world economy is marked by large disparities in incomes between countries. Why are some countries rich, while others are poor? This course explores the origins of this “Great Divergence” in living standards between countries, focusing on the way in which geography, colonialism, culture, and globalization have spurred or hindered economic development across the globe.

ECON-AD 322 Public Economics
Offered fall
Prerequisite: ECON-AD 105
This course is about the economic activities of government, largely revenue raising and spending, in a global context. The course considers market failures; the evaluation of public expenditures; and the incidence, efficiency, and effects of various taxes. The primary purpose is to use economic tools (mainly microeconomic) to study the impact of government policy on the distribution of resources. Topics include: welfare economics; public goods and externalities; public choice; important issues of government expenditure, taxation, and 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 324J Collective Welfare and Distributive Justice
Offered January
Prerequisites: ECON-AD 105 and (MATH-AD 110, MATH-AD 111 or relevant result in Math Placement Test)
This course explores the contribution of macroeconomic analysis to the normative issues surrounding the design of collective decision processes (voting rules, bargaining protocols), and the fair distribution and exploitation of scarce resources through prices or other market mechanisms. Attention is on the rigorous modeling of individual collective welfare, and the logical difficulties of combining economic efficiency with the requirements of end-state and procedural justice. The course includes the Gini and other inequality indices, the Borda and Condorcet voting rules, the design of tax schedules, fair division of an inheritance, overcoming the tragedy of the commons, and more.

ECON-AD 325J Euro-American Financial System in Crisis
Periodically offered in January
Crosslisted with Business and Organizational Studies
Modern European and American finance has evolved into a large, geographically diverse, intertwined, and globally integrated system that depends on markets and banks as intermediaries between users and suppliers of capital. The system has recently suffered two extraordinary shocks - the collapse of the mortgage finance market and the “vicious downward cycle” caused by linkages between bank and sovereign creditworthiness. These shocks, which have heralded the Euro-American economies into a protracted Great Recession, threaten the euro and the European Union, and represent great challenges to US and European governments, financial institutions and their regulators. The German government, based in Berlin is a key decision maker in the efforts to stabilize the euro, the weaker Eurozone member countries and the European banking system, and the European Central Bank, another key player, is not far away in Frankfurt. This course provides a broad ranging exploration of these issues for students with only general knowledge of finance and economics.

ECON-AD 334 Islamic Economics & Finance
Offered fall
Pre requisites: ECON-AD 102 or Macroeconomics Placement Test and ECON-AD 302
This course introduces students to the Islamic financial system. Topics include: Islamic finance, the law of Islamic financing, and the competitive advantages of the Islamic financial system. The course is designed to familiarize students with the unique tools and techniques used in the Islamic financial system and to enable them to make informed financial decisions.

ECON-AD 352 Global Banking and Financial Markets
Periodically offered
Crosslisted with Business and Organizational Studies
The dynamics of the global banking and financial sector are central to economic performance and growth, and from time to time, financial markets and institutions are the scene of great turbulence. This course explores the process of national and global financial intermediation and its key elements involving commercial banking, investment banking, asset management and insurance. Individuals and institutions deal with such topics as project finance, debt and equity new issues, mergers and acquisitions, financial derivatives and institutional finance management. Based on an understanding of the industry, additional classes will focus on financial regulation and strategies of financial firms. The course is relatively non-technical and is intended to provide a broad-gauge overview of the global financial sector.

POLSC-AD 112 Introduction to Game Theory
Prerequisite: MATH-AD 110, MATH-AD 111, or relevant result in Math Placement Test
Crosslisted with Mathematics, Political Science, Social Research and Public Policy

POLSC-AD 113 Advanced Game Theory
Prerequisites: POLSC-AD 112
Crosslisted with Political Science, Social Research and Public Policy

POLSC-AD 134 Political Economy of Development
Crosslisted with Political Science, Social Research and Public Policy

POLSC-AD 189 Business, Politics, & Society
Crosslisted with Political Science, Social Research and Public Policy

BREADTH ELECTIVES

ECON-AD 321 Introduction to Accounting
Offered fall
Crosslisted with Business and Organizational Studies
This course provides an introduction to the fundamental concepts of financial accounting and financial regulation and strategies of financial firms. The course is relatively non-technical and is intended to provide a broad-gauge overview of the global financial sector.

POLSC-AD 133 Political Economy of Institutions
Offered fall
Crosslisted with Political Science, Social Research and Public Policy

POLSC-AD 134 Political Economy of Development
Crosslisted with Political Science, Social Research and Public Policy

POLSC-AD 142 Justice: Political Theory & Practice
Crosslisted with Political Science, Social Research and Public Policy

POLSC-AD 164 Health and Governance
Offered spring
Crosslisted with Political Science, Social Research and Public Policy

POLSC-AD 179J Political Conflict and Economic Development
Crosslisted with Peace Studies, Political Science

ACS-AD 231X Oil and Energy in the Middle East
Crosslisted with Arab Crossroads Studies, The Environment, Political Science

BUSOR-AD 111 Principles of Marketing
Crosslisted with Business and Organizational Studies, Leadership and Social Entrepreneurship

BUSOR-AD 115 Management & Organizations
Crosslisted with Business and Organizational Studies, Social Research and Public Policy

ENGR-AD 297J Innovation and Entrepreneurship
Crosslisted with Engineering, Leadership and Social Entrepreneurship

LAW-AD 117 Legal & Ethical Aspects of International Business
Crosslisted with Legal Studies

LEAD-AD 115J Critical Issues in Social Entrepreneurship: Innovations in the Middle East
Crosslisted with Arab Crossroads Studies, Business and Organizational Studies, Leadership and Social Entrepreneurship

PEACE-AD 102 Foundations of Peace: Economic and Political Perspectives
Crosslisted with Peace Studies, Political Science

POLSC-AD 133 Political Economy of Institutions
Offered fall
Crosslisted with Political Science, Social Research and Public Policy

POLSC-AD 134 Political Economy of Development
Crosslisted with Political Science, Social Research and Public Policy

POLSC-AD 142 Justice: Political Theory & Practice
Crosslisted with Political Science, Social Research and Public Policy

POLSC-AD 164 Health and Governance
Offered spring
Crosslisted with Political Science, Social Research and Public Policy

POLSC-AD 179J Political Conflict and Economic Development
Crosslisted with Peace Studies, Political Science

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SOCS-AD 112
Logic of Social Inquiry
Crosslisted with Political Science, Social Research and Public Policy

SOCS-AD 115
Varieties of Capitalism
Crosslisted with Political Science, Social Research and Public Policy

SOCS-AD 116
Foundations of Modern Social Thought
Crosslisted with Political Science, Social Research and Public Policy

SRPP-AD 115J
Social Networks
Crosslisted with Political Science, Social Research and Public Policy

SRPP-AD 120
Survey Research
Prerequisite: SOCS-AD 110, SOCS-AD 113 or MATH-AD 150
Crosslisted with Political Science, Social Research and Public Policy

SRPP-AD 162
Global Health and Economic Development
Crosslisted with Social Research and Public Policy

THEORY SPECIALIZATION

REQUIRED COURSES

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<th>Course Code</th>
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<tr>
<td>ECON-AD 303</td>
<td>Foundations of Financial Markets</td>
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<tr>
<td>ECON-AD 321</td>
<td>Corporate Finance Electives</td>
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FINANCE SPECIALIZATION

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<tbody>
<tr>
<td>ECON-AD 302</td>
<td>Foundations of Financial Markets</td>
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<tr>
<td>ECON-AD 303</td>
<td>Corporate Finance</td>
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FINANCE ELECTIVES

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<th>Course Code</th>
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<tr>
<td>ECON-AD 221J</td>
<td>Understanding Financial Crises</td>
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This course provides a formal study of aggregate, dynamic, stochastic, and economic analysis, with attention paid first to the determination of the level of income, employment, and inflation. The next class will examine theories and the policies associated with inflation and hyperinflation, entitlement reforms, and the formation of optimal monetary and fiscal policies. This course involves more formal analysis than that used in Intermediate Macroeconomics.

SOCS-AD 113
Statistics and Probability for the Social Sciences
Prerequisite: MATH-AD 110, MATH-AD 111, SOCS-AD 101 or relevant result in Math Placement Test
Crosslisted with Political Science, Social Research and Public Policy

ECON-AD 302
Foundations of Financial Markets
Offered fall, spring
Prerequisites: (ECON-AD 101, or Microeconomics Placement Test), (SOCS-AD 110 or SOCS-AD 113 or MATH-AD 150), and ECON-AD 321
Crosslisted with Economics Electives
This course offers a rigorous examination of the basic concepts and tools of modern finance. Students are introduced to cash flow analysis and present value, as well as basic concepts of return and risk, in order to understand how financial markets work and how financial instruments are valued. These instruments, including equities, fixed income securities, options, and other derivative securities, become vehicles for exploring various financial markets and their utilization by managers in different kinds of financial institutions to enhance return and manage risk.

ECON-AD 303
Corporate Finance
Offered fall, spring
Prerequisites: ECON-AD 302 and ECON-AD 321
Crosslisted with Economics Electives
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
Periodically offered
Prerequisite: ECON-AD 302
This course is designed for advanced students in the Finance specialization and will be taught by leading scholars from around the world who are in residence in Abu Dhabi. The content is oriented toward the particular scholar’s expertise. Possible topics include: the analysis of market risk and credit risk management, the valuation of derivative and fixed income securities, the analysis of investment strategies, the structure of financial intermediaries, and the regulation of institutions and markets.

ECON-AD 334X
Islamic Economics and Finance
Offered fall
Prerequisites: ECON-AD 102 or Macroeconomics Placement Test and ECON-AD 302
Crosslisted with Economics Electives
This course provides a foundational understanding of the principles of Islamic economics & mode as well as products and procedures of Islamic finance. The course aims to familiarize students with the roles and functionalities of Islamic finance in the context of the financial services industry today.

ECON-AD 400
Capstone Seminar
Offered fall
Prerequisites: ECON-AD 104, ECON-AD 105, and ECON-AD 210
The two-semester seminar is designed to provide a capstone experience. Students work closely with faculty and fellow students to learn how to apply economic reasoning to human problems. Students will write several short policy papers and present them to classmates for review; they will also produce longer senior theses.

ECON-AD 401
Capstone Project
Offered spring
Prerequisites: ECON-AD 400
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.
Global Studies Track: Economics

In addition to providing its students with a rigorous theoretical foundation and methodological training in the study of human decision-making, considered in relation to the economic tasks of life, the NYUAD Economics program believes in the importance of pre-professional training as a preparation both for advanced study and global careers.

The Global Studies Track in Economics is designed to combine the study away opportunities for NYUAD students at the NYU campuses in the United States in New York or Washington, DC and at the NYU campus in Abu Dhabi with the experiential education and pre-professional opportunity for a paid internship in the United States over the summer.

Students apply and are admitted to this track through a competitive process, which requires:

1. GPA of no less than 3.5 in required major courses
2. Cumulative unofficial GPA of no less than 3.5
3. Completion of the following prerequisites before starting the US component of the program: *Principles of Microeconomics*, *Principles of Macroeconomics*, *Statistics for the Social Sciences*, *Calculus with Applications*, *Multivariable Calculus*, *Intermediate Microeconomics*, *Intermediate Macroeconomics*, and *Introduction to Econometrics*
4. For students specializing in Finance, the additional courses *Introduction to Accounting* and *Foundation of Financial Markets* must also be completed before departure
5. Presentation of a four-year academic plan for the timely completion of the major and all other degree requirements
6. Statement of purpose, including an academic rationale for participating in the program, a plan for developing a capstone research proposal, and a plan for career development and securing a summer internship
7. Official declaration of the major at the time of application for the program
8. Approval of the Program Head for Economics, the Dean of Social Sciences, and the Office of Global Education.

The program requires the following academic sequence:

- Fall semester junior year at NYU New York or NYU Washington, DC
- Spring semester junior year at NYU Abu Dhabi
- Summer internship in a field related to Economics, Finance, Business or Organizational Studies in the United States.

**Note:** Students must secure their own summer internships. The typical duration of the internship is 8 to 10 weeks. If needed, students can apply for funding through the existing summer funding process.

- Students must apply in December of their sophomore year for the full program and commit to it if approved.

*For additional information contact the Office of Global Education.*
The Political Science major at NYU Abu Dhabi attracts students who are interested in the many important political questions—conceptual, empirical, policy-oriented—that societies everywhere face today. How do different political systems affect policy-making? What are the intrinsic and instrumental virtues of democracy? How could its functioning improve? Why do dictatorships survive in many countries, but evolve into democracies in others? Why do countries go to war? What are the connections between internal conflicts (such as civil war) and political or economic development? What are the main characteristics and causes of economic underdevelopment? Why are prosperity and stagnation distributed so unequally, both across countries and within them?

The student with a passion for questions such as these finds the Political Science major most rewarding. The philosophy underlying the courses has several distinctive features. First, the major has a strong analytical focus, with two required courses that introduce students to statistics and models of political behavior and institutions. These courses provide an introduction to the kinds of tools used by social scientists to conduct a deep analysis of these questions and to test the analysis using quantitative data. Second, the major offers many substantive courses, wherein these analytical tools are applied to important policy questions of considerable current interest. Third, the courses in the major include discussions of classic texts that illuminate both the intellectual history and the broader dimensions of these policy questions. Finally, the major offers several courses jointly with programs in Economics, Psychology, and Philosophy, providing students with exciting interdisciplinary opportunities.

Majors in Political Science take two required courses (Statistics for the Social and Behavioral Sciences and Introduction to Political Thinking), two introductory electives, two methods electives, and two electives from any of the following areas: Political Theory and Institutions; Comparative Politics; and International Politics. During their senior year, every student majoring in Political Science takes a two-course sequence of seminars, culminating in the production of a Capstone in Political Science. During the first semester, students in Capstone 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 Capstone Seminar 2, students implement their proposed research design, analyze the results, and write their senior theses.

To declare a major, students must meet with the Program Head to discuss their plan of study.
### POLITICAL SCIENCE COURSES

#### REQUIRED COURSES

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<tr>
<th>Course</th>
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<tr>
<td>POLSC-AD 130 Introduction to Political Thinking</td>
<td>Offered fall, spring</td>
<td>Crosslisted with Social Research and Public Policy</td>
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<tr>
<td>POLSC-AD 170 Introduction to International Politics</td>
<td>Offered fall, spring</td>
<td>Recommended Prerequisites: SOCSC-AD 110 and POLSC-AD 130</td>
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#### INTRODUCTORY ELECTIVES

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<tr>
<td>POLSC-AD 120 Introduction to Political Theory</td>
<td>Offered spring</td>
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<tr>
<td>POLSC-AD 150 Introduction to Comparative Politics</td>
<td>Offered fall</td>
<td>Recommended Prerequisites: SOCSC-AD 110 and POLSC-AD 130</td>
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POLSC-AD 113
Advanced Game Theory
Periodically offered
Prerequisite: POLSC-AD 112
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 116
Experimental Research in the Social Sciences
Offered spring
Crosslisted with Social Research and Public Policy
In recent years, social scientists are increasingly using experimental methods in their research. This course offers an accessible introduction to the principles of social scientific experimentation and its uses. All types of social science experiments are explored: laboratory experiments, survey experiments, field experiments, and the new use of "lab-in-the-field" experiments. The course will discuss the issues of validity and artificiality in experimentation as well as the ethical concerns involved in experimental research. Students will have the opportunity to create and design their own experiment as part of the class. In the course students will learn how to use the software used to program experiments at the Social Science Experimental Laboratory. Note: this course should be taken by all social science students who plan to do experiments-based capstones in the laboratory.

POLSC-AD 209
Data Analysis
Offered fall, spring
Prerequisite: SOCSC-AD 110, SOCSC-AD 113 or MATH-AD 150
Crosslisted with Social Research and Public Policy
Social scientists and policy analysts rely heavily on research drawing on observational data. Students learn to manage and analyze such data and to deploy statistical techniques that are common in these applications, with an emphasis on how to translate social science theory into empirical research. Topics include review of basic regression analysis, building multivariate analytical models, and regression analysis with limited dependent variables. The course emphasizes practical training in these skills as well as evaluation, replication, and critical analysis of research conducted in the social science literature. The course is designed as an alternative for students in the social sciences who are not taking Introduction to Econometrics.

ECON-AD 210
Introduction to Econometrics
Prerequisites: SOCSC-AD 110, SOCSC-AD 113 or MATH-AD 150
Recommended Prerequisite: MATH-AD 110, MATH-AD 111, or SOCSC-AD 101
Crosslisted with Economics, Social Research and Public Policy

ECON-AD 223
Quantitative Methods of Applied Economics
Prerequisites: ECON-AD 210 or POLSC-AD 209
Crosslisted with Economics

SOCSC-AD 112
Logic of Social Inquiry
Crosslisted with Economics, Social Research and Public Policy

SOCSC-AD 113
Statistics and Probability for the Social Sciences
Prerequisite: MATH-AD 110, MATH-AD 111, SOCSC-AD 101, or relevant result in Math Placement Test
Crosslisted with Economics, Social Research and Public Policy

SRPP-AD 115J
Social Networks
Crosslisted with Economics, Social Research and Public Policy

SRPP-AD 120
Survey Research
Prerequisite: SOCSC-AD 110, SOCSC-AD 113, or MATH-AD 150
Crosslisted with Economics, Social Research and Public Policy

POLSC-AD 115
Political Psychology
Offered every other year
This course addresses key theoretical and empirical topics in political psychology, drawing in both the experimental tradition of social psychology and the survey and analytic 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 attitudes, formation and decision-making. Social and psychological antecedents and consequences of political orientation and ideological opinions are also addressed.

POLSC-AD 133
Political Economy of Institutions
Offered fall
Crosslisted with Economics, Social Research and Public Policy
The course explores recent research on the economic causes and consequences of differences in political institutions: authoritarian vs. democratic in general, and various kinds of authoritarian (military, personalistic, etc.) and democratic (chiefly proportional vs. majoritarian and parliamentary vs. presidential) regimes. Among the economic aspects to be considered are: the wealth and economic inequality in the given society; who garners the rents that the given regime offers; and the degree of oligopoly vs. competition that characterizes economic policy.

POLSC-AD 134
Political Economy of Development
Offered fall
Crosslisted with Economics, Social Research and Public Policy
It is now widely acknowledged that politics plays a central role in influencing economic development. This course traces the political economy of development in a central area of research. While a student with an introductory background to political economy will familiarize 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 contract, corruption, and the political economy of redistribution. Examples from historical experience as well as modern developing countries would be used throughout the course.

POLSC-AD 140J
Introduction to Machiavelli
January
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 of the analytical and prescriptive works of Machiavelli, 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 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 141X
Ibn Khaldun and Political Theory
Periodically offered
Crosslisted with Arab Crossroads Studies
Written by the Maghrebian Muslim historian Ibn Khaldun around 1377, the Muqaddimah is often described as the founding text of the philosophy of history and the history of civilizations. Its themes include the secular and religious sources of social solidarity, why individuals identify with their group and subordinate their interests to its norms, why they accept the authority of their political leaders, the tensions between nomadic and sedentary or desert and urban societies, organizational and tactical factors in military success, the division of labor and the economic transition from subsistence to surplus, demographic expansion and collapse, luxury and the decay of tribal solidarity in urban conglomerations, and the social conditions of scientific and artistic flourishing. The course involves a close reading of six chapters of the Muqaddimah (an general social theory, the theory of Bedouin society, the theory of political authority, the theory of urban society, the theory of economic development, and the sociology of science) and draws upon Western political and social theorists, such as Adam Smith and Emile Durkheim, for clarification and perspective.
POLSC-AD 142
Justice: Political Theory & Practice
Periodically offered
Crosslisted with Economics, Social Research and Public Policy
This course invites students to engage with several classic treatises on political thinking about a universal concern: justice. In John Rawls’s words, justice “is the first virtue of social institutions, as truth is of systems of thought. A theory however elegant and economic must be rejected or revised if it is untrue; likewise laws and institutions no matter how efficient or well-arranged must be reformed or abolished if they are unjust.” To what extent are our contemporary social, political, and economic institutions just? How would we know? In this course, we explore three fundamental questions about the ideal of a just society and what place the values of liberty and equality occupy in such a society:
3. Can a society ensure both liberty and equality? Or are these warring political values?

POLSC-AD 143
Gender Parity
Offered fall
This course introduces students to the basic theories, empiricism and methodological concepts of women’s and gender studies within political science. Following an overview session about global and regional patterns, each of the subsequent weeks will tackle a series of key gender and politics topics in turn. The course goes beyond gender inequality in the labor market to explore patterns of violence and gender politics, among other topics. Lastly, the course provides a basis for research, practical action and policy formulation and for evaluating directions and strategies for social change from a gender perspective.

POLSC-AD 144J
State Formation
Offered January
This seminar studies why states form, what types of states form, and what they do. Over the course of the semester students will consider these questions by using both contemporary and historical evidence combined with the methods of modern political science. A sample of topics investigated includes formation of nation states vs. alternative state types, ungoverned spaces, state capacity, the emergence of property rights, foundations of popular rule, and public goods provision.

POLSC-AD 145
Historical Political Economy
Offered fall
Prerequisite: SOCS-AD 110
This course introduces students to contemporary research in historical political economy. The major questions to be addressed during the semester include (1) How has the role of government changed throughout history? (2) How did democracy change those changes? (3) Why did democracy as a system experience new waves and phases? Students will address these questions by analyzing historical evidence with modern tools from economics and political science.

POLSC-AD 146
Identity and Culture in Politics
Offered Spring
Crosslisted with Social Research and Public Policy
What role does identity play in politics? Does culture affect political behavior? What is culture? In this course students examine the formation and role of identity in politics—and how identity and culture affect outcomes such as public goods provision, inter-group violence, democratization, and economic growth. Here, identity is not treated as fixed but as constructed, and its formation itself an outcome to be explained. Students will examine identity and its relation to distributive politics, representation, political mobilization, conflict, and coordination. Similarly, culture is not treated as static, but is dynamic. Students will seek to understand changes in culture over time as well as their effect on behavior, and assess different approaches to the study of culture.

POLSC-AD 147
Why I Killed Gandhi
Offered spring
Why would someone want to kill Mahatma Gandhi? “I Killed Gandhi” is the title of the courtroom speech given by Mahatma Gandhi’s assassin, Nathuram Godse. This course examines the intellectual milieu that framed their fateful encounter. The course starts by tracing the birth of the anti-colonial movement in India. Next the course examines the impact that Gandhi’s distinctive philosophy had on this movement. Lastly, the course concludes by evaluating the responses of his critics, the most extreme of course being Godse.

POLSC-AD 160J
Social Media and Political Participation
Offered January
In recent years, social media usage (Facebook, Twitter, LinkedIn, Tumbler, etc.) has exploded to such an extent that it is impossible to believe it does not have an effect on the political behavior of citizens. The question remains, though, of how exactly does it matter? This question is the focus of this course. In the morning sessions, student are first introduced to the most important topics of political behavior—voting, turnout, partisanship, public opinion formation, and protests and social movements—and then to the much newer literature on the usage of social media. In the afternoon sessions, students both visit social media companies located in New York City, and are taught the necessary tools to work on their own original research projects. These research projects are conducted in conjunction with NYU’s new Social Media and Political Participation laboratory (smapp.nyu.edu).

POLSC-AD 189
Business, Politics, & Society
Offered fall
Crosslisted with Economics, Social Research and Public Policy
Business, Politics, & Society (BPS) is a case-based MBA-style course that introduces students to the political economy of firms. Substantively, the course focuses on the political and social underpinnings of the market system, analyzes corporate political strategy and corporate social responsibility, and presents tools for assessing and mitigating risks, especially as they relate to politics, law/regulation, ethics, and other actors in society. The goal of the course is to help students learn to structure and solve complex problems in dynamic global markets. Case studies from a variety of countries and industries will be supplemented with academic readings.

ECON-AD 314
A History of the Modern World Economy
Prerequisite: ECON-AD 210 or POLSC-AD 209
Crosslisted with Economics

LAW-AD 114
Punishment in Politics, Law and Society
Crosslisted with Legal Studies, Social Research and Public Policy

PEACE-AD 102
Foundations of Peace: Economic and Political Perspectives
Crosslisted with Economics, Peace Studies

PEACE-AD 120
Transitional Justice
Crosslisted with Peace Studies

PEACE-AD 121
International Organizations and Global Governance
Crosslisted with Peace Studies

PEACE-AD 123
Peacebuilding
Crosslisted with Peace Studies

POLSC-AD 264
Political Philosophy
Prerequisite: one Introductory Elective in Philosophy (PHIL-AD 101-119), SOCS-AD 116, or instructor permission
Crosslisted with Philosophy

SOCS-AD 116
Foundations of Modern Social Thought
Crosslisted with Economics, Social Research and Public Policy

SRPP-AD 111
Social Policy
Crosslisted with Social Research and Public Policy

SRPP-AD 160X
Islamist Social Movements in the Middle East
Crosslisted with Arab Crossroads Studies, Social Research and Public Policy

AREA ELECTIVES: COMPARATIVE POLITICS

POLSC-AD 152X
Comparative Politics of the Middle East
Offered spring
Recommended Prerequisite: POLSC-AD 150
Crosslisted with Arab Crossroads Studies
A focus on the “Arab Middle East” presupposes that regional culture is a significant factor in explaining political outcomes in the region. For decades the Arab Middle East has been largely impervious to the process of democratization. This imperviousness was a result of 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. Students will 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
Politics, Social Change & Development in South Asia
Offered fall
Recommended Prerequisite: POLSC-AD 150
How did the borders of South Asian countries come to be formed? What explains the variation in the types of regimes—democratic and authoritarian—across South Asia? To what extent do these countries vary in the structure of their states as well as regimes? How does ethnic diversity affect
The goal of this course is to introduce participants to the study of African politics from multiple methodological approaches and in a number of African contexts. The course begins with the historical roots of contemporary African politics, exploring how pre-colonial institutions and colonialism shaped African politics at independence. Next the course will survey the political and economic strategies of leaders post-independence and the factors shaping those strategies. The course includes an examination of the causes of the consequences of poor governance, and evaluates the recent patterns of democratization on the continent. The course closes with a discussion of present-day challenges: electoral outcomes, public health crises, the “new populism,” and China in Africa.

POLSC-AD 162 Democracy and Development in Eastern Europe and Russia
Offered fall
The aim of this course is to provide a broad overview of Eastern European politics over the course of the 20th century and into the present in order to explain contemporary variation in the levels of democracy and development across the region. The course begins with an examination of the state of Europe at the collapse of the second world empires and will then consider the evolution of Communism as an ideology and an actual social, political, and economic practice. The bulk of the course is dedicated to the post–1989 period. Students will explore why some Eastern European countries were quick to democratize and liberalize, while others reformed or continued to be controlled by authoritarian regimes. The course focuses on the evolution of society, economy, and politics in Russia. However, discussion will also include developments in all the former Soviet republics and in a more cursory manner, across the former Communist bloc from Poland to Hungary.

POLSC-AD 163X Iraq War and its Consequences
Periodically offered
Crosslisted with Arab Crossroads Studies
This course will examine the political consequences of the 2003 invasion of Iraq, focusing on the causes and effects of sectarian strife, state breakdown, and challenges to the political legitimacy of the new government. The course will focus on the politics of US and Arab attitudes in order to understand how each side sees the other—using the poll-driven data to measure the gaps in understanding. The course also includes a television 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 164 Health and Governance
Offered spring
Crosslisted with Economics, Social Research and Public Policy
Health outcomes, such as infant and child survival, have improved dramatically over the past two decades, even in the world’s poorest countries. Yet every year, there are millions of preventable deaths. Many of these deaths occur in countries with very poor governance. What is the relationship between health and governance? How does the provision of effective health services affect government legitimacy, and why? What are the roles of non-governmental actors in health care provision, and under what circumstances can the work of these organizations be beneficial or detrimental to health outcomes and governance? What role do international organizations play in improving global health? The course examines these questions, and introduces students to the study of global health successes and failures, including smallpox eradication and the recent Ebola outbreak in West Africa. Students will explore both historical and contemporary health issues, drawing on insights from political science, biology, and economics.

POLSC-AD 165J Gender Revolutions and the State in India
Periodically offered
Crosslisted with Social Research and Public Policy
This course asks two questions: Why do states conduct top-down reforms for gender equality? What are the impacts of these interventions? Students will study these questions in the context of India, the world’s largest and most influential developing democracy. The course will explore some of the most complex, puzzling variation in economic and social rights. Specifically, the course will examine reforms that equalize women’s rights to a core economic and social commodity: land. These reforms represent the hardest and most important reforms for the state to implement. The class will travel to India to interview top government officials and leaders responsible for implementing gender-equalizing land inheritance reform across India’s diverse cultural, economic, and political landscape.

POLSC-AD 170 International Politics
Periodically offered
Crosslisted with Peace Studies
This course serves as an introduction to the workings of the contemporary international political-economic system and introduces students to some of the main analytical frameworks that political economists use to understand this system. The course seeks to familiarize students with analytical tools that help them gain a better understanding of the current problems and opportunities facing actors in today’s international political economy.

POLSC-AD 175 African Politics
Offered fall
The goal of this course is to introduce participants to the study of African politics from multiple methodological approaches and in a number of African contexts. The course begins with the historical roots of contemporary African politics, exploring how pre-colonial institutions and colonialism shaped African politics at independence. Next the course will survey the political and economic strategies of leaders post-independence and the factors shaping those strategies. The course includes an examination of the causes of the consequences of poor governance, and evaluates the recent patterns of democratization on the continent. The course closes with a discussion of present-day challenges: electoral outcomes, public health crises, the “new populism,” and China in Africa.

POLSC-AD 176J Health and Governance
Offered spring
Crosslisted with Economics, Social Research and Public Policy
Health outcomes, such as infant and child survival, have improved dramatically over the past two decades, even in the world’s poorest countries. Yet every year, there are millions of preventable deaths. Many of these deaths occur in countries with very poor governance. What is the relationship between health and governance? How does the provision of effective health services affect government legitimacy, and why? What are the roles of non-governmental actors in health care provision, and under what circumstances can the work of these organizations be beneficial or detrimental to health outcomes and governance? What role do international organizations play in improving global health? The course examines these questions, and introduces students to the study of global health successes and failures, including smallpox eradication and the recent Ebola outbreak in West Africa. Students will explore both historical and contemporary health issues, drawing on insights from political science, biology, and economics.

POLSC-AD 177J Nation-Building
Periodically offered
Crosslisted with Peace Studies
Nation-Building explores the range of strategies that strong states use in order to build the capacity of weak ones. This issue 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
Civil War and International Intervention

Prerequisites: POLSC-AD 170 and (ECON-AD 210 or POLSC-AD 209)

Crosslisted with Peace Studies

Civil war continues to be one of the most vexing problems in comparative and international politics. Why do civil wars break out? Aside from the obvious physical destruction caused by civil conflict, what are the effects of civil conflict on society? How can the international community help end civil conflicts? This course will address these questions. The course is broken into two parts: the causes of civil conflict, then moving on to what, if anything, the international community can do to ameliorate this problem.

Understanding Insurgency and Counterinsurgency

Offered January to early April

Crosslisted with Peace Studies

Insurgencies continue to be a major threat to peace in developing countries. How do insurgencies arise? Why do insurgent movements pursue what strategies do insurgent movements pursue? What can states do to address insurgent movements most effectively? This course addresses these questions begins with a review of the scholarly literature on insurgency. Students then travel to Kathmandu, Nepal to meet with participants in Nepal’s 10-year civil war from 1996 to 2006 and hear their perspectives on these questions obtained from their experiences.

Political Conflict and Economic Development

Offered January

Crosslisted with Economics, Peace Studies

It is now widely acknowledged that political conflicts play a major role in economic development trajectories. We will study how political conflicts impact economic development, using examples from Latin America’s rich political and economic history to better understand the conflict-development relationship. The course will follow a seminar format and students will be encouraged to compare the conflict-development relationship in Latin America with that of their own country, and come up with explanations for differences between the two. The course will include multiple field trips to significant sites for Argentina’s political conflicts.

Political Economy of International Trade

Offered Fall

This course covers five major topics in international political economy: international trade and trade policy (tariffs, trade agreements); international migration and remittances; offshoring and outsourcing; international finance (exchange rates, cross-border investment, central bank independence); the international trade and finance; the 1930s, 2007-2009, and the current crises of the Euro and of European sovereign debt.

Emerging Powers Periodically offered

Are Emerging Powers emerging, and are they powerful? The course will consider the emerging “market” or economic discussion, reviewing what academics, the press, financial institutions, etc., mean when they speak of these countries, with a focus on economic policies. Will Brics, BRICS, MINT, and others. What is the key factor: size, growth, novelty, potential or promise? Which of all of these questions is truly relevant and important? The second part of the class will examine regional political economy: are these countries important actors in their regions? Why or why not, and how does their economic performance influence their regional polity? What are the regional and institutional issues would be advised addressed here? The third part of the class will turn to international and multilateral factors: are “emerging powers” truly powerful? Are they all the same? Do others see them as powers? How do they express their economic success or geographic and demographic-climatic if the international community.

United Nation Climate Change Treaty: The Road from Paris Assessing the Implications of the Paris Agreement

Periodically offered

Crosslisted with The Environment, Legal Studies

The United Nations (UN) provides the forum where states come together to discuss mutual problems. In our rapidly globalized world, the enormous and complex challenges to humankind are making UN negotiations the focus of the major economic and political powers. This course provides an overview of the major UN departments and programs encompassed within it and treaty negotiation process. The main concentration of this course will remain on the climate change negotiations. In this course climate change will be taken as a case study and the many aspects of international policy response to this environmental and social crisis will be considered. The purpose of this course is to provide students with a general understanding of how climate change issues have been addressed at the UN. In December 2015, 195 countries adopted the first-ever universal, legally binding global climate agreement in Paris, at the 21st Conference of the Parties (COP21). The agreement sets a global action plan to put the world on track to avoid dangerous climate change by limiting global warming to well below 2°C. The Paris Agreement will be open for signature at the United Nations in New York from 22 April 2016 to 21 April 2017. The class will be invited to study ongoing process of the newly adopted climate change agreement. The course will critically interrogate the challenges currently facing governments in making progress with ratification process. It will try to see the answers of the following questions: Will all in disagreement about how the world, including the biggest emitters of greenhouse gases, be bound by Paris Agreement for the first time in over 20 years of UN negotiations? Will it be applicable to all Parties including the United States and China? Is the Paris Agreement a treaty? And is it the type of international agreement to which the United States is a party only if the US Senate ratifies it? This course will examine the role of the UN on the real negotiations under the UNFCCC. In a treaty negotiation simulation, the students will play the roles of major green house gas emitting nations and will negotiate proposals to reduce emissions.

Islamic Extremism Periodically offered

The terrorist attacks of 9/11 transformed the foreign policy of the United States and re-shaped its national psyche. Subsequent attacks in Europe, the Middle East and elsewhere have focused the world’s attention on the problem of Islamic terrorism. This course will seek to understand both alternative causes of the sudden rise of violent extremism in the Muslim world and the response it has provoked. This course will examine the evolution of the threat, from Al Qaeda, with its focus on learning and following symbolic targets in the West, to the Islamic State, which has attracted thousands of men and women from around the world to its violent nation-building project in the heart of the Arab world. Western nations have deployed military, intelligence and police tactics against Al Qaeda with some success, but those methods may not work against ISIS. In this course we will explore models for counter the threat, but their own repressive, and in some cases religiously intolerant, regimes may be exacerbating the very problem they seek to solve. In addition to reading about the origins and the spread of jihadism and the policies adopted by concerned states, we will meet with scholars, journalists, policy experts, diplomats and officials in the Obama administration. Students will write a series of short papers as well as a longer project proposing a course of action to cure, or at least mitigate, the extremist threat.

United Nations

Periodically offered

This course examines the United Nations’ origin, processes and impact within both global and local contexts. The UN system, comprised of multiple organizations, programs, organs and NGOs, is the most visible political actor in international politics. It performs a large variety of daunting tasks ranging from keeping the peace in war-torn countries to fighting the spread of contagious diseases and facilitating negotiations to limit climate change’s impact. While its status as the preeminent international organization is undisputed, its member states limit the UN’s authority and both governments and NGOs frequently critique its structure and effectiveness. This course rigorously explores why the UN was established in 1945, how it has evolved, what challenges it faces today and whether avenues exist for meaningful organizational reform. The course will provide students with a better understanding of both the theory and the practice of the UN, and will encourage students to use different theoretical approaches and available empirical evidence to think creatively about how the UN can more effectively address global challenges.

Digital Diplomacy Periodically offered

Crosslisted with Peace Studies

This course will focus on the way that digital technologies impact diplomacy and how diplomats interact and the building blocks of diplomacy. Technology has changed statecraft throughout history; diplomats had to adapt to writing, horse-drawn transport and the telegraph; in the digital age, Twitter. This course will look at how new technology changes real world negotiations between leaders and the implications for secrecy, as trust has eroded. The course will consider how countries compete in the 21st century, and how smart power, new forms of communication and IDiplomacy will change the fundamentals of statecraft. Can diplomacy compete, survive, or will it be disrupted? How can we bring citizens closer to the biggest questions facing their future? The course will draw on history, but focus on practical examples from contemporary statecraft and the experiences of the instructor, an ambassador at the center of the effort to ensure that diplomacy is ready for the challenges that lie ahead.
Designing and evaluating policy depends on social science theory and research. The program in Social Research and Public Policy offers rigorous training with courses in economics, political science, sociology, and anthropology, as well as courses in quantitative and qualitative research methods, which enable students to critically evaluate research findings and produce original research. Social Research and Public Policy is attractive to students who are concerned with the major social problems of our times such as international migration, unequal economic development, poverty, racism and sexism, inequality, ethnic conflict, as well as health inequality and population dynamics.

The program aims to inspire students’ critical theoretical imagination and helps them to make better sense of the world around themselves. Social Research and Public Policy majors will be regarded as excellent candidates for law school, and for graduate programs in the social sciences, in public policy, business school, public health, education, urban planning, and social work. Graduates land positions working for NGO’s, in public service, urban planning, and community action.

Its breadth and its emphasis on critical thinking and hands-on empirical research, especially research linked to policy questions, distinguish the major in Social Research and Public Policy. Social Research and Public Policy majors will produce a piece of original research to meet the capstone requirement. Student may collect their own data, conduct simulations, or reanalyze available data to make a contribution to the research in the field of their choice. Students will work with a faculty mentor to develop and implement the research design. Students who wish to do fieldwork abroad should develop the project in the spring of junior year and obtain approval from the faculty mentor to collect data during the summer before senior year. NYUAD’s Institutional Review Board must approve all projects that involve human subjects before data collection begins. Seniors will attend a bi-weekly colloquium, which is moderated by a faculty member and serves as a forum for peer review and feedback on progress with the senior thesis.
Majors in Social Research and Public Policy take five required courses (Statistics for the Social and Behavioral Sciences; Foundations of Modern Social Thought; Logic of Social Inquiry; Survey Research; and Ethnographic Field Research); three foundational electives; three general Social Research and Public Policy electives, and two semesters of capstone seminar and project. Depending on the research interests of the student, Survey Research and Ethnographic Field Research may be replaced with suitable methods electives, subject to approval by the major mentor and program director.

To declare a major, students must meet with the Program Head to discuss their plan of study.

**REQUIREMENTS FOR THE MAJOR IN SOCIAL RESEARCH AND PUBLIC POLICY**

13 courses, distributed as follows:

- 5  Required courses: Survey Research; Ethnographic Field Research; Statistics for the Social and Behavioral Sciences; Logic of Social Inquiry; Foundations of Modern Social Thought
- 6  Electives: (at least three must be Foundational Electives)
- 2  Capstone Seminar and Project

**Minor in Social Research and Public Policy**
The minor in Social Research and Public Policy is open to all NYUAD students. Students who elect to pursue the minor are required to take four Social Research and Public Policy courses: Foundations of Modern Social Thought; Logic of Social Inquiry; and two additional courses in Social Research and Public Policy as electives. Students should obtain approval from the program director to apply courses in other disciplines and at other NYU global network sites toward the Social Research and Public Policy minor.

**REQUIREMENTS FOR THE MINOR IN SOCIAL RESEARCH AND PUBLIC POLICY**

4 courses, distributed as follows:

- 1  Logic of Social Inquiry
- 1  Foundations of Modern Social Thought
- 2  Social Research and Public Policy (SRPP-AD) courses as electives

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**SOCIAL RESEARCH AND PUBLIC POLICY**

**SAMPLE SCHEDULE**

*Alternative sample schedules are available at nyuad.nyu.edu/grid*
SOCIAL RESEARCH AND PUBLIC POLICY COURSES

REQUIRED COURSES

SRPP-AD 120 Survey Research
Offered fall, spring
Prerequisite: SOCSC-AD 110, SOCSC-AD 113, or MATH-AD 150
Crosslisted with Economics, Political Science

This course will teach students how to design and implement a survey, and what to do once the data is in. The course is practice oriented: the course will use a lot of examples and students will create their own survey design. Students will spend more than a quarter of the course learning Stata. At the end of this course students will be able to design and implement their own high quality survey. Moreover, students will question much of the data that is collected by others because they know all the things that can go wrong in the process.

SRPP-AD 125 Ethnographic Field Research
Offered fall, spring
Recommended Prerequisite: SOCSC-AD 112
Crosslisted with Anthropology, Arab Crossroads Studies

The course offers a practical introduction to the theoretical and methodological issues of ethnographic field research. The course offers students hands-on experience to carry out ethnographic field research, conduct in-depth interviews and carry out participant observations.

SOCSC-AD 110 Statistics for the Social and Behavioral Sciences
Crosslisted with Economics, Political Science
Note: Students may complete SOCSC-AD 113 in place of this course.

SOCSC-AD 112 Logic of Social Inquiry
Crosslisted with Economics, Political Science

SOCSC-AD 116 Foundations of Modern Social Thought
Crosslisted with Economics, Political Science

FOUNDATION ELECTIVES

SRPP-AD 111 Social Policy
Periodically offered
Recommended Prerequisite SOCSC-AD 112
Crosslisted with Political Science

The aim of this course is to study human conditions, social arrangements, and social processes that are sites of social, political, cultural, and moral contestations in contemporary societies. They are perceived as ‘social problems’ and divide public opinion about the appropriate ways to protect society from their deleterious effects. Lectures first focus on sociological perspectives on social problems and examine the role of social structure and social processes in their production and reproduction. Subsequent lectures focus on exploring selected social problems such as: suicide, suicide terrorism, euthanasia, aging, genocide, incest, genomics, and religious fundamentalism. The selected social problems are examined in a global perspective, focusing on contemporary industrialized societies.

SRPP-AD 112X Islam and Society
Offered spring
Crosslisted with Arab Crossroads Studies

In this seminar, students will come to understand the diverse and dynamic roles that religious and cultural Islam can play in contemporary societies, especially those in the “Middle East” and North Africa. After critically examining what might be meant by Islam and Muslims in the first place, students will use social scientific case studies to investigate how Islam (or does not) come to matter in various sectors of society, including government and the state, the legal system, politics and social movements, gender relations, sexuality, education, the economy, popular culture, and everyday life. By the end of this course, students will be able to critically analyze the ways that religious and cultural Islam can impact society and social life. Each student will be expected to complete a final research project exploring the core questions posed by the course.

SRPP-AD 113 Globalization and Education
Periodically offered
Crosslisted with Education

What is globalization, and what are the implications of living in a “global world” for education? How can education be used as a tool to promote global social justice and prosperity? This course explores these questions by first examining various theoretical perspectives on globalization, then analyzing several major themes associated with globalization and education. Draws on case studies from Asia, Africa, Latin America, the Middle East, and North America to provide concrete examples of how global forces are changing the content and context of education internationally.

SRPP-AD 121J Race and Ethnicity
Offered January

This course explores the concepts of race and ethnicity both in international comparative perspective, and with a special focus on their meaning and manifestations in the United Arab Emirates. Students will consider how migration, state policies, and economic organization shape the classification and characterization of racial and ethnic groups. In both the classroom and a series of encounters scheduled with members of diverse groups in the United Arab Emirates, students will also learn and apply social scientific methods like ethnography and content analysis in order to gauge stratification, prejudice and discrimination in diverse areas of social life.

SRPP-AD 127 Wealth and Inequality
Offered Fall 2 2016 (7 weeks) (offered fall)
Recommended Prerequisite: SOCSC-AD 112

The course offers an overview of the causes and consequences of social inequality. Topics in this course include: the concepts, theories, and measures of inequality; race, gender, and 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
Periodically offered

In every society, whether one is born male or female affects how one is expected to behave and the opportunities one can pursue. However how gender is organized varies between societies and across time. This course draws upon research from sociology, economics, psychology, and anthropology to examine gender, providing information on how gender is organized in various parts of the world. Topics include how male and female children are socialized, women’s and men’s roles in the family, trends in women’s education and employment, the sex gap in pay, and how gender is affected by public policies.

SRPP-AD 133J Wealth and Inequality in the Global City
Offered January
Crosslisted with Urbanization

The subject of this course is the rapid increase in wealth and income inequality in many countries, often concentrated and most severe in the world’s leading cities. Using New York City as a laboratory, students will explore some of the ways in which wealth and power are created and maintained, as well as examining some of the social consequences of high levels of inequality for families and communities. Readings and lectures explore the social and political economy of inequality through the work of contemporary social science. Throughout this course students will develop their understanding of key issues through field trips, films, guest lectures, and meetings with key leaders in the world of finance and business, government, and nongovernmental groups working to alleviate some of the most serious consequences of poverty and inequality in New York.

SRPP-AD 134J 21st-Century International Human Rights
Offered January
Crosslisted with Legal Studies, Leadership and Social Entrepreneurship

This course is designed to give an introduction to the law, policy, philosophy, institutions, and practice of modern international human rights. Human rights has a history that is national, regional, and international. Part I of the course presents an overview of the theory, history, and legal frameworks of the international human rights movement. Part II will examine these through the lens of the Argentinian experience. Students will study human rights violations during the Dirty War and national and international responses that sought to expose abusing human rights institutions to take action against them. This course will also examine efforts within Argentina over the last 30 years to balance reparation and accountability for past abuses. In Part III, this course will examine current human rights challenges facing governments, civil society groups, international organizations, and businesses today. The course will include field trips around Buenos Aires and guest speakers with direct experience in the human rights movement in Argentina.

SRPP-AD 136X State Formation: The Case of the United Arab Emirates
Offered spring
Crosslisted with Arab Crossroads Studies

Commonly (and wrongly) people take for granted the existence of political and cultural units as France and Germany, or Japan and India. But in the Middle East, states and national cultures are at the same time ancient and recently created. Here the complex processes of state-formation are still current, and the United Arab Emirates is a barely forty years old, serves as a rich and richly varied example for the comparative understanding of state-building, cultural imagination, and economic development.
This course explores theoretical and empirical connections between economic development, urbanization, urban poverty and distress and state/nongovernmental policy. The course begins with an historical and contemporary analysis of urban poverty in Global North cities (New York, Paris, and London), then moves on to an examination of emerging urban poverty patterns and cases in rapidly-changing “semi-peripheral” regions (China, for example), and finally explores urban poverty in a wide variety of Global South cities (spawning Africa, Latin America, and Southeast Asia). The course will use examples from the United States to explore certain key concepts/concepts for debate, such as “underclass,” “informality,” “feminization of poverty,” “culture of poverty,” “prison industrial complex,” and “neo-liberal state refashioning.” Students will be asked to compare and contrast historical and contemporary patterns of urban poverty across global north and south regions, with a focus on the limits and possibilities of social policies (state- and non-state-sponsored) for addressing urban distress.

SRPP-AD 143 Immigration, Ethnicity and Public Policy
Offered Fall I 2016 (7 weeks) (offered fall)
This course exposes students to recent theories of immigration and their bearing on governmental policies toward immigrant admission and settlement. A central focus of the course is the social processes by which immigration gives rise to ethnic minorities and in successive generations. Topics covered in this course include: a) immigrant entrepreneurship and its bearing on successful economic adaptation; b) immigrant transnational organizations and their impact on skills introduction to the major discoveries in the field based on the case studies that will be explored during the course.

SRPP-AD 145 Topics in Contemporary Theory
Offered fall, spring
An overview of developments in social theory since the 1950s. Theories considered include structural functionalism, hermeneutical approaches, interactionist and phenomenological perspectives, rational choice, network theory, the new institutionalism, and theories of globalization.

SRPP-AD 150 Introduction to Public Policy
Offered fall, spring
Public policy affects our lives in profound ways even when we are not aware of them. What we eat, how we recycle, or when we disclose personal information on the internet are all examples of choices largely determined by public policies. This course will provide an introduction to public policy as a rational decision-making process. It is important, and how it involves simultaneous ethical, political, and problem-solving processes. The course introduces students to the ways in which policies at the national and transnational levels interactively contribute to public policy. The course is divided into two parts. The first part provides an overview of the basic concepts underlying the public policy process and the second part provides critical perspectives on public policy-making in theory and practice.

SRPP-AD 157 Public Policy Analysis: Case Studies for Effective Formation and Implementation
Offered fall
This course is an intermediate public policy class. Students will have the opportunity to build on skills introduced at the intro level such as: memo writing; the drafting of public policy press releases; preparation for longer and shorter oral presentations; the drafting of talking points on policy issues, how to best frame policy challenges to explain proposed solutions and defend policy decisions. In addition, students will be asked to put together full dossiers on specific policy issues to allow policy makers to know what makes effective decisions. The course will introduce students to wider theoretical frames and debates as well as crisis management. The course will cover a wide range of topics, including policy cycles, policy networks, and policy paradigms. The course will also explore the politics of policy-making and learn how to maneuver in a competitive policy environment as well as learning how to publicize policies through the maze of media outlets. Select speakers will share challenges and opportunities that they have encountered in the field based on the case studies that will be explored during the course.

SRPP-AD 158 Welfare States in Comparative Perspective
Offered fall
How different countries respond to the challenges of poverty and economic inequality? How do they protect workers against risks of unemployment, accident, illness, disability and old age? This course examines social policy in both advanced post-industrial democracies and the “Global South”. The course will consider various ways in which “welfare regimes” have been characterized and classified, particularly with regard to how welfare provision is divided up among state, market and family. The course will explore how social policies originate and change, paying attention to the role of organized interests, state institutions, and partisan politics in these processes. Lastly, the course will examine how contemporary challenges—including globalization, population aging, post-industrialism and women’s workforce participation—have pressured and transformed welfare states. In all of these areas, students will pay particular attention to gender: how gender policies have been shaped by, reinforced, and redressed gender inequalities.

CORES-AD 16 Family and Kinship
Crosslisted with Core: Structures of Thought and Society
EDUC-AD 116J Inequality and Education
Crosslisted with Education, Political Science
POLSC-AD 185J Gender Revolutions and the State in India
Periodically offered
Crosslisted with Political Science

METHODS ELECTIVES

SRPP-AD 115J Social Networks
Offered January even years
Recommended Prerequisite: SOCSC-AD 110
Crosslisted with Economics, Political Science
Social networks are the subject of many of the most exciting 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 128 Practicum in Social Research
Offered spring even years
Recommended prerequisite: SOCSC-AD 110
This course involves hands-on experience doing statistical analysis and writing a quantitative research paper. All students will use the same dataset, the 2010–2014 World Values Survey (www.worldvaluessurvey.org). This survey was taken by respondents in 60 nations, some affluent and some developing nations. Student research papers may involve just one country, a comparison of two or more countries, or use the pooled dataset on all countries.

ECON-AD 210 Introduction to Econometrics
Prerequisites: SOCSC-AD 110 or SOCSC-AD 113 or MATH-AD 150; in addition, MATH-AD 110, MATH-AD 111 or SOCSC-AD 101 are recommended
Crosslisted with Economics, Political Science
POLSC-AD 112 Introduction to Game Theory
Prerequisite: MATH-AD 110, MATH-AD 111, SOCSC-AD 101 or relevant result in Math Placement Test
Crosslisted with Economics, Mathematics, Political Science
POLSC-AD 113 Advanced Game Theory
Prerequisite: POLSC-AD 112, Crosslisted with Economics, Political Science
POLSC-AD 116 Experimental Research in the Social Sciences
Crosslisted with Political Science
POLSC-AD 209 Data Analysis
Prerequisite: SOCSC-AD 110, SOCSC-AD 113, or MATH-AD 150
Crosslisted with Political Science
SOCSC-AD 112 Logic of Social Inquiry
Crosslisted with Economics, Political Science
SRPP-AD 116 
Revolutions and Social Change 
Periodically offered

Revolutionary acts are fundamentally purposive and contentious efforts to re-engineer whole societies according to the visions of justice and progress. What social theories better explain these exuberant, extraordinary events? How did the narratives, their strategies, and programs evolve during the modern epoch? What typically happened after taking power? Why are there so many wars and revolutionary dictatorships? This course introduces the recent theoretical advances in understanding contentious mass politics in relation to the formation of modern states, democratization, socialism, and nationalism. Enrolled historically examined the Age of Revolution (1776 and the French Revolution of 1789; the communist revolutions in Russia and China; the anti-colonial movements of the 20th century in India, South Africa and Cuba; and the youth revolts of 1968 in West, 1979 in Iran, 1989 in the Soviet bloc, and the newest rebellions of the 2010s in the Middle East.

SRPP-AD 122
Entrepreneurship 
Periodically offered

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 networks of actions of modern entrepreneurial activity. The last part of the seminar will focus on research on entrepreneurship using secondary sources and data available through the internet.

SRPP-AD 124
Relationships, Sex, and Love 
Periodically offered

This course examines very personal areas of life: romantic relationships, marriage, and sexuality. Behavior in these private realms is strongly affected by culture, economics, and politics, and varies across societies and subgroups within societies. Topics include how young adults find romantic partners, changing standards of permissible sexual behavior, attitudes toward same-sex relationships, changing meanings of marriage, and public policies directed at these behaviors.

SRPP-AD 130 
Law, Society, and Public Policy 
Periodically offered

Crosstied with The Environment, Legal Studies
This course offers sociological perspectives on law and legal institutions: the meaning and complexity of legal issues; the relation between law and social change; how decisions of law to overcome social disadvantage. Topics included in this course are: limits of law; legal disputes and the courts; regulation; comparative legal systems; legal education; organization.

SRPP-AD 139
Social Science Analysis of Global News 
Offered every spring
Enrollment is restricted to Sophomores, Juniors and Seniors

How does one “read the news”? It might be trickier than it sounds. The construction of what becomes “news”, its dissemination and interpretation are complex and inherently contentious social processes. Finding your way in the realm of mass communication, poor propagandistic conflicts, and public debate requires both theoretical lenses and good practical skills which this course intends to supply.

SRPP-AD 140X
Women and Work in the Gulf 
Offered spring
Crosstied with The Arab Crossroads Studies
This course critically examines how women feature in contemporary debates about employment, development and the focus on globalizing entrepreneurial activity. The second part of the course provides an overview of how women in the Gulf feature in contemporary discourses as participants in “globally competitive” economies, mothers of “future generations of citizens”, and symbols of “tradition and culture”. The third part of the course provides an overview of the public policy and legal frameworks shaping women’s work. In particular, this section of the course explores how different categories of “women” are produced through public policy programs such as workforce nationalization, education policy, social policy, and the interplay of national laws with those governing domestic work, human trafficking, and domestic abuse. The course will host a number of academics, activists, and policymakers involved in policies shaping women’s work experiences in the Gulf.

SRPP-AD 142
Economic Analysis of Global News 
Offered every fall
Crosstied with The Environment, Legal Studies
This introductory level course on sustainable energy examines the historical and legal origins of energy regulations and emerging markets. The course provides an introduction to the renewable sources and basic terms and concepts, regulatory trends and other emerging issues. The primary focus of the course will be on renewable energy policies and laws of the developing countries. We will spend considerable time with Africa, Small Island States, United Arab Emirates, and examples from other middle-income developing countries. The core objective of this course is to focus on a specific renewable energy project (in a developing country) completed with international cooperation and assistance. The course will focus on women, work, and energy, how women in the Gulf feature in globalizing entrepreneurial activity. The second part of the course provides an introduction to the renewable energy regulations and emerging policies. The focus of this course will be on women’s work and energy, how women in the Gulf feature in globalizing entrepreneurial activity.

SRPP-AD 151
Introduction to Global Health 
Periodically offered
Crosstied with The Environment
Despite the significant progress made towards achieving globally set targets for health in some countries, others—particularly in sub-Saharan Africa—are falling behind. This course introduces students to the main concepts of the public health field and critical links between global health and social and economic development. Lectures explore major themes in global health, including the social determinants of health, the global distribution of disease burden and risk factors, key measures to mitigate disease burden in costly and efficient ways, and the role of health systems and diverse global actors in responding to the health needs of populations worldwide. The course is global in coverage, but with a focus on low- and middle-income countries and on the health of the poor.

SRPP-AD 152
Epidemiology: a Knowledge and Skills 
Foundation Course 
Periodically offered

This foundation course in epidemiology will provide students with the tools necessary to understand the epidemiology of major global health problems. Students will examine current trends in NCD’s including heart disease, obesity, depression, and dementia were thought to impact the health of more developed, affluent countries while the major health issue for low and middle-income countries was acute infectious disease. Over the last decade, NCD’s have begun to critically impact the health of most populations across the globe. This course seeks to identify a number of complex issues related to the emergence of NCD’s globally and compare the disease experience in low and middle-income countries to high-income countries. Students will examine current trends in NCD’s and define health burden as the overall impact of these diseases at the individual and at the societal level using a set of diverse health, lifestyle and economic indicators including disability adjusted life years.
The class will be organized around themes and corresponding case studies. Students will engage with this discourse as through exploring tools and institutions of this new colonialism? How has this affected development and social struggle? What do they want to accomplish? What are the causes of popular mobilization that have collectively given rise to an “Islamic revival”? What kind of strategies do Islamist activists adopt? How has Islam become defined and measured. Culture and religion have been invoked as the major obstacles to development in the Arab World. This course will examine the unfolding of the “development project” in the postcolonial period and up to our present day in various Arab nation states. Beginning with an excerpt from the fifteenth century on. One aim of this course is to place this European imperialism and its consequences in a larger comparative context. This goal will be achieved by considering the historical predecessors of modern European imperialism in Antiquity and in the Middle Ages, as well as “contemporaries” of European empires in other parts of the world. With this foundation, in the second half of the course students will discuss and evaluate representative works drawn from the rich literature on modern imperialism and colonialism.

SRPP-AD 160X
Islamist Social Movements in the Middle East
Offered fall
Crosslisted with Arab Crossroads Studies, Political Science
This course critically examines theories and case studies of World social movements with a special focus on Islamist social movements in the Middle East. The course is divided into two parts. The first half of the course will begin by introducing students to contemporary social movements, highlighting the different repertoires movements adopt based on the political and cultural contexts in which they are embedded. It will then move on to exploring the role of Islam in local and global social movements. Students will examine the roots, manifestations, and long-term implications of Islamist movements. How has Islam become the language and identity of the world today? What are the causes of popular mobilization that have collectively given rise to an “Islamic revival”? What kind of strategies do Islamist activists adopt? What do they want to accomplish? What are the broader social, political, and cultural impacts of such mobilizations? The second half of the course will turn to empirical cases of Islamist movements, analyzing three characteristics in relation to topics such as nationalism, colonialism, human rights, inequality, civil society, Sufism, and the role of women. Students will compare Islamist movements from a wide variety of countries in the region, including Egypt, Turkey, Iran, Lebanon, Palestine, Saudi Arabia as well as transnational and hijrah movements. The class will end with a discussion of the popular upheavals in the region commonly referred to under the rubric of the Arab Spring.

SRPP-AD 162
Global Health and Economic Development
Offered spring
Crosslisted with Economics
This course examines the relationships among poverty, disease, health and development. The class will consider the role of health in the context of socio-economic development and the Millennium Development Goals, and will explore where health falls among competing social service and development priorities. Students will discuss the promotion of pro-poor health policies and healthcare investments as a strategy to achieve poverty reduction and economic growth. The course will examine the practical constraints and challenges of fragile healthcare systems, and lessons from the experience of countries at different stages of economic development.

SRPP-AD 198
Directed Study
Offered by Application
Topics relating to Social Research and Public Policy as arranged.

ACS-AD 101X
Anthropology and the Arab World
Crosslisted with Anthropology, Arab Crossroads Studies

ACS-AD 234X
Arabs, X and Modernity
Crosslisted with Arab Crossroads Studies

ANTH-AD 101
Introduction to Anthropology
Crosslisted with Anthropology

ANTH-AD 110
India: Topics in Anthropology & History
Crosslisted with Anthropology

CORE-AD 41U
Protecting the World’s Health: Triumphs and Challenges
Crosslisted with Core: Science, Society and History, The Environment

ECON-AD 101
Principles of Microeconomics
Crosslisted with Business and Organizational Studies, Economics, Leadership and Social Entrepreneurship

ECON-AD 102
Principles of Macroeconomics
Prerequisite: ECON-AD 101 or Microeconomics Placement Test
Crosslisted with Economics

ECON-AD 213J
Economic Development and Urbanization in Africa
Crosslisted with Economics, Urbanization

EDUC-AD 115J
International Peacebuilding and the Role of Education
Crosslisted with Education, Peace Studies, Political Science

HIST-AD 116
Global Revolutions 1789–1989
Crosslisted with History

HIST-AD 184
US Foreign Policy since 1898
Crosslisted with History, Political Science

LAW-AD 114J
Punishment in Politics, Law and Society
Crosslisted with Legal Studies, Peace Studies, Political Science

LAW-AD 212J
International Law
Crosslisted with Legal Studies, Peace Studies, Political Science

MDURB-AD 122J
Cities and Consumption
Crosslisted with Economics, Urbanization

POLSC-AD 130
Introduction to Political Thinking
Crosslisted with Political Science

POLSC-AD 133
Political Economy of Institutions
Crosslisted with Economics, Political Science

POLSC-AD 134
Political Economy of Development
Crosslisted with Economics, Political Science

POLSC-AD 142
Justice: Political Theory & Practice
Crosslisted with Economics, Political Science

POLSC-AD 146
Identity and Culture in Politics
Offered spring
Crosslisted with Political Science

SRPP-AD 155J
Child Development and Social Policy in a Global Society: Knowledge for Action
Offered January
The overarching goals of this course are to introduce students to: (1) the great variation in children’s development in 21st century global society; and (2) how public (government) and private (family, non-governmental and business) sector policies affect children’s health, education and economic well-being in low-, middle- and high-income countries. In the course, students will learn how to critically examine international trends in demography, economics and politics that influence child development; understand the role of science and of participatory/ democratic processes in increasing the effectiveness of programs and policies affecting children; and analyze political/ cultural/communications challenges to improving programs and policies for children. The course will culminate in each student proposing policy changes in a particular country chosen by the student that could dramatically improve the well being of children.

SRPP-AD 156X
Social Change and Development in the Arab World
Offered spring
Crosslisted with Arab Crossroads Studies
The “Arab World” is often lumped into one homogenious social movement which conceals the diversity found within this broad region. Keeping this in mind, this course will examine the unfolding of the “development project” in the postcolonial period and up to our present day in various Arab nation states. With this foundation, in the second half of the course students will discuss and evaluate representative works drawn from the rich literature on modern imperialism and colonialism.

SRPP-AD 159
Empires and Imperialism
Offered fall
Today, we live in a world of nation states, a world in which each nation has—or aspires to have—its “own” state. Yet this global dominance of the idea of the nation state is of relatively recent provenance. For most of human history, political power had been organized in forms more complex than the simple formula “one nation/one state.” In this course, students will discuss empires, the institutional manifestation of the overall complex organization of political power. Empire, imperialism, colonialism and post-colonialism are concepts frequently evoked in public and academic discourse, mainly to refer to the (former) European overseas expansion from the fifteenth century on. One aim of this course is to place this European imperialism and its consequences in a larger comparative context. This goal will be achieved by considering the historical predecessors of modern European imperialism in Antiquity and in the Middle Ages, as well as “contemporaries” of European empires in other parts of the world. With this foundation, in the second half of the course students will discuss and evaluate representative works drawn from the rich literature on modern imperialism and colonialism.

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SRPP-AD 198
Directed Study
Offered by Application
Topics relating to Social Research and Public Policy as arranged.

ACS-AD 101X
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ACS-AD 234X
Arabs, X and Modernity
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Crosslisted with Anthropology

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India: Topics in Anthropology & History
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Protecting the World’s Health: Triumphs and Challenges
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Offered spring
Crosslisted with Arab Crossroads Studies
The “Arab World” is often lumped into one homogenious social movement which conceals the diversity found within this broad region. Keeping this in mind, this course will examine the unfolding of the “development project” in the postcolonial period and up to our present day in various Arab nation states. Beginning with an excerpt from the Arab Human Development Report, students will take a critical look at how development is defined and measured. Culture and religion have often been invoked as the major obstacles to development in the Arab World. This course will engage with this discourse as through exploring faces of modern day colonialism. What are the new tools and institutions of this new colonialism? How has this affected development and social struggle? The class will be organized around themes and corresponding case studies. Students will engage the idea of “development” in areas of education, economics, natural resources, women’s rights, and social welfare. Students will also examine home-grown counter movements, focusing on youth efforts of organizing.
BA-MPA PROGRAM

NYU Wagner and NYU Abu Dhabi offer students the opportunity to simultaneously pursue the degrees of Bachelor of Arts and Master of Public Administration. Students admitted to the BA-MPA program can, with careful planning, earn both degrees in a shortened time and at less cost than is normally the case. This dual degree is designed for students with a strong commitment to public leadership and will allow such students both to enhance and focus their opportunities for learning, while helping them to build a meaningful career in public service.

NYUAD undergraduates in one of three majors may submit an NYUAD pre-application for the BA-MPA track once they have earned 48 credits; the majors are Economics, Political Science, and Social Research and Public Policy. At Wagner, students choose between the Public and Nonprofit Policy and Management Program and the Health Policy and Management Program and then further specialize within each program. Students may complete a maximum 28 of the 60 credits for the MPA while they are still undergraduates; initial courses should include the five Wagner school core courses along with two specialization requirements. The 28 credits may be a combination of Wagner graduate courses or their undergraduate equivalents (see equivalency table); students must earn a B or better in all Wagner or equivalent courses in order for these to be applied to the MPA. BA-MPA students must complete all requirements of their major as well as school-wide requirements prior to matriculating at Wagner.

In their senior year, students in the BA-MPA track must formally submit an MPA application to Wagner by the December admissions deadline.

Those students matriculating at Wagner with less than two years of full-time, relevant work experience must complete the Professional Experience Requirement while matriculated at Wagner. BA-MPA students who formally apply and are admitted to the MPA may choose to defer admission for up to two years in order to gain critical professional experience in the field.

Advising
Debra Cabrera, Director of Student Services, NYU Wagner
Hannah Bruckner, Professor and Program Head of Social Research and Public Policy, NYU Abu Dhabi
### COURSE EQUIVALENCIES TABLE FOR BA-MPA

<table>
<thead>
<tr>
<th>Wagner Graduate Course</th>
<th>Undergraduate Equivalents</th>
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| CORE-GP 1011 Statistical Methods | *Or satisfied by one*  
SOCSC-AD 110 Statistics for Social and Behavioral Sciences  
ECON-UA 18 Statistics  
POL-UA 800 Quantitative Methods in Political Science  
SOC-UA 302 Statistics for Social Research |
| CORE-GP 1018 Microeconomics | *Or satisfied by either*  
ECON-AD 101 Principles of Macroeconomics and Microeconomics  
ECON-UA 1 Introduction to Macroeconomics and Microeconomics |
| CORE-GP 1020 Managing Public Service Organizations | *Or satisfied by*  
UPADM-GP 103 Introduction to Managing Public Service Organizations |
| CORE-GP 1021 Financial Management | No undergraduate course equivalent |
| CORE-GP 1022 Introduction to Public Policy | *Or satisfied by one*  
POLSC-AD 156 Power and Politics in America  
SRPP-AD 150 Introduction to Public Policy  
POL-UA 300 Power and Politics in America  
UPADM-GP 101 Politics of Public Policy |
| PADM-GP 2140 Public Economics and Finance | No undergraduate course equivalent |
| PADM-GP 2902 Multiple Regression and Introduction to Econometrics | *Or satisfied by*  
ECON-AD 210 Introduction to Econometrics |
| URPL-GP 2608 Urban Economics | *Or satisfied by*  
ECON-AD 323 Urban Economics |
Science at NYU Abu Dhabi is designed to produce outstanding, creative intellectuals by offering an education that emphasizes the integration of the life, physical, mathematical, and computer sciences with other academic disciplines to produce future leaders with global awareness, cultural sensitivity, and ethical integrity. The Division of Science at NYU Abu Dhabi offers majors in biology, chemistry, computer science, mathematics, physics, and psychology, with areas of specialization in some majors.

Science majors culminate their undergraduate experience in a Capstone Project, in which individuals or multidisciplinary teams of students use their skills to identify and solve a problem in science. Research teams also have the opportunity to participate in the cutting-edge research projects led by scientists of international distinction.

The description of each major, below, includes a sample four-year schedule to indicate a possible pathway through the major in combination with other required and elective courses. The science majors require that some courses are taken in a particular sequence, as indicated in the sample schedules, but students still have multiple scheduling options, including study away semesters, and they will work with their faculty mentor to plan personalized curricula each semester.

The increasingly interdisciplinary nature of modern scientific research requires that biologists, chemists, computer scientists, mathematicians, physicists, and psychologists have a fundamental understanding of one another’s areas. It is important for students engaged in these fields to experience and comprehend multiple scientific disciplines and their interrelationships.

Foundations of Science is an innovative program that responds to the nature of modern science. Instead of the traditional series of discipline-specific introductory courses, Foundations of Science integrates basic concepts from biology, chemistry, and physics in a demanding three-semester, six-course sequence. The program fosters discussion among students and creates a collaborative learning dynamic. Problem-solving and group work in laboratory sessions is stressed, while close contact among students and faculty is a major feature of the program. The interdisciplinary approach and experimental work foster a more comprehensive understanding of science.

Foundations of Science is geared to meet the current demand for scientists with well-integrated backgrounds who become the leaders in modern scientific scholarship and who pursue careers in research, education, industry, health care, law, business, and publishing.
Majors in biology, chemistry, and physics are required to take *Foundations of Science*. Students intending to major in biology, chemistry, and physics normally start *Foundations of Science* in either the first or second semester of the first year. Students who begin the *Foundations of Science* series in their second year with the intention to major in the sciences have several options for completing their degree. They may take additional courses over the summer at sites within NYU’s global network; they may take more than four courses per semester; or they may need an additional fifth year of study at NYU Abu Dhabi. These options must be considered carefully by the student and the faculty mentors.

**Foundations of Science Grading**

While each level of *Foundations of Science* is an integrated course, separate grades are provided for various components as a means to allow students to document their completion of the specific disciplinary and laboratory content that makes up these courses. Consistent with this integrated approach, students must earn an average grade of C for the components of each level of *Foundations of Science* to continue into the next level or to use the course to satisfy the prerequisites for other courses outside of *Foundations of Science*. Additionally, students majoring in biology, chemistry, or physics, must have grades of at least C in all *Foundations of Science* components in their specific, respective major fields. Finally, although continuation into other courses is based on the average performance in each level of *Foundations of Science*, students earn academic credits only for those graded components they pass or, for students subject to the transcript policy (see Academic Policies), only for those components with grades of at least C-. The number of earned credits for *Foundations of Science* components is particularly important for all engineering majors who must earn at least 16 credits in science.

**Minor 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 minor in the Natural Sciences introduces students to energy, forces, and matter, the essentials of atomic structure and basic chemical reactions, and the applications of these concepts to cell biology and biodiversity.

**REQUIREMENTS FOR THE MINOR IN NATURAL SCIENCES**

6 courses, distributed as follows:

1. Foundations of Science 1: Energy and Matter (SCIEN-AD 101, 102, 121)
1. Foundations of Science 2: Forces and Interactions (SCIEN-AD 103, 104, 122)
1. Foundations of Science 3: Systems in Flux (SCIEN-AD 105, 106, 109, 123)
1. Calculus with Applications: Science and Engineering (MATH-AD 111)
1. Multivariable Calculus with Applications: Science and Engineering (MATH-AD 112)
Foundations of Science Courses

SCIEN-AD 101, 102, 121
Foundations of Science 1: Energy and Matter
Offered fall, spring
Prerequisite: MATH-AD 110 or MATH-AD 111
Sections: Physics (1.5 credits), Chemistry (1.5 credits), Laboratory (1 credit)
Foundations of Science 1: Energy and Matter provides a comprehensive introduction to these two fundamental concepts that are so famously unified in the equality E=mc². Following an introduction to the physical sciences, the course focuses on velocity, acceleration, forces, and energy, while simultaneously introducing students to atoms and molecules. Chemical reactions are examined, and the energy changes associated with them are investigated via a thorough analysis of the three laws of thermodynamics. Laboratory exercises focus on the guiding principles of the scientific method and an introduction to experimental design, and scientific presentation, including technical writing. Weekly discussion sections are designed to hone proficiency at solving problems in a collaborative, team environment.

SCIEN-AD 103, 104, 122
Foundations of Science 2: Forces and Interactions
Offered fall, spring
Prerequisite: Foundations of Science 1
Sections: Physics (1.5 credits), Chemistry (1.5 credits), Laboratory (1 credit)
Foundations of Science 2: Forces and Interactions introduces students to fundamental forces, including gravity and electrical fields, the behavior and design of small molecules, and the activity of proteins as they report their results and discuss additional data that would be need to provide a better answer or solution. Focused disciplinary tutorials in biology, chemistry, and physics provide an opportunity for in-depth analysis and discussion of classic papers, enhanced understanding of fundamental concepts, and development of practical skill sets. Weekly discussion sections are designed to hone proficiency at solving problems in a collaborative, team environment.

SCIEN-AD 105, 106, 109, 123
Foundations of Science 3: Systems in Flux
Offered fall, spring
Prerequisites: Foundations of Science 2, MATH-AD 112
Sections: Physics (1 credit), Chemistry (1.5 credits), Biology (1.5 credits), Laboratory (1 credit)
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, 124
Foundations of Science 4: Form and Function
Offered fall, spring
Prerequisites: Foundations of Science 3, MATH-AD 112
Sections: Physics (1 credit), Chemistry (1.5 credits), Biology (1.5 credits), Laboratory (1 credit)
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 the execution of that function? The course examines the form/function concept in magnetic and electrical fields, the behavior and design of small molecules, and the activity of proteins as the workhorse in biological systems. Laboratory exercises require students to design experiments related to crystals and crystallography to examine chemical forms macroscopic and microscopic levels. Focused disciplinary tutorials in biology, chemistry, and physics provide an opportunity for in-depth analysis and discussion of classic papers, enhanced understanding of fundamental concepts, and development of practical skill sets. Weekly discussion sections are designed to hone proficiency at solving problems in a collaborative, team environment.

SCIEN-AD 111, 112, 125
Foundations of Science 5: Propagating Change
Offered fall, spring
Prerequisite: Foundations of Science 4
Sections: Biology (1.5 credits), Physics (1.5 credits), Laboratory (1 credit)
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, 126
Foundations of Science 6: Oscillations and Uncertainties
Offered fall, spring
Prerequisite: Foundations of Science 5
Sections: Biology (1.5 credits), Physics (1.5 credits), Laboratory (1 credit)
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 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 need to provide a better answer or solution. Focused disciplinary tutorials in biology, chemistry, and physics provide an opportunity for in-depth analysis and discussion of classic papers, enhanced understanding of fundamental concepts, and development of practical skill sets. Weekly discussion sections are designed to hone proficiency at solving problems in a collaborative, team environment.
Biology is concerned with the workings of life in all its varied forms. In recent years, the life sciences have been revolutionized by the development of molecular, cellular, genomic, and bioinformatic techniques that are being applied to study fundamental processes in organisms. As a result, there has been a transformation in the understanding of life, from the genetic networks that guide how embryos develop to uncovering natural genetic variation and how life adapts to diverse environments at unprecedented resolution. These and other discoveries in biology are shaping society by improving human health, enhancing rational management of our environment, developing forensic science, and augmenting the production of renewable energy with the concomitant sequestering of pollutants. In addition, the rapid growth of the life sciences has fueled new ethical and legal issues that impinge on biological discoveries and their applications.

Recent developments in the biological sciences have led to a focus on systems biology, which aims to integrate the vast amount of molecular data that can now be captured, providing new insights into how and why biological systems are adaptable and robust. These developments have brought to light the interdisciplinary nature of modern biology, requiring an integrated exposure to fundamental concepts in biology, chemistry, computer science, engineering, mathematics, and physics.

The major in Biology offers students the opportunity to learn introductory science in an integrated format in the Foundations of Science sequence and to use contemporary tools and approaches to solve problems in areas of the current life sciences. Intermediate and advanced courses provide a broad and intensive background in modern biology for those interested in careers in research, health-related fields, biotechnology, and education, among others. The advanced courses emphasize the fundamental concepts and principles mastered in the Foundations of Science sequence, continuing the emphasis on using interdisciplinary approaches to understand the natural world.

The major in Biology is taught by faculty who carry out research in state-of-the-art laboratories in various areas in the life sciences. The Program in Biology at NYU Abu Dhabi has strong interactive ties with the Department of Biology, the Center for Genomics and Systems Biology, and other laboratories located at NYU New York and within the NYU global network.

Organic Chemistry 2 is not required for the major in Biology. However, it is highly recommended for students who intend to apply to medical or dental school and for students interested in graduate school in the life sciences. In addition, majors in Biology are encouraged to complete Introduction to Probability and Statistics (MATH-AD 107).

Study abroad for students majoring in biology occurs in the spring semester of the third year, during which the Program in Biology offers a special experience at an NYU global network for students majoring in Biology. The option for students majoring in Biology to enroll in a second semester abroad is competitive, granted by permission of the Program in Biology and the Dean of Science, and requires registration in the course Capstone Project in Biology 1 at the student’s chosen site. Students majoring in Biology must successfully complete the Foundations of Science sequence before going abroad.

**REQUIREMENTS FOR THE MAJOR**
16.5 courses, distributed as follows:

- 6 Foundations of Science 1–6
- 4 Required courses:
  - Calculus with Applications: Science and Engineering
  - Multivariable Calculus: Science and Engineering
  - Organismal Biology
  - Organic Chemistry 1
- 4 Biology Electives
- .5 Research Seminar in Biology (half course)
- 2 Capstone Project in Biology

**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 through which organisms gain and access knowledge.

BCS investigates some of the deepest mysteries facing science. These concern the higher functions of the central nervous system: perception, memory, attention, learning, language, emotion, personality, social interaction, decision-making, motor control, and consciousness. All psychiatric disorders, neurological diseases, and developmental disorders are characterized by dysfunction of the neural systems in the brain.
Experimental approaches in BCS vary from analyses of molecular and cellular mechanisms in nerve cells and groups of nerve cells to behavioral studies of whole organisms. Theoretical tools include mathematical and computational modeling approaches that have proved useful in other areas of science. Experimental questions include issues related to biophysical and neurochemical mechanisms within single nerve cells, functional neural circuits consisting of small numbers of neurons, the behavior of large systems of neurons, and the relationship between the activity of elements of the nervous system and the behavior of organisms, as well as the neural substrate of cognitive processes.

Students who elect to complete the major in Biology with the BCS specialization replace three of the four electives in biology with the following required courses: Molecular Neurobiology, Behavioral and Integrative Neuroscience, and one Biology Laboratory Elective. The BCS specialization also requires completion of Introduction to Psychology and Cognition offered by the NYUAD Program in Psychology.

Biology majors who seek to complete the BCS specialization are highly encouraged to complete Organic Chemistry 2 and Introduction to Probability and Statistics, depending on their career goals or plans for graduate and professional school.

**REQUIREMENTS FOR THE BIOLOGY MAJOR WITH A SPECIALIZATION IN BRAIN AND COGNITIVE SCIENCE**

17.5 courses, distributed as follows:

- 6 Foundations of Science 1–6
- 8 Required courses:
  - Calculus with Applications: Science and Engineering
  - Multivariable Calculus: Science and Engineering
  - Organismal Biology
  - Behavioral and Integrative Neuroscience
  - Molecular Neurobiology
  - Organic Chemistry 1
  - Introduction to Psychology
  - Cognition
- 1 Biology Laboratory Elective
- .5 Research Seminar in Biology (half course)
- 2 Capstone Project in Biology

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**BIOLOGY**

**SAMPLE SCHEDULE**

Alternative sample schedules are available at nyuad.nyu.edu/grid

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**YEAR 1**

Fall Semester

- **CALCULUS WITH APPLICATIONS**
- **GENERAL ELECTIVE**
- **FIRST-YEAR WRITING SEMINAR**
- **COLLOQUIUM**

Spring Semester

- **FOUNDATIONS OF SCIENCE 1**
- **FOUNDATIONS OF SCIENCE 2**
- **MULTIVARIABLE CALCULUS**
- **CORE**

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**YEAR 2**

Fall Semester

- **FOUNDATIONS OF SCIENCE 3**
- **FOUNDATIONS OF SCIENCE 4**
- **GENERAL ELECTIVE**
- **CORE**

Spring Semester

- **FOUNDATIONS OF SCIENCE 5**
- **FOUNDATIONS OF SCIENCE 6**
- **ORGANIC CHEMISTRY 1**
- **COLLOQUIUM**

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**YEAR 3**

Fall Semester

- **ORGANISMAL BIOLOGY**
- **GENERAL ELECTIVE**
- **GENERAL ELECTIVE**
- **CORE**

Spring Semester

- **RESEARCH SEM. IN BIOLOGY**
- **BIOLGY ELECTIVE (ABROAD)**
- **GENERAL ELECTIVE (ABROAD)**
- **GENERAL ELECTIVE (ABROAD)**

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**YEAR 4**

Fall Semester

- **CAPSTONE PROJECT**
- **BIOLGY ELECTIVE**
- **GENERAL ELECTIVE**
- **CORE**

Spring Semester

- **CAPSTONE PROJECT**
- **BIOLGY ELECTIVE**
- **BIOLGY ELECTIVE**
- **GENERAL ELECTIVE**
### REQUIRED COURSES

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Prerequisites</th>
<th>Notes</th>
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<tbody>
<tr>
<td>SCIENCE-AD 101-126</td>
<td>Foundations of Science 1–6</td>
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<tr>
<td>BIOL-AD 101</td>
<td>Organismal Biology</td>
<td>Offered fall</td>
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<td>Prerequisites: Foundations of Science 1–6</td>
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<td></td>
<td>This course uses fundamental concepts from the Foundations of Science curriculum to examine the physical and biological structures of organisms.</td>
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<td>After an initial introduction to the basic principles of physiology, the course emphasizes normal and pathological functions in humans.</td>
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<td>It explores how the nervous and the endocrine systems allow communication among cells and organs to enable an organism to maintain homeostasis and to respond to environmental changes.</td>
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<td>The anatomy of the nervous system is also used to address structure, function, homeostasis and adaptability.</td>
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<td>CHEM-AD 101</td>
<td>Organic Chemistry 1</td>
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<td>Prerequisites: Foundations of Science 1–6</td>
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<td>This course covers the physical and chemical properties of organic compounds.</td>
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<td>Emphasis is placed on patterns of natural occurrence and the use of organic compounds in chemical reactions.</td>
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<td>MATH-AD 111</td>
<td>Calculus with Applications: Science and Engineering</td>
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<td>Prerequisite: MATH-AD 102 or Math Placement Test</td>
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<td>Crosslisted with Computer Science, Chemistry, Engineering, Physics.</td>
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<td>Note: This course may be replaced with MATH-AD 110.</td>
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<td>MATH-AD 112</td>
<td>Multivariable Calculus: Science and Engineering</td>
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<td></td>
<td>Prerequisite: MATH-AD 110, MATH-AD 111 or relevant result in Math Placement Test</td>
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<td></td>
<td>Crosslisted with Chemistry, Engineering, Mathematics, Physics</td>
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### BIOLOGY ELECTIVES

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<th>Code</th>
<th>Title</th>
<th>Prerequisites</th>
<th>Notes</th>
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<tr>
<td>BIOL-AD 140</td>
<td>Behavioral and Integrative Neuroscience</td>
<td>Offered spring</td>
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<td></td>
<td>Prerequisite: BIOL-AD 101</td>
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<td></td>
<td>Required for Brain and Cognitive Science</td>
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<td>The behavioral response of an animal to a stimulus is the summed effect of a variety of internally coordinated processes starting at the molecular level and resulting in a change of activity in associated neural circuits.</td>
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<td>This course covers the molecular, physiological and anatomical bases of behavior, with particular emphasis on mammalian sensory, motor, regulatory, and motivational mechanisms.</td>
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<td>Students will also consider higher mental processes such as those involved in language and memory.</td>
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<td>BIOL-AD 213</td>
<td>Evolution</td>
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<td>Prerequisite: BIOL-AD 101</td>
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<td>This course provides a concept-driven overview of the most fundamental concept in biology: evolution.</td>
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<td>The course explores the principles of evolutionary biology through lectures, discussion and basic genetic data analyses.</td>
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<td>Topics include variation, speciation, fitness, adaptation, mutation, genetic drift, cell selection, and phylogenetic systematics.</td>
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<td>The course focuses on developing students' understanding of these concepts while reviewing the evidence supporting evolutionary theory.</td>
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<td>BIOL-AD 214</td>
<td>Genetics</td>
<td>Periodically offered</td>
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<td>Prerequisite: BIOL-AD 101</td>
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<td>This course introduces genetics concepts, principles and research methods used in the field of genetics.</td>
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<td>Students learn about the major types of genetic variation and how they are generated, distributed and maintained across genomes and between individuals.</td>
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<td>The course covers concepts such as mutation, recombination, transmission systems, cytoplasmic inheritance, population genetics, and multifactorial inheritance.</td>
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<td>Emphasis is placed on patterns of Mendelian and non-Mendelian inheritance and the use of genetic methods to analyze protein function, gene regulation, and disease.</td>
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<td>BIOL-AD 215</td>
<td>Genome Biology</td>
<td>Periodically offered</td>
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<td>Prerequisite: Foundations of Science 1–6</td>
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<td>What is personalized medicine? What’s the microbiome, and why should anyone care?</td>
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<td>How can human migration patterns in ancient times or the domestication of plants be understood?</td>
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<td>How can understanding the human genome influence knowledge about heritable diseases?</td>
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<td>How does the human Genome Project, modern biological science has entered a new, evolutionary era in the 21st century.</td>
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<td>Genomics and bioinformatics—the collection and analysis of vast amounts of sequence and functional data—are transforming how long-standing mysteries and new kinds of questions are solved.</td>
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<td>New scientific discoveries from genome sciences are impacting society, and every-day lives, on all levels: public policy, medicine, health, and the environment.</td>
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<td>This course introduces students to fundamental concepts and current topics in genome science.</td>
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<td>BIOL-AD 217</td>
<td>Molecular Neurobiology</td>
<td>Periodically offered</td>
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<td>Prerequisite: BIOL-AD 101</td>
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<td>Required for Brain and Cognitive Science</td>
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<td>Can we understand how the brain works at the level of individual cells, genes and even molecules?</td>
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<td>This seminar course provides students with broad exposure to current questions and experimental approaches in molecular and cellular neuroscience.</td>
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<td>Classes are organized into three modules: the control of neuronal cell form and its developmental determinants; neuronal cell function; and the mechanisms underlying neuronal signaling and synaptic plasticity.</td>
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<td>BIOL-AD 220</td>
<td>Ecology</td>
<td>Offered spring</td>
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<td>Prerequisite: BIOL-AD 101</td>
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<td>How is life organized? The study of ecology answers this question by investigating how the environment and interactions between organisms drive the distribution, structure, and functioning of life at increasingly complex levels (individuals, populations, communities, ecosystems).</td>
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<td>This course will use a combination of literature, data sets, and field excursions to develop an understanding of how ecologists investigate the patterns of community development through ecological survey approaches, and how manipulative experiments are designed to deduce processes structuring organisms in highly dynamic field conditions.</td>
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<td>Emphasis will be placed on quantitative analyses, interpretation, and reporting using both empirical and modeled data.</td>
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<td>BIOL-AD 230</td>
<td>Biophysics</td>
<td>Periodically offered</td>
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<td>Prerequisite: Foundations of Science 1–6</td>
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<td>Biophysics uses the laws of physics and their associated mathematical principles to gain an understanding of living systems, primarily by examining forces and interactions among molecules found in cells.</td>
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<td>This course begins with a thorough review of cells, with a special emphasis on eukaryotes and their different compartments.</td>
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<td>This section is followed by an investigation of the structures and functions of biological macromolecules, including proteins, nucleic acids, carbohydrates, and lipids. Students gain a deep understanding of information flow in cells via detailed biophysical analysis of replication and gene expression.</td>
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<td>BIOL-AD 298</td>
<td>Directed Study in Biology</td>
<td>Offered by application</td>
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<td>Prerequisite: BIOL-AD 101</td>
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<td>This course is intended for students who are self-motivated and seek the opportunity to work in field or laboratory research with a faculty sponsor from the NYUAD Program in Biology.</td>
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<td>Students get 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.</td>
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<td>The student must approach a faculty member in his or her field of interest to obtain sponsorship.</td>
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<td>Typically, this course is only open to students with a minimum overall GPA of 3.3 and a minimum major GPA of 3.5. Registration requires permission of the sponsoring faculty member.</td>
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<td>Forms for Directed Study in Biology are available from the Program Head in Biology.</td>
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<tr>
<td>BIOL-AD 320</td>
<td>Special Topics in Biology</td>
<td>Periodically offered</td>
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<td>Prerequisite: BIOL-AD 101</td>
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<td>Special Topics in Biology offers high-level courses or seminars on a wide variety of topics in the life sciences.</td>
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<td>Topics vary from semester to semester.</td>
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<tr>
<td>CHEM-AD 301</td>
<td>Biochemistry: Macromolecular Structure and Function</td>
<td>Crosslisted with Chemistry</td>
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<td>Prerequisite: CHEM-AD 101</td>
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<td>CHEM-AD 302</td>
<td>Biochemistry: Metabolism</td>
<td>Crosslisted with Chemistry</td>
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<td>Prerequisite: CHEM-AD 101</td>
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**BIOLOGY LABORATORY ELECTIVES**

**BIOL-AD 211**  
Experimental Neurobiology  
Offered fall  
Prerequisites: BIOL-AD 101  
This course explores the role of individual molecules and the morphological and physiological properties of single neurons in the nervous system. Both molecular and cellular neurobiology have revolutionized research on cognitive processes and psychiatric disorders. Cell neurobiology has led to understanding the processes of neural coding at both the single cell and the circuit level. This course combines lectures, class discussions, and lab experiments to explore applications of cellular neurobiology in research. In addition to cellular physiology, this course examines brain activity dynamics and investigate neural interface systems. The course engages students in a guided research project as well as scientific writing and data reporting.

**BIOL-AD 218**  
Synthetic Biology  
Offered fall  
Prerequisites: Foundations of Science 1–6  
Synthetic biology aims to use state-of-the-art molecular tools to redesign biological systems by employing the approaches of engineering. The guiding principle in designing synthetic projects is often derived from a systems-level understanding of cellular networks, with metabolic network analyses playing a key role in offering informed hypotheses on how to modify cellular wirings for a desired outcome. This course combines lectures, class discussions, and lab experiments. The course engages students in a guided research project to learn advanced molecular techniques and systems-level analysis. Students become familiar with engineering concepts such as defining biological components as “parts” and cataloging them in synthetic biology parts registries.

**BIOL-AD 219**  
Experimental Developmental Biology  
Offered spring  
Prerequisite: BIOL-AD 101  
Embryonic development has fascinated biologists for centuries and is the focus of heated political debate. This course introduces students to basic principles of developmental biology and is based in laboratory work of direct observation and experimentation with a common model organism. The course is project based to learn about developmental biology and to gain proficiency at the experimental approaches used in the field.

**REQUIRED COURSES FOR BRAIN AND COGNITIVE SCIENCES**

**BIOL-AD 140**  
Behavioral and Integrative Neuroscience  
Prerequisite: BIOL-AD 101  
Crosslisted with Biology

**BIOL-AD 217**  
Molecular Neurobiology  
Prerequisite: BIOL-AD 101  
Crosslisted with Biology

**PSYCH-AD 101**  
Introduction to Psychology  
Crosslisted with Psychology

**PSYCH-AD 110**  
Cognition  
Prerequisite: PSYCH-AD 101  
Crosslisted with Psychology

**CAPSTONE EXPERIENCE**

**BIOL-AD 390**  
Research Seminar in Biology  
Offered fall  
Prerequisites: Foundations of Science 1–6. Must be declared Biology major  
2 credits  
The research seminar provides students with an overview of the diverse multidisciplinary research areas that have captured the interest and fascination of NYU Abu Dhabi biologists and others in related fields. Through exposure to faculty research, students identify areas of interest for their own capstone research, and develop and write an in-depth research proposal over the course of the semester. The final capstone proposal is due at the end of the seminar so that students can begin the Capstone Project in Biology 1. All majors in Biology are required to complete the Research Seminar in Biology during the fall semester of their year.

**BIOL-AD 400**  
Capstone Project in Biology 1  
Offered fall, spring  
Prerequisite: BIOL-AD 390  
The Capstone Project in Biology requires students to engage in long-term, mentored research that culminates in the composition of an original paper. Students are expected to engage in a laboratory-based or field-based research project. However, under circumstances based on career trajectory, students may complete a theoretical treatise to explore a new and interesting idea in the life sciences that requires merging extant theories and data to develop novel and testable predictions about specific biological phenomena. The project is developed during fall of the third year as part of the Research Seminar in Biology. During the capstone research experience, students are fully immersed in the daily life of the laboratory. This approach allows students to experience the teamwork required to succeed in research and to foster a relationship with biology faculty who will act as their mentors. Upon completion of their project, students present and discuss the results of their work in a senior thesis following the formatting standards of a leading biology journal.

**BIOL-AD 401**  
Capstone Project in Biology 2  
Offered fall, spring  
Prerequisite: BIOL-AD 400  
Continuation of BIOL-AD 400
Chemistry is the study of molecules, how they are created from atoms, how their structures affect their chemical and physical properties, and how they unite or assemble to form the matter that makes up the physical and natural world. Knowledge of chemistry is fundamental to an in-depth understanding of all materials in the natural world and the structural properties and biochemical reactions that define living systems. Indeed, chemistry interfaces with the life sciences, physics, mathematics, computer science, and engineering.

Modern chemistry’s range of applications is broad, spanning many aspects of human activities such as the improvement of agriculture, the utility of alternative and renewable energies, the discovery of new drugs and medical diagnostics, and the creation of new materials by learning how molecules are assembled and how they recognize one another. Chemistry is at the heart of sustainability—meeting the needs of the present without compromising the ability of the earth to provide for future generations. It also drives the exciting field of nanotechnology, which generates new materials for devising ever smaller devices with enhanced computing or information storage characteristics, invents novel materials for innovative applications in industry and daily life, and constructs novel photosensitive materials for solar energy conversion to electricity, to cite just a few examples.

The Chemistry major builds on the Foundations of Science program and offers students the opportunity to pursue their interests in the traditional sub-disciplines of chemistry: organic chemistry, inorganic chemistry, physical chemistry, and analytical chemistry. The major offers elective courses that explore the interdisciplinary areas of biochemistry, computational chemistry, chemical biology and materials science. A degree in Chemistry prepares students for graduate work and rewarding careers in all sectors of scientific life, from basic research to commercial product development. It also enables the pursuit of exciting careers in education, law, medicine, business and government.

Study abroad for students majoring in chemistry typically occurs in the spring semester of the third year, during which the Program in Chemistry offers a special experience at an NYU global network site for students majoring in chemistry. The option for students majoring in Chemistry to enroll in a second semester abroad is competitive, granted by permission of the Program in Chemistry and the Dean of Science, and requires registration in the course Capstone Project in Chemistry 1 at the student’s chosen site. Students majoring in Chemistry must successfully complete the Foundations of Science sequence before going abroad.

**REQUIREMENTS FOR THE MAJOR**

19.5 courses, distributed as follows:

- 6  Foundations of Science 1–6
- 9  Required courses:
  - Calculus with Applications: Science and Engineering
  - Multivariable Calculus: Science and Engineering
  - Organic Chemistry 1
  - Organic Chemistry 2
  - Physical Chemistry: Thermodynamics and Kinetics
  - Physical Chemistry: Quantum Mechanics and Spectroscopy
  - Physical Chemistry Laboratory: Thermodynamics and Kinetics (half course)
  - Physical Chemistry Laboratory: Quantum Mechanics and Spectroscopy (half course)
  - Inorganic Chemistry
  - Analytical Chemistry;
- 1  Biochemistry: Molecular Structure and Function OR Biochemistry: Metabolism
- 1  Chemistry Elective
- .5  Research Seminar in Chemistry (half course)
- 2  Capstone Project in Chemistry

**SPECIALIZATION IN BIOCHEMISTRY (FOR CHEMISTRY MAJORS ONLY)**

This specialization has been discontinued. Students entering Fall 2014 or earlier should see the program head to discuss completing requirements.
### CHEMISTRY COURSES

#### REQUIRED COURSES

<table>
<thead>
<tr>
<th>SCIENCE</th>
<th>CHEMISTRY</th>
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<tr>
<td>SCIEN-AD 101-126</td>
<td>Foundations of Science 1–6</td>
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<tr>
<td>CHEM-AD 101</td>
<td>Organic Chemistry 1</td>
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<td>Offered fall, spring</td>
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<td>Prerequisites: Foundations of Science 1–4, Crosslisted with Biology</td>
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<td>Organic chemistry is the study of carbon-containing compounds. Organic Chemistry 1 presents the structure and bonding, conformational analysis, stereochemistry, and spectroscopy of organic materials, subjects that partly trace their roots to the development of quantum theory. The topics covered include basic reaction mechanisms, such as substitution and elimination, and the reactions of aliphatic and aromatic hydrocarbons, alcohols, ethers, carbonyl compounds, and carboxylic acids. The course incorporates modern analytical methods that are the cornerstone of contemporary organic chemistry.</td>
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| CHEM-AD 102 | Organic Chemistry 2 |
| Offered spring |
| Prerequisite: CHEM-AD 101 |
| Organic Chemistry 2 is a continuation of Organic Chemistry 1, with an emphasis on multifunctional organic compounds and their reactions from both a synthetic as well as a mechanistic viewpoint. The topics include conjugated systems, aromatic compounds, including phenols and aryl halides as well as a thorough discussion of delocalized chemical bonding; aldehydes and ketones; amines; carboxylic acids and their derivatives;ke and biologically important molecules. The course continues the emphasis on modern analytical methods that are the cornerstone of contemporary organic chemistry. |

| CHEM-AD 104 | Physical Chemistry: Quantum Mechanics and Spectroscopy |
| Offered spring |
| Prerequisites: Foundations of Science 1-6, Corequisite: CHEM-AD 204 |
| This course is primarily devoted to quantum mechanics, a theory that currently plays a central role in structural chemistry, theoretical chemistry, and spectroscopy. In contrast to classical mechanics, which describes the interaction of energy and matter on large bodies, quantum mechanics focuses on the interactions of energy and matter at the atomic and subatomic level. Hence, this course provides detailed insight into modern approaches that explain the structure and spectra of atoms and molecules. After completion of this course, students are able to understand the origins and meanings of key chemical concepts, including wave functions, atomic and molecular orbitals, energy levels, hybridization, atomic and molecular spectra, and electron spin. Students are also able to interpret various spectra—electronic, rotational, infrared, and nuclear magnetic resonance—and to correlate these to the structures of atoms and molecules. |

### YEAR 1

#### Fall Semester

| CALCULUS WITH APPLICATIONS |
| GENERAL ELECTIVE |
| FIRST-YEAR WRITING SEMINAR |
| COLLOQUIUM |
| January Term |

#### Spring Semester

| FOUNDATIONS OF SCIENCE 1 |
| FOUNDATIONS OF SCIENCE 2 |
| MULTIVARIABLE CALCULUS |

### YEAR 2

#### Fall Semester

| FOUNDATIONS OF SCIENCE 3 |
| FOUNDATIONS OF SCIENCE 4 |

#### Spring Semester

| FOUNDATIONS OF SCIENCE 5 |
| ORGANIC CHEMISTRY 1 |

### YEAR 3

#### Fall Semester

| ORGANIC CHEMISTRY 2 |
| PHYS CHEM: THERMO AND KINETICS |
| RESEARCH SEM IN CHEMISTRY |
| COLLOQUIUM |
| January Term |

#### Spring Semester

| INORGANIC CHEMISTRY (ABROAD) |
| GENERAL ELECTIVE (ABROAD) |

### YEAR 4

#### Fall Semester

| ANALYTICAL CHEMISTRY |
| CHEMISTRY ELECTIVE |
| CAPSTONE RESEARCH |

#### Spring Semester

| PHYS CHEM: MECH & SPEC |
| BIOCHEMISTRY ELECTIVE |

**Alternative sample schedules are available at nyuad.nyu.edu/grids**
accurate measurement, interpret the results, verify the hypothesis, draw conclusions, and communicate effectively and write.

CHEM-AD 204
Physical Chemistry Laboratory: Quantum Mechanics and Spectroscopy
Offered spring
Corequisite: CHEM-AD 104
2 credits
This laboratory-based course is coupled to the lectures in CHEM-AD 104 and focuses on the principles and use of modern computational and experimental methods for predicting structure and energy, spectroscopic characterization, and structure determination. The students become familiar with modern instrumental methods such as absorption (ultraviolet-visible) spectroscopy, fluorescence spectroscopy, infrared spectroscopy, nuclear magnetic resonance, and structure analysis by single crystal X-ray diffraction. The students learn how to use and interface analytical equipment, acquire, process, and analyze data, and interpret the results. After the completion of this course, the students are able to characterize materials and understand how atoms connect to form molecules. This course also studies the properties of new compounds. This course includes the study of separation, identification, and quantification of molecules through the analytical chemistry is a 'measurement science' that describes the separation, identification, and quantification of molecules through the use of methods utilized in science, engineering, and medicine. This course aims to introduce methods to important biophysical, biochemical, and biological problems of current interest such as protein folding, imaging, and protein-DNA and protein-protein interactions. The course provides in-depth treatment of an area of current interest in chemistry. Lectures present background material and address current problems in the area related to the topic. Students read and discuss review articles and current literature on the topic. Course content is determined on a semester-by-semester basis and focuses on interdisciplinary topics.

CHEM-AD 302
Biochemistry: Metabolism
Offered spring
Prerequisite: CHEM-AD 101
Crosslisted with Biology
Biochemistry investigates the chemical structures, reactions, and processes that occur in living systems. Indeed, the very principles of chemistry, biology, physics, and math converge in the field of biochemistry, and biochemical concepts provide a focal point for many disciplines, including biology, healthcare, the pharmaceutical industry, environmental studies and ecology, and our understanding of evolution. This course opens the study of metabolic pathways by which cells catabolize and metabolize carbohydrates, lipids, and proteins. The course examines the mechanisms of the different reactions that constitute these pathways and the regulatory mechanisms that control their efflux in living systems. Review of scientific literature broadens students' understanding of metabolism in the human body with special focus on human diseases.

CHEM-AD 301
Biochemistry: Macromolecular Structure and Function
Offered fall
Prerequisite: CHEM-AD 101
Crosslisted with Biology
Biochemistry investigates the chemical structures, reactions, and processes that occur in living systems. Indeed, the very principles of chemistry, biology, physics, and math converge in the field of biochemistry, and biochemical concepts provide a focal point for many disciplines, including biology, healthcare, the pharmaceutical industry, environmental studies and ecology, and our understanding of evolution. This course opens the study of metabolism by which cells catabolize and metabolize carbohydrates, lipids, and proteins. The course examines the mechanisms of the different reactions that constitute these pathways and the regulatory mechanisms that control their efflux in living systems. Review of scientific literature broadens students' understanding of metabolism in the human body with special focus on human diseases.

CHEM-AD 311
Inorganic Chemistry
Offered every year
Prerequisites: Foundations of Science 1–6 and CHEM-AD 102
Inorganic chemistry is the study of all elements in the periodic table as well as the compounds they form and the reactions that lead to the formation of new compounds. This course includes the study of structure from atomic level to molecular level and understanding how atoms connect to form molecules and to understanding how molecules are assembled together to form the structure of materials. This course also studies the properties of elements and the different compounds they form.

CHEM-AD 314
Analytical Chemistry
Offered every year
Prerequisites: Foundations of Science 1–6 and CHEM-AD 101; CHEM-AD 101 may be taken as a corequisite
As one of the major disciplines of chemistry, analytical chemistry is a 'measurement science' that describes the separation, identification, and quantification of molecules through the use of methods utilized in science, engineering, and medicine. This course aims to introduce methods to important biophysical, biochemical, and biological problems of current interest such as protein folding, imaging, and protein-DNA and protein-protein interactions. The course provides in-depth treatment of an area of current interest in chemistry. Lectures present background material and address current problems in the area related to the topic. Students read and discuss review articles and current literature on the topic. Course content is determined on a semester-by-semester basis and focuses on interdisciplinary topics.

CHEM-AD 298
Directed Study in Chemistry
Offered by application
Pre-requisite: Permission from the faculty in the Program in Chemistry; special permission must be given for this course to count toward the major in Chemistry.
This course is intended for students who are highly motivated and seek the opportunity to work closely with a faculty sponsor from the NYUAD Program in Chemistry on a topic of mutual interest. 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. Registration requires permission of the sponsoring faculty member. Forms for Directed Study in Chemistry are available from the Office of the Dean of Science.

CHEM-AD 310
Biophysical Chemistry
Offered every fall
Prerequisites: CHEM-AD 102, CHEM-AD 104, and CHEM-AD 301
Applications of physical and chemical principles to topics of biochemical and biological interest with an emphasis on the basic principles underlying biophysical techniques that are used to study important macromolecules such as proteins and nucleic acids. Topics in this course 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 biological, biochemical, and biological problems of current interest such as protein folding, imaging, and protein-DNA and protein-protein interactions are discussed.

CHEM-AD 313
Bioorganic Chemistry
Periodically offered
Prerequisites: CHEM-AD 102 and CHEM-AD 301
Covering a broad range of topics at the interface between organic chemistry and biology, this course focuses on current advances in bioorganic chemistry and chemical biology.
CAPSTONE EXPERIENCE

CHEM-AD 390
Research Seminar in Chemistry
Offered fall
Pre-requisites: Foundations of Science 1–6. Must be declared Chemistry major
2 credits
The research seminar provides students with an overview of the diverse, multidisciplinary research areas that have captured the interest and fascination of chemists and others in related fields at NYU Abu Dhabi. Through exposure to faculty research, students identify potential areas of interest for their own capstone research, and over the course of the semester develop and put into writing an in-depth research proposal that will form the core of their capstone project. The final capstone project proposal is due at the end of the seminar so that students can begin the Capstone Project in Chemistry in the fall semester of their senior year.

CHEM-AD 400
Capstone Project in Chemistry 1
Offered fall, spring
Prerequisite: CHEM-AD 390
The senior capstone experience in chemistry is designed to engage students in a long-term, mentored learning experience that culminates in a piece of original research and/or scientific theory. The research project focuses on the art of scientific problem solving through theoretical analysis and/or experimental and technical design. The capstone project provides an opportunity for students to use their knowledge and skills to identify and solve a problem or answer a question in the field of chemistry. The students design and execute a project under the guidance of a faculty mentor.

CHEM-AD 401
Capstone Project in Chemistry 2
Offered fall, spring
Prerequisite: CHEM-AD 400
This is a continuation of Capstone Project in Chemistry 1. During this semester, the project culminates in a presentation and a written document of significant length that describes the work in detail.

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 in modern life that we now take for granted. It has given medical researchers tools to understand and cure diseases, enabled physicists to reshape our understanding of the universe, allowed neuroscientists to uncover the secrets of our brains, and helped biologists decipher the human genome. Computer Science has rewritten the rules of the entertainment industry and has transformed the way humans communicate with each other.

The goal of the Computer Science major is to train students both in the fundamental principles of computer science and in related aspects of technology to broaden the knowledge base of computer science majors and demonstrate the relevance of computer technology to other disciplines. Computer Science majors must complete a minor or a major in one of the following areas: Applied Mathematics, Economics, or Natural Science. The Program in Computer Science embraces a rich variety of subjects and provides great flexibility, allowing students to tailor courses of study to their particular interests. Advanced undergraduate students can work on research projects with faculty members engaged in projects of mutual interest.

Study abroad for students majoring in Computer Science occurs in the fall semester of the third year, during which students majoring in Computer Science spend the semester at NYU in New York, Shanghai, or London. The option for students majoring in Computer Science to enroll in a second semester abroad is competitive, granted by permission of the Program in Computer Science and the Dean of Science, and requires registration in the course Capstone Project in Computer Science at the student’s chosen site within NYU’s global network.
REQUIREMENTS FOR THE MAJOR
17.5 courses, distributed as follows:
9 Required courses: Introduction to Computer Science; Discrete Mathematics; Data Structures; Computer Systems Organization; Algorithms; Operating Systems; Computer Networks; Software Engineering; Calculus with Applications: Science and Engineering
2 Computer Science Electives
.5 Research Seminar in Computer Science (half course)
2 Capstone Project in Computer Science
4 Students majoring in computer science must complete one of the following: minor in Applied Mathematics, Natural Science, Economics, or Sound and Music Computing. Note that completing a major in Mathematics, Biology, Chemistry, Physics or Economics precludes the need to complete one of the four listed minors.

MINOR IN COMPUTER SCIENCE
The minor in Computer Science provides a focused learning experience that emphasizes the design and analysis of algorithms incorporating appropriate data structures, the realization of these algorithms and data structures by means of programming languages, and the honing of programming skills through a variety of programming projects. The minor requires completion of five courses: Introduction to Computer Science, Discrete Mathematics, Data Structures, Algorithms, and one computer science elective.

REQUIREMENTS FOR THE MINOR IN COMPUTER SCIENCE
5 courses, distributed as follows:
1 CS-AD 101 Introduction to Computer Science
1 CS-AD 116 Discrete Mathematics
1 CS-AD 103 Data Structures
1 CS-AD 105 Algorithms
1 Elective from within the Computer Science major

MINOR IN SOUND AND MUSIC COMPUTING
A related minor in Sound and Music Computing is described in full on pages 312–313.

COMPUTER SCIENCE
SAMPLE SCHEDULE
Alternative sample schedules are available at nyuad.nyu.edu/grids

YEAR 1
Fall Semester
- INTRODUCTION TO COMPUTER SCIENCE
- DISCRETE MATHEMATICS
- CALCULUS WITH APPLICATIONS
- FIRST-YEAR WRITING SEMINA

Spring Semester
- ALGORITHMS
- DATA STRUCTURES
- CORE
- COLLOQUIUM

YEAR 2
Fall Semester
- COMPUTER SYSTEMS ORGANIZATION
- COMPUTER SCIENCE ELECTIVE
- MINOR 1
- CORE

Spring Semester
- OPERATING SYSTEMS
- COMPUTER NETWORKS
- GENERAL ELECTIVE
- COLLOQUIUM

YEAR 3
Fall Semester (New York)
- COMPUTER SCIENCE ELECTIVE (NEW YORK)
- GENERAL ELECTIVE (NEW YORK)
- GENERAL ELECTIVE (NEW YORK)

Spring Semester
- SOFTWARE ENGINEERING
- MINOR 2
- MINOR 3
- CORE

YEAR 4
Fall Semester
- CAPSTONE PROJECT
- MINOR 4
- GENERAL ELECTIVE
- CORE

Spring Semester
- CAPSTONE PROJECT
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- GENERAL ELECTIVE
**COMPUTER SCIENCE COURSES**

**REQUIRED COURSES**

**CS-AD 101**

Introduction to Computer Science  
Offered fall, spring  
Crosslisted with Sound and Music Computing  
Computer Science is an innovative and exciting field that focuses on producing efficient solutions for solving problems in any field. This course introduces students to the foundations of computer science. Students learn how to design algorithms to solve problems and how to translate these algorithms into working computer programs using a high-level programming language. The course covers core programming concepts including basic computation, data structures, decision structures, iterative structures, file input/output, and recursion. Students also learn the elements of Object Oriented Programming (OOP), such as objects, classes, inheritance, abstraction, and polymorphism. A final project allows students to combine these concepts to produce a large program of their design.

**CS-AD 103**

Data Structures  
Offered fall, spring  
Prerequisites: CS-AD 101 and CS-AD 116  
Crosslisted with Sound and Music Computing  
Organizing and managing large quantities of data using computer programs is increasingly essential to all scientific and engineering disciplines. This course teaches students the principles of data structures and how to work efficiently with large quantities of data. Students learn how to design data structures for representing information in computer memory, emphasizing abstract data types and their implementation, and designing algorithms using these representations. This course is taught using the C++ programming language.

**CS-AD 104**

Computer Systems Organization  
Offered fall  
Prerequisite: CS-AD 103  
The course focuses on understanding lower-level issues in computer design and programming. The course starts with the C++ programming language, moves down to assembly and machine-level code, and concludes with basic operating systems and architectural concepts. Students learn to read assembly code and reverse-engineer programs in binary. This course also includes the C++ programming language, data representation, machine-level code, memory organization and management, performance evaluation and optimization, and concurrency.

**CS-AD 105**

Algorithms  
Offered fall, spring  
Prerequisite: CS-AD 116. Prerequisite or Corequisite: CS-AD 103  
Crosslisted with Sound and Music Computing  
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 is to make sure that when it is programmed in a computer, it runs as fast as possible and does what it was designed to do. This course covers the fundamentals of algorithms, focusing on designing efficient algorithms, proving their correctness, and analyzing their computational complexity. The algorithms studied are taken from a variety of applications such as robotics, artificial intelligence, searching, pattern recognition, machine learning, music, bioinformatics, arithmetic, algebra, and geometry.

**CS-AD 106**

Operating Systems  
Offered spring  
Prerequisites: CS-AD 104 and CS-AD 105  
The operating system is a computer’s chief manager overseeing interactions between users, applications, shared software and hardware resources. This course covers the fundamentals of this crucial topic increasingly. Lectures present the central ideas and concepts such as synchronization, deadlock, process management, storage and memory management, file systems, security, protection, and networking. Assigned readings and programming assignments illustrate the manifestation of these concepts in real operating systems.

**CS-AD 116**

Discrete Mathematics  
Offered fall, spring  
Crosslisted with Sound and Music Computing  
Discrete mathematics concerns the study of mathematical structures that are discrete rather than continuous, and provides a powerful language for investigating many areas of computer science. Discrete structures are characterized by distinct elements, which are often represented by integers. Continuous mathematics appears in the other hand deals with real numbers. Topics in this course include: sets, counting techniques, logic, proof techniques, solving recurrence relations, number theory, probability, state space graphs, graph theory, and discrete geometry. These mathematical tools are illustrated with applications in computer science.

**CS-AD 209**

Software Engineering  
Offered spring  
Prerequisite: CS-AD 105  
This course is an intensive, hands-on study of practical techniques and methods of software engineering. Topics include design patterns, refactoring, code optimization, universal modeling language, threading, advanced object-oriented design, user interface design, web and mobile application development, and enterprise application development tools. All topics are integrated and applied through intensive homework and a small group project. The aim of the course is to prepare students for dynamics in a real workplace.

**CS-AD 217**

Computer Networks  
Offered spring  
Prerequisites: CS-AD 104 and CS-AD 105  
Have you ever wondered how the internet or Facebook is able to support a billion simultaneous users? This course teaches students the design and implementation of such Internet-scale networks and networked systems. Students learn about the principles and techniques used to construct large-scale networks and systems. Topics in this course include routing protocols, network congestion control, wireless networking, network security, and peer-to-peer systems. Upon completing this course students are able to initiate and critique research ideas, implement their own working systems, and evaluate such systems. To make the issues more concrete, the class includes several real-world projects requiring significant design and implementation. The goal is for students to learn not only what computer networks are and how they work today, but also why they are designed the way they are and how they are likely to evolve in the future. Examples are drawn primarily from the internet.

**CS-AD 219**

Calculus with Applications: Science and Engineering  
Prerequisites: MATH-AD 102 or Math Placement Test  
Crosslisted with Biology, Chemistry, Engineering, Physics  
Note: This course may be replaced with MATH-AD 110.

**COMPUTER SCIENCE ELECTIVES**

**CS-AD 170**

Computer Security  
Offered fall  
Prerequisites: CS-AD 105 and CS-AD 106  
Technology increasingly permeates every aspect of our lives (including communication, finance, health, utilities, etc.) and the security of the computer systems that enable these services has become a critical issue. This course is an introduction to fundamental cybersecurity concepts, principles, and techniques. In this course students learn basic cryptography, security/threat analysis, access control, distributed systems security, privacy- preserving mechanisms, and the threats behind common attack and defense techniques. The students will get an overview of the cryptographic foundations for securing computer systems and will conduct hands-on exercises for securing different types of systems and respective networks.

**CS-AD 212**

Artificial Intelligence  
Periodically offered  
Prerequisites: CS-AD 105  
There are many cognitive tasks that people do easily and almost unconsciously but that are extremely difficult to program on a computer. Artificial Intelligence is the challenge of developing computer systems that can carry out these tasks. Topics covered in this course include heuristic search, problem solving; automated reasoning; reasoning with uncertainty; machine learning; perceptrons; Bayesian networks; Markov models; and applications in areas such as computer vision, natural language processing, music processing, computer games, robotics, and planning.

**CS-AD 214**

Database Systems  
Periodically offered  
Prerequisite: CS-AD 105  
This course introduces students to the foundations of database systems, focusing on basics such as data models, especially the relational data model, query languages, query optimization and processing, indices and other specialized data structures, as well as transactions and concurrency control. Students build components of a database system and through research readings understand the design complexities of transactional and big data analytical systems.

**CS-AD 216**

Computer Graphics  
Offered fall  
Prerequisite: CS-AD 105  
This course provides an overview of the fundamental concepts in computer graphics along with hands-on experience in interactive 3D graphics programming. The course covers mathematics related to computer graphics, including topics of geometric modeling, the modern graphics pipeline, shading and lighting models, mapping techniques, and ray tracing. Relevant additional topics in mathematics, algorithms, and data structures are also covered. The course is programming intensive. Currently the programming is done using Javascript and WebGL.
During the Capstone Project, Computer Science offers high-level courses on a wide variety of topics, including computer vision; computational geometry; cryptography; game programming; machine learning; wireless networks; information retrieval; and user interfaces.

**CAPSTONE EXPERIENCE**

**CS-AD 390 Research Seminar in Computer Science**
- **Offered spring**
- **Prerequisite:** Must be declared Computer Science major
- **2 credits**

The research seminar provides students with an overview of the diverse multidisciplinary research areas that capture the interest and fascination of NYUAD computer scientists and others in related fields. Through exposure to NYUAD faculty research, students identify areas of common interest to both faculty and students, for their own capstone research and develop and write an in-depth research proposal over the course of the semester. The final capstone proposal is due at the end of the seminar series so that students can begin the Capstone Project in Computer Science. All Computer Science majors are required to take the research seminar during the spring semester of their third year.

**CS-AD 400 Capstone Project in Computer Science 1**
- **Offered fall, spring**
- **Prerequisite:** CS-AD 390

The capstone experience in Computer Science requires students to engage in long-term, mentored learning experience that culminates in a piece of original work. The specific project is developed during the Research Seminar in Computer Science. During the Capstone Project, the proposed work comes to fruition in the form of a research paper along the lines of those in a scholarly computer science journal. Students also participate in a capstone research symposium during which they present their work orally.

**CS-AD 401 Capstone Project in Computer Science 2**
- **Offered fall, spring**
- **Prerequisite:** CS-AD 400

Continuation of CS-AD 400

**Global Studies Track: Computer Science**

In addition to providing its students with a rigorous theoretical foundation and methodological training in Computer Science and related aspects of technology, the NYUAD Computer Science program believes in the importance of pre-professional training as a preparation both for advanced study and global careers.

The Global Studies Track in Computer Science is designed to combine the study away opportunities for NYUAD students at the NYU campuses in the United States in New York or Washington, DC and at the NYU campus in Abu Dhabi with the experiential educational and pre-professional opportunity for a paid internship in the United States over the summer.

Students apply and are admitted to this track through a competitive process, which requires:

1. GPA of no less than 3.5 in required major courses
2. Cumulative unofficial GPA of no less than 3.5
3. Completion of the following prerequisites before starting the US component of the program: *Introduction to Computer Science, Calculus with Applications, Discrete Mathematics, Data Structures, and Algorithms*
4. Official declaration of the major at the time of the application
5. Presentation of a four-year academic plan for the timely completion of the major and all other degree requirements
6. Statement of purpose, including an academic rationale for participating in the program, a plan for developing a capstone research proposal, and a plan for career development and securing a summer internship
7. Approval of the Program Head for Computer Science, the Dean of Sciences, and the Office of Global Education.

The program requires the following academic sequence:

- Fall semester junior year at NYU New York or NYU Washington, DC
- Spring semester junior year at NYU Abu Dhabi
- Summer internship in a field related to Computer Science and/or similar aspects of technology in the United States. Note: Students must secure their own summer internships. The typical duration of the internship is 8 to 10 weeks. If needed, students can apply for funding through the existing summer funding process.
- Students must apply in December of their sophomore year for the full program and commit to it if approved.

For additional information contact the Office of Global Education.
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 NYU Abu Dhabi attain a breadth of knowledge within the field, pursue their own interests in math electives, explore the role of mathematics as an applied discipline, and undertake a capstone project. The major offers a rigorous and broad foundation in mathematics through eight required courses: Calculus; Foundations of Mathematics; Linear Algebra; Multivariable Calculus; Ordinary Differential Equations; Probability and Statistics; Real Analysis 1; and Abstract Algebra 1.

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

Mathematics majors must also complete a minor or major in one of the following areas that use mathematics or mathematical modeling: Computer Science, Economics, or The Natural Sciences. Requiring Mathematics majors to complete a minor provides them with a basic knowledge of how math is applied to a specific discipline and is intended to foster the requisite capstone projects in which Mathematics majors work closely with students from other areas to solve problems and answer questions.

Study abroad for students majoring in Mathematics occurs in the spring semester of the third year, during which the Program in Mathematics offers a special experience at an NYU global network site for students majoring in Mathematics. The option for students majoring in Mathematics to enroll in a second semester abroad is competitive, granted by permission of the Program in Mathematics and the Dean of Science, and requires registration in the course Capstone Project in Math 1 at the student’s chosen site.

REQUIREMENTS FOR THE MAJOR
16.5 courses, distributed as follows:

8 Required courses: Foundations of Mathematics; Calculus; Multivariable Calculus; Linear Algebra; Ordinary Differential Equations; Probability and Statistics; Abstract Algebra 1; Real Analysis 1
2 Mathematics Electives
.5 Research Seminar in Mathematics (half course)
2 Capstone Project in Mathematics
4 Students majoring in mathematics must complete one of the following: minor in Computer Science, Natural Science, or Economics. Note that completing a major in computer science, biology, chemistry, physics or economics precludes the need to complete one of the three listed minors.
Minor 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 minor 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 Minor in Applied Mathematics
4 courses, distributed as follows:
1. MATH-AD 111 Calculus with Applications
2. MATH-AD 112 Multivariable Calculus
3. Courses drawn from the following:
   - MATH-AD 116 Linear Algebra
   - MATH-AD 121 Ordinary Differential Equations
   - MATH-AD 150 Probability and Statistics

SAMPLE SCHEDULE
Alternative sample schedules are available at nyuad.nyu.edu/grid

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<th>YEAR 1</th>
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<td>FOUNDATIONS OF MATHEMATICS</td>
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A fundamental understanding of mathematical functions is critical before engaging in the rigor of calculus. This course examines single variable functions, including their algebraic and geometric properties. By necessity, the course begins with a rigorous exploration of the following question: What is a function, and how can it be represented geometrically as a graph? The course delves into standard function manipulations and examines a range of mathematical functions, including polynomial, rational, trigonometric, exponential, and logarithmic functions. Placement into Mathematical Functions is decided by discussion with mentors and the results of a mathematics placement examination.

MATH-AD 102 Introduction to Vector Mathematics
Offered fall, spring
Prerequisites: MATH-AD 101 or Math Placement Test
A vector is a mathematical measure of change in magnitude and direction of a physical event. A displacement from one location to another in a two or three-dimensional space, and the quantity and direction of force applied to move an object are examples of vectors. This course studies the algebra of vector addition, subtraction, and the dot and cross product along with a thorough analysis of vector problems. The course further provides an in-depth study of trigonometric functions, trigonometric equations and trigonometric identities, including double angle and half angle formulas and their application. The concepts of rates of change, limits and derivatives are also discussed. Polar coordinates and parametric equations are introduced, including double angles and half angle formulas and their application. The course concludes with graphing, and maximizing and minimizing functions. In addition to two weekly lectures, students attend a weekly recitation that provides opportunities for rigorous analysis of calculus. Placement into Calculus with Applications is decided by discussion with mentors and the results of a mathematics placement examination. This course focuses on the needs of students in science and engineering. Note: Although the topics covered in Calculus with Applications (MATH-AD 110) are the same as those covered in Calculus (MATH-AD 110), this course is less based in proofs than is Calculus, placing more emphasis on examples and applications.

MATH-AD 110 Calculus with Applications: Science and Engineering
Offered fall, spring
Prerequisite: MATH-AD 102 or Math Placement Test
This course presents the foundations of calculus by examining functions and their derivatives and integrals with a special emphasis placed on the utilitarian nature of the subject material. Since the derivative measures the instantaneous rate of change of a function and the definite integral measures the total accumulation of a function over an interval, these two ideas form the basis for nearly all mathematical formulas in science, engineering, economics, and other fields. The course also provides instruction in how to model situations in order to solve problems. Applications include graphing, and maximizing and minimizing functions. In addition to two weekly lectures, students attend a weekly recitation that provides opportunities for rigorous analysis of calculus. Placement into Calculus with Applications is decided by discussion with mentors and the results of a mathematics placement examination. This course focuses on the needs of students in economics. Note: Although the topics covered in Calculus with Applications (MATH-AD 110) are the same as those covered in Calculus (MATH-AD 110), this course is less based in proofs than is Calculus, placing more emphasis on examples and applications.

MATH-AD 115 Foundations of Linear Algebra
Offered fall, spring
Prerequisite: MATH-AD 111 or Math Placement Test
This course presents the foundations of calculus by examining functions and their derivatives and integrals, with an emphasis on proofs and theorems and 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. The relationship between differentiation (finding a derivative) and integration (determining an integral) is described in the Fundamental Theorem of Calculus. In addition to two weekly lectures, students attend a weekly recitation that provides opportunities for rigorous analysis of calculus. Placement into Calculus with Applications is decided by discussion with mentors and the results of a mathematics placement examination. This course focuses on the needs of students in science and engineering. Note: Although the topics covered in Calculus with Applications (MATH-AD 110) are the same as those covered in Calculus (MATH-AD 110), this course is less based in proofs than is Calculus, placing more emphasis on examples and applications.

MATH-AD 120 Foundations of Ordinary Differential Equations
Offered fall, spring
Prerequisite: MATH-AD 115
This course presents the foundations of calculus by examining functions and their derivatives and integrals, with a special emphasis placed on the utilitarian nature of the subject material. Since the derivative measures the instantaneous rate of change of a function and the definite integral measures the total accumulation of a function over an interval, these two ideas form the basis for nearly all mathematical formulas in science, engineering, economics, and other fields. The course also provides instruction in how to model situations in order to solve problems. Applications include graphing, and maximizing and minimizing functions. In addition to two weekly lectures, students attend a weekly recitation that provides opportunities for rigorous analysis of calculus. Placement into Calculus with Applications is decided by discussion with mentors and the results of a mathematics placement examination. This course focuses on the needs of students in science and engineering. Note: Although the topics covered in Calculus with Applications (MATH-AD 110) are the same as those covered in Calculus (MATH-AD 110), this course is less based in proofs than is Calculus, placing more emphasis on examples and applications.
MATH-AD 112 Multivariable Calculus
Offered fall, spring
Prerequisite: MATH-AD 110, MATH-AD 111, or relevant result in Math Placement Test Crosslisted with Biology, Chemistry, Economics, Engineering, Physics.
This course explores functions of several variables focusing on applications to science, engineering and/or economics. Specific topics include: vectors in the plane and space; partial derivatives with applications; Lagrange multipliers; constrained and unconstrained optimization; double and triple integrals; spherical and cylindrical coordinates; surfaces and line integrals. Separate sections of this course will be offered with applications focusing on the needs of students in Engineering and Science and in Economics. These will be identified as topics: Science and Engineering/Economics.

MATH-AD 116 Linear Algebra
Offered fall, spring
Prerequisite: MATH-AD 110, MATH-AD 111, or relevant result in Math Placement Test Crosslisted with Physics
In many applications of mathematics, a response of the system 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 places emphasis on theorems and proofs, and includes systems of linear equations, Gaussian elimination, matrix algebra, and important results in linear algebra. This course places emphasis on theorems and proofs, and includes systems of linear equations, Gaussian elimination, matrix algebra, and important results in linear algebra. The course covers the fundamentals of linear algebra, including vector spaces, linear transformations, eigenvalues, eigenvectors, and quadratic forms.

MATH-AD 121 Ordinary Differential Equations
Offered fall, spring
Prerequisites: MATH-AD 112; Corequisite: MATH-AD 116
Crosslisted with Physics
Ordinary differential equations arise in virtually all fields of applied mathematics. Newton's equations of motion, the rate equations of chemical reactions, the currents flowing in electric circuits, all can be expressed as ordinary differential equations. The solutions of these equations usually evolve to predictable features. The course is designed to provide an introduction to the mathematical treatment of such aspects, acquainting the students with both probability and statistics. The course includes: mathematical definition of probability; combinatorics; finite, discrete and continuous probabilities of single and joint random variables; law of large numbers and normal approximation; sampling; estimation; testing of hypotheses; and correlation and regression.

MATH-AD 201 Abstract Algebra 1
Offered fall
Prerequisites: MATH-AD 116 and MATH-AD 103
Algebra is a part of every field of mathematics, and has applications in the discrete systems of computer science. Fractions, together with their familiar laws of addition, multiplication, and division, provide an example of algebra. The course covers the fundamentals of algebra, including the properties and applications of algebraic structures such as groups, rings, and fields. The course includes: complex numbers and complex functions; power series and Laurent series; fractional linear transformations, eigenvalues, eigenvectors, and quadratic forms.

MATH-AD 210 Introduction to Cryptography
Periodically offered
Prerequisite: CS-AD 105
From ancient times with the art of ciphers and codes, to the present, keeping information safe from prying eyes and yet maintaining the ability to exchange it with others far away, has been, and will increasingly be of paramount importance for society. Modern cryptography, which is characterized with the advent of public-key cryptography, involves a great deal of fascinating mathematics, much of which is related to number theory. The course covers the mathematics underpinnings of such cryptographic methods including RSA, Diffie-Helman key exchange as well as Lattice and Elliptic Curve-based cryptography. The course also analyzes some probabilistic and information-theoretic aspects of cryptography (the requisite material of the latter will be developed in class).

MATH-AD 211 Abstract Algebra 2
Offered spring
Prerequisites: MATH-AD 201
This course is a continuation of the study of algebraic structures started in Abstract Algebra 1. The notion of rings and fields are thoroughly studied as well as polynomials over rings such as the ring of integers. This course develops ideas to prepare the students to study Galois theory, one of the most important theories in algebra. The topics include Euclidean domains, principal ideal domains, unique factorization domains, imaginary and real quadratic number fields, extension fields and roots of polynomials, constructions with straight edge and compass, and elements of Galois theory.

MATH-AD 213 Mathematical Modeling
Periodically offered
Prerequisite: MATH-AD 112 and MATH-AD 121
Often, the most difficult task of the applied mathematician is the formulation of an analyzable model in the face of a perplexing phenomenon or data set. This course gives students an introduction to all aspects of this process. It consists of several modules, each a self-contained problem, taken from biology, economics, and other areas of science. In the process the student experiences the formulation and analysis of a model and its validation by numerical simulation and comparison with data. The modules, each a self-contained problem, are numbered 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 modules, each a self-contained problem, are numbered from 1 to 5.

MATH-AD 214 Numerical Methods
Periodically offered
Prerequisites: MATH-AD 112 and MATH-AD 116
Crosslisted with Physics
This course explores how mathematical problems can be analyzed and solved using numerical methods. As such, the subject has very broad applications in applied mathematics, physics, engineering, finance, and the life sciences. Topics covered in this course include numerical algorithms for solving linear and nonlinear systems of equations, solution of differential equations, eigenvalue problems, interpolation, numerical quadrature, optimization, and differential equations. Theory and practical examples are combined to study these topics.
MATH-AD 215
Number Theory
Periodically offered
Prerequisite: MATH-AD 116
Number theory is the study of systems of numbers beginning with integers and moving to rational numbers. It has applications to cryptography and computer science in general. Simple statements that are notoriously hard to prove abound in this field: the recently proved Fermat’s Last Theorem and the still conjectural Riemann Hypothesis are examples of the difficulty. Topics covered in this course include divisibility theory and prime numbers, linear and quadratic congruences, the classical number-theoretic functions, continued fractions, and Diophantine equations (equations whose solutions are sought in the integers).

MATH-AD 216
Partial Differential Equations
Offered spring
Prerequisite: MATH-AD 121
Crosslisted with Physics

Many laws of physics are formulated as partial differential equations, including the propagation of sound waves, the diffusion of a gas, and the flow of a fluid. This course discusses the simplest examples of such laws as embodied in the wave equation, the diffusion equation, and Laplace’s equation. The course also discusses nonlinear conservation laws and the theory of shock waves. Applications to physics, chemistry, biology, and population dynamics are discussed.

MATH-AD 221
Vector Analysis
Offered every year
Prerequisites: MATH-AD 112 and MATH-AD 116
This course examines the calculus of several variables where the notion of a manifold is introduced, emphasizing vector methods. Topics include functions of several variables; partial derivatives, chain rule, change of variables, Lagrange multipliers; inverse and implicit function theorems on manifolds; vector calculus (divergence, gradient, and curl); theorems of Gauss, Green, and Stokes with applications to fluids, gravity and electromagnetism. This course also introduces differential forms, degree and fixed points of mappings with applications.

MATH-AD 232
Real Analysis 2
Offered spring
Prerequisite: MATH-AD 231
The second part of the analysis series is devoted to the calculus of functions of several variables. The transition from a single variable to many variables involves important new concepts, which are essential to understanding applications to the natural world. The course entails a rigorous study of functions of several variables, limits and continuity, differentiable functions, the implicit function theorem, Riemann integral, Stokes formula and an introduction to Lebesgue integration.

MATH-AD 298
Directed Study in Mathematics
Offered by application
Prerequisite: Permission from the faculty in the Program in Mathematics; special permission must be given for this course to count toward the major in Mathematics.

This course is intended for students who are self-motivated and seek the opportunity to conduct field research with a faculty sponsor from the NYUAD Program in Mathematics. Students with the necessary background in course work and who, in the opinion of a faculty sponsor, possess intellectual independence and ability may register for this course. The student must approach a faculty member in his or her field of interest to obtain sponsorship. Typically, this course is only open to students with a minimum overall GPA of 3.3 and a minimum major GPA of 3.5. Registration requires permission of the sponsoring faculty member. Forms for Directed Study in Mathematics are available from the Program Head in Mathematics.

MATH-AD 320
Special Topics in Mathematics
Periodically offered
Prerequisite: Requires instructor approval
This course is designed to explore topics of interest to students. The topics vary from year to year, and are usually not covered in any elective course at NYU Abu Dhabi.

MATH-AD 331
Topology
Offered every other year
Prerequisite: MATH-AD 231
Topology is a major branch of mathematics, which is concerned with the geometry of sets of points in space of arbitrary dimension. One aspect of the subject deals with the classification of sets based upon their structure, not their specific shape. Topology has applications in physics, biology, and dynamical systems. The material includes metric spaces, topological spaces, compactness, connectedness, covering spaces, and the fundamental group.

PHYS-AD 300
Mechanics
Prerequisites: Foundations of Science 1–6, and (MATH-AD 116 or MATH-AD 121)
Crosslisted with Physics

POLSC-AD 112
Introduction to Game Theory
Prerequisite: MATH-AD 110, MATH-AD 111, or relevant result in Math Placement Test
Crosslisted with Economics, Political Science, Social Research and Public Policy

CAPSTONE EXPERIENCE

MATH-AD 390
Research Seminar in Mathematics
Offered fall
Prerequisites: MATH-AD 121, MATH-AD 231, and MATH-AD 150; must be declared Mathematics major

The research seminar provides students with an overview of the diverse multidisciplinary research areas that have captured the interest and fascination of NYUAD mathematicians. Through exposure to NYUAD faculty research, students identify areas of interest for their own capstone research and develop and write an in-depth, research proposal over the course of the semester. The final capstone proposal is due at the end of the seminar so that students can begin the Capstone Project in Mathematics I.

MATH-AD 400
Capstone Project in Mathematics 1
Offered fall, spring
Prerequisite: MATH-AD 390

The senior Capstone Experience in Mathematics requires students to engage in a long-term, mentored learning experience that culminates in a piece of research. The specific project is developed during the Research Seminar in Mathematics. During the Capstone Project, the proposed work comes to fruition in the form of a research paper along the lines of those found in leading journals in mathematics.

MATH-AD 400
Capstone Project in Mathematics 2
Offered fall, spring
Prerequisite: MATH-AD 400
Continuation of Capstone Project in Mathematics 1 (MATH-AD 400) culminating with students presenting their work.
Physics is a broad discipline, ranging from fundamental scientific questions to sophisticated technological applications. At its most basic, it is the study of matter and energy and their manifold interactions. Physicists study topics as wide-ranging as the underlying nature of space and time; the origins, large-scale structure, and future evolution of the universe; the behavior of stars and galaxies; the fundamental constituents of matter; the many different patterns in which matter is organized, including superconductivity, liquid crystals, or the various forms of magnetism in solids; the workings of biological matter, whether in molecules such as DNA, or cellular structures, or the transport of matter and energy in and across cells. Basic physics research has led to myriad technological advances. A small list of these advances 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 students gain expertise not only in the classroom but also in the laboratory. Those trained in physics are found in many occupations, such as various fields of engineering, computer technology, health, environmental and earth sciences, communications, and science writing. They participate in activities ranging from the writing of realistic computer games to the modeling of financial activities, as well as the more traditional activities of physicists. A higher degree opens the possibility of creative research in industry, or teaching and research in colleges and universities. Outstanding and highly motivated students are offered special opportunities for independent study, summer laboratory research, internships, and other enhancements.

In addition to Foundations of Science 1–6 and six required courses in physics, the major requires four mathematics courses and one physics elective. Although not required, Complex Analysis and Partial Differential Equations are especially relevant to physics and students are encouraged to complete one or both. At least one additional physics elective is strongly recommended.

Study abroad for students majoring in physics occurs in the spring semester of the third year, during which the Program in Physics offers a special experience at an NYU global network site for students majoring in Physics. The option for students majoring in Physics to enroll in a second semester abroad is competitive, granted by permission of the Program in Physics and the Dean of Science, and requires registration in the course Capstone Project in Physics 1 at the student’s chosen site. Students majoring in Physics must successfully complete the Foundations of Science sequence before going abroad.
## PHYSICS COURSES

### REQUIRED FOR MAJORS

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<th>Course Code</th>
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<tr>
<td>PHYS-AD 100</td>
<td>Electromagnetism and Special Relativity</td>
<td>Offered fall, spring. Prerequisites: Foundations of Science 1-2 and (MATH-AD 110, MATH-AD 111, or relevant result in Math Placement Test) 2 credits. This course is intended to give students a deeper understanding of electricity and magnetism at the introductory level. It provides a necessary bridge between Foundations of Science 3-4 and the intermediate level course Electricity and Magnetism. The topics include derivations of divergence, gradient and curl, Stokes' Theorem, the Vector Potential, and origin of magnetic fields. The connection between electricity, magnetism, and special relativity is also explained, including time dilation, length contraction and other bizarre phenomena that occur when charges and other matter travel at velocities close to that of light.</td>
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<tr>
<td>PHYS-AD 300</td>
<td>Mechanics</td>
<td>Offered fall. Prerequisites: Foundations of Science 1-4, and MATH-AD 116 or MATH-AD 121. Crosslisted with Mathematics. This course concerns the analysis of the motion of physical systems subject to forces in the classical (Newtonian) framework. Classical mechanics is required to understand the physical behavior of our world and is the basis to approach quantum mechanics, statistical mechanics and particle physics. This course also provides an excellent arena within which students learn problem solving techniques. The course starts from a review of Newton's laws and moves to the Lagrangian and Hamiltonian formulations of mechanics. Topics in the course include central forces, the dynamics of rigid bodies, oscillations.</td>
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<tr>
<td>PHYS-AD 301</td>
<td>Electricity and Magnetism</td>
<td>Offered spring. Prerequisites: Foundations of Science 1-4. This course covers electromagnetism at the intermediate level. Electromagnetism is one of the fundamental forces underlying almost any kind of device that we use on a daily basis. Understanding electromagnetism is an indispensable element of a physicist's knowledge. The course introduces Maxwell's equations and their applications to physical problems. Topics in the course include electrostatics, magnetostatics, currents, and the propagation of electromagnetic waves.</td>
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<td>PHYS-AD 302</td>
<td>Quantum Mechanics</td>
<td>Offered fall. Prerequisites: Foundations of Science 1-6 and MATH-AD 116. This course provides a rigorous mathematical introduction to quantum mechanics. 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. Topics include the Schrödinger and Heisenberg description of quantum systems, application to basic atomic structure and simple boundary condition problems, quantum statistics, perturbation theory, and scattering.</td>
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<tr>
<td>PHYS-AD 303</td>
<td>Advanced Physics Laboratory</td>
<td>Offered fall. Prerequisites: Foundations of Science 1-6. In this course the students assemble and perform key experiments of modern physics. Physics is an experimental science, and this course gives a unique opportunity to experience hands-on some of the phenomena that students have covered in lectures. Activities cover quantum mechanics, particle physics, optics, and atomic and nuclear physics.</td>
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<td>PHYS-AD 305</td>
<td>Statistical Mechanics and Thermodynamics</td>
<td>Offered fall. Prerequisites: Foundations of Science 1-6. This course is about the behavior of macroscopic systems composed of many particles. Phenomena like the behavior of polyatomic gases, magnetism, thermal radiation, phase changes and many others can be understood through statistical mechanics. Topics include the 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.</td>
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PHYS-AD 312 Advanced Quantum Mechanics
Offered spring
Prerequisite: PHYS-AD 302
In this course, the quantum mechanical framework, introduced in Quantum Mechanics (PHYS-AD 302), is taken to a more advanced level. This course is indispensable to understand the origin of a wide range of atomic and elementary particle phenomena and to learn fundamental techniques used throughout physics. Students will explore time-independent and dependent perturbation theory, the variational principle, the WKB approximation, the adiabatic approximation, scattering processes. Applications of these formalisms to problems in atomic physics, nuclear physics, or astrophysics will also be explored.

PHYS-AD 313 Computational Physics
Periodically offered
Prerequisite: Foundations of Science 1–4 and MATH-AD 121
This course focuses on fields of current research interest where numerical techniques provide unique physical insight. In fact, modern physics needs computers to solve problems and simulate systems. Topics are chosen from various branches of physics and engineering, including numerical solution of ordinary and partial differential equations, eigenvalue problems, Monte Carlo methods in statistical mechanics, dynamical systems, fluid dynamics, radiative transfer, and chaos.

PHYS-AD 314 Astrophysics
Periodically offered
Prerequisite: Foundations of Science 1–6
This course concerns the application of fundamental physics to understand observations of the universe, and the usage of astronomical phenomena to study physics. The course draws on all areas of physics including not only mechanics, electricity and magnetism, quantum and statistical mechanics, but also nuclear physics, particle physics, optics, plasmas, hydrodynamics, and both special and general relativity. This class focuses on a subset of important physical systems and concepts that have wide applicability to studying the universe as well as other areas of physics. These include: two-body and multi-body dynamics, stellar structure and evolution, stellar atmospheres, winds, shocks, accretion, and the consequences of strong gravity.

PHYS-AD 315 Particle Physics
Periodically offered
Prerequisite: PHYS-AD 302
Particle physics is the study of the fundamental constituents of matter and their interactions. It represents an indispensable tool for students wanting to pursue a career in high-energy physics, astrophysics, or are simply curious about the basic constituents of our world. The course introduces the experimental underpinnings and the theoretical developments of elementary particle physics. Topics include the discovery of elementary particles, symmetries found in nature, and relativistic formulation of quantum mechanics, leading up to the ‘Standard Model’. Recent discoveries and theories beyond the Standard Model may also be discussed.

PHYS-AD 316 Special Topics in Physics
Periodically offered
This course covers advanced topics in physics and astrophysics. Possible subjects are: cosmology, planetary systems, compact objects, galaxy formation, radio-astronomy, experimental particle physics. The topic may vary each semester, reflecting the research areas of faculty and based on the students’ interest.

PHYS-AD 317 Multi-wavelength Astronomy
Periodically offered
Prerequisite: Foundations of Science 1–4
Astronomy is about the observation and study of what exists beyond the Earth’s atmosphere. Until the 20th century, that meant only the use optical telescopes, but starting with the discovery of cosmic radio waves in 1931, the rest of the electromagnetic spectrum has begun to be available to astronomers. This course is indispensable to students that want to pursue a career in astronomy or astrophysics or simply want to know more about objects and processes taking places outside our planet. The course covers all the different wavelengths now open to astronomy: radio, microwave, infrared, optical, X-ray, and gamma-ray, and their respective detection technologies and analysis methods. Emission mechanisms, sources, and primary science questions relevant to each observing band will also be addressed.

PHYS-AD 318 Forensic Science
Periodically offered
Prerequisite: Foundations of Science 1–4
This course consists of laboratory work and lecture. The goal in the lab is to determine what happened in a staged crime scene and identify the murderer. For that, clues left at the staged crime scene and beyond are analyzed using a combination of advanced scientific techniques (biological, chemical, and physical) typically used in forensics. In the lecture part of the course, the modern science and technology behind the techniques of forensic analysis are explored in depth. These tools of forensics are rooted in the fields of physics, physical chemistry, chemical physics, analytical chemistry, chemistry, biochemistry, and biology. Examples include light microscopes, scanning electron microscopy and materials analysis, x-ray spectrometers, various spectroscopies used for molecular identification such as infrared and Raman spectroscopies, mass spectrometry and chromatography, electrophoresis, forensic serology, DNA sequencing, and next generation techniques.

MATH-AD 110 Calculus with Applications: Science and Engineering
Prerequisite: MATH-AD 102 or Math Placement Test
Crosslisted with Biology, Chemistry, Engineering, Computer Science, Mathematics
Note: This course may be replaced with MATH-AD 110.

MATH-AD 111 Multivariable Calculus: Science and Engineering
Prerequisite: MATH-AD 110, MATH-AD 111 or relevant result in Math Placement Test
Crosslisted with Biology, Chemistry, Engineering, Mathematics

MATH-AD 116 Linear Algebra
Prerequisite: MATH-AD 110, MATH-AD 111 or relevant result in Math Placement Test
Crosslisted with Mathematics

MATH-AD 121 Ordinary Differential Equations
Prerequisites: MATH-AD 112; Corequisite: MATH-AD 116
Crosslisted with Mathematics

PHYS-AD 298 Directed Study in Physics
Offered by application
Prerequisite: Permission from the faculty in the Program in Physics; special permission must be given for this course to count toward the major in Physics
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 her or his 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 390**
Research Seminar in Physics
Offered fall  
2 credits  
Pre-requisites: Foundations of Science 1-6; must be declared Physics major  
The research seminar provides students with an overview of the diverse multidisciplinary research areas that have captured the interest and fascination of NYUAD physicists and others in related fields. Through exposure to NYUAD faculty research, students will identify areas of interest for their own capstone research and develop and write an in-depth research proposal over the course of the semester. The final capstone proposal is due at the end of the seminar series so that students can begin the Capstone Project in the fall semester of their senior year. All science majors are expected to take this course in their junior year.

**PHYS-AD 400**
Capstone Project in Physics 1  
Offered fall, spring  
Prerequisite: PHYS-AD 390  
The senior capstone experience in Physics requires students to engage in a long-term, mentored learning experience that culminates in a piece of original research and/or scientific theory. The specific project is developed during their junior year as part of the Research Seminar in Physics.

**PHYS-AD 401**
Capstone Project in Physics 2  
Offered fall, spring  
Prerequisites: PHYS-AD 400  
This course is a continuation of Capstone Project in Physics 1 (PHYS-AD 400). During the Capstone Project in Physics 2, the proposed work comes to fruition in the form of a research paper along the lines of those in leading journals in the field. Students also participate in a capstone research symposium during which they present their work orally.

Psychology studies the mind and behavior. The major in Psychology introduces students to the main concepts, theoretical perspectives, empirical findings, and historical trends in the field. Students gain the ability to think scientifically, creatively, and critically about human behavior and mental processes; to acquire the basic skills for conducting research in these areas; and to develop a general understanding of psychology as both a natural science and a social science. Students grapple with overarching themes and persistent questions in psychology, such as the interaction of heredity and environment, variability and continuity of behavior and mental processes within and across species, free will versus determinism, the relation between mind and body, and applicability of general theories and measures to specific societal and cultural contexts. Topics of inquiry include cognition, sensation and perception, language and memory, child development and education, personality and individual differences, social interaction and group dynamics, intergroup relations, and the connection between the individual and society.

Students complete the major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings. The NYUAD Psychology Program provides a solid preparation for graduate programs in basic and applied psychology, other psychology-related fields, and graduate programs in business, education, health, and law.

The Psychology major consists of thirteen courses. These include four required courses that provide the foundation for more advanced courses in psychology; four elective courses that cover broader subareas of psychology; two advanced electives that go deeper into specific areas of research and inquiry and that emphasize the scientific research and writing process; and the research seminar followed by a two-course capstone research experience. To ensure that students receive a broad training in psychology, students must complete two basic electives from the Social and Developmental Psychology series and two electives from the Cognition and Perception series.

Study abroad for students majoring in Psychology occurs in the spring semester of the third year, during which the Program in Psychology offers a special experience at an NYU global network site for students majoring in Psychology. The option for students majoring in Psychology to enroll in a second semester abroad is competitive, granted by permission of the Program in Psychology and the Dean of Science, and requires registration in the course Capstone Project in Psychology 1 at the student’s chosen site.
REQUIREMENTS FOR THE MAJOR
12.5 courses, distributed as follows:

4 Required courses:
   Introduction to Psychology
   Research Methods in Psychology
   Biopsychology
   Statistics for Psychology
2 Electives from the Social and Developmental Psychology series
2 Electives from the Cognition and Perception series
2 Advanced electives; at least one must have a lab component
.5 Research Seminar in Psychology (half course)
2 Capstone Project in Psychology

REQUIREMENTS FOR THE MINOR IN PSYCHOLOGY
4 courses, distributed as follows:

1 Introduction to Psychology
3 Electives or Advanced Electives in Psychology
   Students may replace 1 elective or advanced elective with
   Research Methods in Psychology (PSYCH-AD 102).

Note that PSYCH-AD 105 and PSYCH-AD 106 do not count
   toward the minor.

PSYCHOLOGY
SAMPLE SCHEDULE
Alternative sample schedules are available at nyuad.nyu.edu/grids

YEAR 1
Fall Semester

YEAR 2
Fall Semester

YEAR 3
Fall Semester

YEAR 4
Fall Semester

Spring Semester

Spring Semester (Abroad)
This course offers an introduction to linguistics, the scientific study of language. The focus of linguistics within the cognitive sciences is to understand how it is that humans are able to speak and understand natural language, how they acquire this ability, and how they put it to use. The ability to speak and understand language is unique to humans and universally represented within the species. Language affords us, together with other faculties of the mind, the ability to engage in abstract thinking as well as social organization, a feat that is unprecedented in the animal kingdom. Language is therefore one of the most characteristic features that we have as a species, and its study is of central importance to understanding what it is to be human. This course is open to all students but will not count towards the Psychology major.

REQUIRED COURSES

PSYCH-AD 100
Introduction to Linguistics
Periodically offered
This course introduces students to the fundamentals of linguistic theory, emphasizing both the unity and diversity of a field that spans major theoretical and research areas, including biological bases of human behavior, learning, cognition, perception, language, development, motivation, and 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.

PSYCH-AD 102
Research Methods in Psychology
Offered fall
Knowledge acquired through scientific research is bounded by the conditions under which the research is carried out. Consequently, informed consumers of information must understand how scientific research is carried out in order to decide what is true. This course provides an introduction to scientific research methods in psychological science, emphasizing experimental design, and data interpretation. Students develop an appreciation for the methods involved in carrying out research on issues in psychology and, hopefully, become critical— but not cynical— consumers of scientific results, learning to distinguish sound conclusions from those based on faulty reasoning or flawed studies. Students in this course gain real experience by designing and conducting an experiment of their own, and presenting and reporting their results.

PSYCH-AD 105
Biopsychology
Offered spring
Biopsychology is the study of the biological basis of behavior. In this course, students discover connections among psychology and biology, pharmacology, and endocrinology. Lectures cover the structure, function, and development of the human nervous system and how this system can give rise to basic sensory, motor, cognitive, and regulatory processes that characterize human behavior. This course uses examples of brain damage and nervous system disorders to provide insight into how pathological thoughts and behaviors are rooted in physiological causes. Additionally, students develop a basic understanding of the methods used in biopsychology and evaluate the contributions as well as limitations of these approaches.

PSYCH-AD 106
Statistics for Psychology
Offered spring
Statistics form a critical component of research, and this course is designed to introduce students to the foundations of statistical principles in psychological science. This course covers basic-level statistics concepts such as central tendency and variability; the theory and logic underlying hypothesis testing and statistical decision making; and the basic principles behind linear models commonly used in psychology, including regressions, t-tests, analysis of variance, and basic regression. The course also introduces students to computer statistical software programs.

PSYCH-AD 107
Developmental Psychology
Offered fall
Prerequisite: PSYCH-AD 106
This course covers the biological, psychological, and sociocultural aspects of development across the lifespan. Emphasis is placed on the adaptation of individuals to changing environmental demands. Topics include: physical growth and development; emotional, social, and cognitive development; human behavior and evolutionary theory; and cross-cultural perspectives.

PSYCH-AD 110
Cognition
Periodically offered
Prerequisite: PSYCH-AD 101
This course explores the ways in which we process information and build our understanding of the world. Topics covered include attention, memory, perception, language, and decision-making. Students are introduced to the principles of cognitive science and the methods used to study cognition.

PSYCH-AD 115
Motivation and Volition
Periodically offered
Prerequisite: PSYCH-AD 101
This course provides an overview of the major theories and findings in research on motivation and volition. It addresses the history of research on motivation and volition, classic phenomena of being motivated versus lacking motivation and willpower, the psychology of goals, disorders of self-regulation, and cognitive-neuropsychological research as well as the perspective of economics on motivation and volition.

PSYCHOLOGY ELECTIVES: SOCIAL AND DEVELOPMENTAL PSYCHOLOGY

PSYCH-AD 111
Developmental Psychology
Offered spring
Prerequisite: PSYCH-AD 101
This course covers the biological, psychological, and sociocultural aspects of development across the lifespan. Emphasis is placed on the adaptation of individuals to changing environmental demands. Topics include: physical growth and development; emotional, social, and cognitive development; human behavior and evolutionary theory; and cross-cultural perspectives.

PSYCH-AD 316
Motivation and Volition
Periodically offered
Prerequisite: PSYCH-AD 101
This course provides an overview of the major theories and findings in research on motivation and volition. It addresses the history of research on motivation and volition, classic phenomena of being motivated versus lacking motivation and willpower, the psychology of goals, disorders of self-regulation, and cognitive-neuropsychological research as well as the perspective of economics on motivation and volition.

PSYCH-AD 110
Cognition
Periodically offered
Prerequisite: PSYCH-AD 101
This course explores the ways in which we process information and build our understanding of the world. Topics covered include attention, memory, perception, language, and decision-making. Students are introduced to the principles of cognitive science and the methods used to study cognition.

PSYCH-AD 115
Motivation and Volition
Periodically offered
Prerequisite: PSYCH-AD 101
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PSYCHOLOGY ELECTIVES: SOCIAL AND DEVELOPMENTAL PSYCHOLOGY

PSYCH-AD 111
Developmental Psychology
Offered spring
Prerequisite: PSYCH-AD 101
This course covers the biological, psychological, and sociocultural aspects of development across the lifespan. Emphasis is placed on the adaptation of individuals to changing environmental demands. Topics include: physical growth and development; emotional, social, and cognitive development; human behavior and evolutionary theory; and cross-cultural perspectives.

PSYCH-AD 316
Motivation and Volition
Periodically offered
Prerequisite: PSYCH-AD 101
This course provides an overview of the major theories and findings in research on motivation and volition. It addresses the history of research on motivation and volition, classic phenomena of being motivated versus lacking motivation and willpower, the psychology of goals, disorders of self-regulation, and cognitive-neuropsychological research as well as the perspective of economics on motivation and volition.
PSYCH-AD 311
Mind and Brain
Periodically offered
Prerequisite: PSYCH-AD 101 or BIOL-AD 140; Recommended: PSYCH-AD 102
This course provides students with a broad understanding of the connections between mind, brain, and behavior. Students learn dominant theories of the neural basis of a variety of cognitive processes and the research that led to those theories. Topics are organized into modules on sensation, perception, and action; attention and memory; and other aspects of high-level cognition and behavior. Lectures are complemented by practical lab demonstrations of cutting-edge cognitive neuroscience techniques and discussions of journal articles.

PSYCH-AD 315
Psychology of Language
Periodically offered
Prerequisite: PSYCH-AD 100 or PSYCH-AD 101; Recommended: PSYCH-AD 102
This course is an introduction to the psychology of language (or psycholinguistics), which is the study of how humans acquire, comprehend and produce language, and how language relates to perception and other mental faculties like reasoning and memory. The course covers how language is put to use in real-time during comprehension and production, how it is acquired by children, how it may break down in specific patterns when the brain is compromised, and how it informs social attitudes toward speakers of other languages/dialects. Lectures in this class survey the major findings from primary sources, and write a research results.

ADVANCED PSYCHOLOGY ELECTIVES

PSYCH-AD 298
Directed Study in Psychology
Offered by application
Prerequisite: Permission from the faculty in the Program in Psychology; special permission must be given for this course to count towards the Psychology major
This course is intended for students who undertake a research project other than a capstone project or seek a deeper understanding of a specific literature in psychology, with a faculty sponsor from the NYUAD Program in Psychology. Students with the necessary background in course work and who, in the opinion of a faculty sponsor, possess the 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. This course is open to third- and fourth-year students with a minimum overall GPA of 3.3 and a minimum major GPA of 3.5. Forms for Directed Study in Psychology are available from the Program Head in Psychology.

PSYCH-AD 317
Prejudice and Stereotyping
Periodically offered
Prerequisites: PSYCH-AD 101 and PSYCH-AD 102
This course covers historical and contemporary scientific approaches to understanding prejudice, specifically prejudice that exists between social groups across different cultures. Readings cover topics including the origins of prejudice, the justification of prejudice, the different forms of prejudicial expression, the identification of prejudice in individuals and institutions, the consequences of being a victim of prejudice, and the value of different prejudice reduction strategies.

PSYCH-AD 321
Lab in Cognitive Control
Periodically offered
Prerequisites: PSYCH-AD 102 and either PSYCH-AD 110 or PSYCH-AD 311
Lab component
This course examines the mind and brain of cognitive control—the ability to flexibly adapt our behaviors to achieve our goals. Students are introduced to key psychological and neuroscientific concepts in cognitive control. Discussions focus on original research, and involve interactive demonstrations of and/or data collection to reproduce seminal research findings. Additionally, the course covers the brain regions involved in cognitive control, as well as the various tools that researchers use to investigate cognition. As part of the course, students present and critique research from primary sources, and write a research proposal aimed at answering novel questions about cognitive control.

PSYCH-AD 322
Visual Cognition
Offered by application
Prerequisites: PSYCH-AD 101 and PSYCH-AD 102
This course offers an introduction to how our visual system allows us to see the world. Students will learn how vision works, from the low-level and unconscious analysis of sensory signals to the generation of perceptual awareness. Students will study how other higher functions such as attention, learning, and working memory contribute to our visual experience of the world. Both functional and neurophysiological models of visual processing are addressed. An introduction to signal detection theory is provided. The course covers theoretical issues about vision, in particular whether perception constitutes a direct reflection of the outside world or rather inferential processes transforming the outside world into our subjective reality. The course also addresses how one can design psychophysics experiments to address specific questions about the architecture and mechanisms of visual cognition. Students will see how visual illusions can inform us on how our brain deals, sometimes inappropriately, with external stimuli.

PSYCH-AD 323
Lab in Psychology of Inequality
Periodically offered
Prerequisite: PSYCH-AD 101 and PSYCH-AD 102; Recommended: PSYCH-AD 150
Lab component
Inequality persists throughout the world despite legal prohibitions against discrimination and the fact that many people endorse egalitarian values, at least explicitly. What role do psychological factors play in perpetuating inequality? What are the social and psychological effects of living in highly unequal (versus equal) environments? The goal of this course is to familiarize students with themes and current research on psychological theories and processes related to societal inequality.

PSYCH-AD 324
Lab in Early Childhood Education
Periodically offered
Prerequisites: PSYCH-AD 101 and PSYCH-AD 102; Recommended: PSYCH-AD 111
Lab component
The course provides students with a strong foundation of knowledge in early childhood education. The course begins with a description of historical movements and the contemporary international landscape of early education. Students then identify processes of early childhood development as they apply to learning and teaching in early childhood education programs, including the services for children with special needs. As part of the course students observe an early childhood education classroom and work on a research project that requires them to collect and/or analyze data, and to write up their research results.

PSYCH-AD 325
Lab in Multisensory Perception and Action
Periodically offered
Prerequisites: PSYCH-AD 101 and PSYCH-AD 102; Recommended: PSYCH-AD 112
Lab component
Our perceptual experiences are the product of the information gathered through all our highly specialized senses and are often tightly linked to motor activity such as grasping objects or moving in the environment. This course addresses current concepts and experimental approaches central to understanding human multisensory perception and sensorimotor control. Students are introduced to topics in the fields of psychophysics, active vision, haptics, multimodal processing and motor behavior. Concepts taught in class are reinforced in practice by hands-on assignments involving experimental design, data collection and analysis, and interpretation of results.

CAPSTONE EXPERIENCE

PSYCH-AD 390
Research Seminar in Psychology
Offered fall
Prerequisite: PSYCH-AD 100
This Research Seminar in Psychology provides students with an overview of the diverse research areas of the NYUAD Psychology faculty. Students will identify a faculty mentor to guide them through their research project and help them develop and write an in-depth research proposal. The final capstone proposal is due at the end of the semester so that students can begin the Capstone Project in the fall semester of their senior year.

PSYCH-AD 400
Capstone Project in Psychology
Offered fall, spring
Prerequisite: PSYCH-AD 390
The capstone experience in psychology requires students to engage in a long-term, mentored learning experience that culminates in original research and/or scientific theory. The specific project is developed during the Research Seminar in Psychology. The proposed work comes to fruition in the form of a research paper along the lines of a scientific journal. Students also participate in a capstone research symposium during which they present their work orally.

PSYCH-AD 401
Capstone Project in Psychology
Offered fall, spring
Prerequisite: PSYCH-AD 400
Continuation of Capstone Project in Psychology 1
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 NYU Abu Dhabi 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.

NYU Abu Dhabi offers five degree programs: General Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, and Mechanical Engineering. Graduates receive a Bachelor of Science degree. The engineering programs provide a sound preparation for careers in research, academia, industry, or government.

A distinguished and diverse faculty engages in state-of-the-art research, innovation, invention, and entrepreneurship. Their research is concentrated in three thematic areas: Information, Communication, and Electronic Systems; Urban Systems; and Biomedical and Health Systems. Faculty at NYU Abu Dhabi actively collaborate with faculty in other divisions at NYU Abu Dhabi and NYU New York as well as faculty in the departments of Civil, Chemical and Biological, Computer, Electrical, and Mechanical Engineering at NYU Tandon School of Engineering.

The Engineering Program draws upon courses across an array of disciplines. The liberal arts core provides the intellectual breadth, a “license to learn,” preparing students to thrive in a multicultural globalized world and equipped to learn and adapt quickly in areas that evolve with ever-increasing swiftness. Students gain a firm grounding across various science and engineering fields that underscore the technical component of an engineering education, but they also draw upon courses across the curriculum to develop an understanding of cultural, political, economic, environmental, and public safety considerations that are integral to engineering solutions. In their engineering courses, students are involved in the design process and the progression of technological inventions from concept through product development and market feasibility.

Engineering majors take the four-course sequence *Foundations of Science* (FoS). See the note on Foundations of Science grading on p. 201. This is followed by *Engineering Common Courses*, a series of six half courses and one full course (equivalent to four full courses; half courses are two-credit courses, whereas full courses are four-credit courses). *Engineering Common Courses* explore fundamental engineering topics of importance to all engineering disciplines, including mechanics, conservation laws, computer
programming, digital logic, electrical circuits, numerical methods, and design; they expose students to transdisciplinary technological fields that combine several traditional areas of engineering, complementing the in-depth knowledge acquired in an area of specialization.

Students take the equivalent of four courses in Mathematics, including two full courses on Calculus and Multivariable Calculus and four half courses on Linear Algebra, Ordinary Differential Equations, Probability and Statistics, and Discrete Mathematics.

Students take the equivalent of nine and one-half upper-level engineering courses in disciplinary programs: Civil Engineering, Computer Engineering, Electrical Engineering, and Mechanical Engineering. Students in the General Engineering program take the equivalent of eight and a half upper-level engineering courses. Engineering courses may be crosslisted in more than one engineering discipline, and while some courses are required for individual programs, others may serve as allowable electives (as specified in the engineering course descriptions in subsequent pages).

Many of the elective courses are connected to one or more of NYUAD’s engineering research areas: Information, Communication, and Electronic Systems; Urban Systems; and Biomedical and Health Systems. Students, in consultation with their academic mentor, are encouraged to cluster their engineering electives in one of the three research areas. Students in General Engineering are strongly encouraged to specialize in one of these areas or in Chemical and Biological Engineering. All students are urged to consult the Engineering Curriculum Handbook that details the various pathways for all disciplines and specializations, as well as suggested course sequences for studying away. The Engineering Curriculum Handbook is available on the NYUAD intranet and from the engineering division’s office.

Outstanding and highly motivated students may participate in special opportunities for directed study, summer laboratory research, internships, and other enhancements. Upper-level students may become involved in research projects in faculty laboratories and participate in internship and incubator activities, gaining hands-on experience working side by side with faculty and companies. Interested students should discuss these options with their faculty mentor and seek approval from the Dean of Engineering.

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

CO-CURRICULAR PROGRAM
All Engineering students are encouraged to participate in co-curricular programs distributed over the four-year curriculum, including field trips, seminars, workshops, and ethics discussions. Students examine the foundations of ethics, the broad scope and complexity of ethical claims, as well as ethical issues specific to engineering and technology and ethics in the profession. These co-curricular activities typically entail a commitment of a few hours each fortnight during the regular semesters.

STUDY AWAY FOR ENGINEERING MAJORS
The Engineering Program is relatively structured, and study away opportunities are possible only at sites where relevant engineering courses are available. Engineering students have the widest range of engineering courses if they choose New York as the study away site. It is anticipated that all junior Engineering majors will study away at NYU New York Tandon School of Engineering for the spring semester of junior year. Additionally, Engineering majors can also apply for a sophomore-fall study away semester at NYU Shanghai if they test into Multivariable Calculus and are, thus, able to begin the Foundations of Science sequence in their first semester at NYU Abu Dhabi. Both study away options require the completion of all FOS courses in Abu Dhabi prior to the study away semester. The NYU Shanghai option additionally requires MATH-AD 112 Multivariable Calculus be completed in Abu Dhabi prior to the study away semester; NYU Tandon option requires MATH-AD 120 Fundamentals of Ordinary Differential Equations be completed prior to the study away semester. Additionally, only students who have completed most or all of the Engineering Common Courses prior to studying in New York will be able to take full advantage of the Tandon course offerings.

Courses at NYU Tandon School of Engineering often earn different numbers of credits from courses at NYU Abu Dhabi. This is generally not an issue in meeting major graduation requirements. However, because of specific accreditation requirements, engineering majors must complete a minimum of 48 credits of engineering courses, 16 credits of science courses, and 16 credits of mathematics courses, all with grades of C or higher.

Students should discuss study away plans with their faculty mentors well in advance in order to develop a program of study that allows them to pursue their interests while progressing towards timely completion of degree requirements. A study away semester in New York may be combined with summer research opportunities at the New York campus.
The goal of the Capstone Design Project is to provide students with a major design experience that leverages the knowledge and skills acquired through their undergraduate studies. Its structure includes a process of design with measurable metrics, and incorporation of appropriate engineering standards and multiple realistic constraints. Emphasis is placed on clearly framing the design problem and following the design process to result in an optimized design solution. Students are encouraged to build prototypes of their designs and seek validation of their solutions through simulations and experiments, as appropriate.

The Capstone Project aims to be collaborative and trans-disciplinary across several engineering streams. The emphasis is on students applying the design process to solve real-world problems in a 21st century, global context. The projects address engineering and technology topics that overlap with the sciences, social sciences, liberal arts or business. The Capstone provides an opportunity to integrate technical, human, aesthetic, business, and ethical concerns with engineering design. Students practice critical skills in communication, team-building, and project management.

There is a mid-semester review of the projects. Students complete their design, as well as build and test their prototypes, if applicable, in spring semester. The senior year culminates in a comprehensive project report and design review by a committee of faculty and other professionals.

### Internships

**Prerequisite:** 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 United Arab Emirates, United States, or elsewhere. Internships are an important mechanism to gain specific skills and knowledge, make contacts and build confidence, as well as to explore career options prior to graduation. Depending on the student’s career objectives, an internship may involve working in a large corporation, small company, high-tech start-up, non-governmental organization, or alongside a faculty research mentor on cutting-edge research projects at one of NYU’s campuses. Through NYUAD’s internship program, students can also test their educational skills and classroom knowledge on various service learning projects. Internships are usually without academic credit and can vary in length from a summer to a semester or a year.

### Engineering Research Areas

At NYU Abu Dhabi research crosses the boundaries of traditional engineering disciplines and encompasses broad interdisciplinary areas that embody key characteristics of our time. The faculty are involved in new and emerging technological fields, such as bioengineering, nanotechnology, microfabrication, smart materials, and cyber security. Their research is built around the three thematic research areas discussed below.

**Information, Communication, and Electronic Systems** concerns electronic hardware and software technologies of the global information economy. These technologies are the enablers of social and economic change, and provide tools to manage such change and institutional complexity in a digital environment. Systems that use electronic and computational hardware and software permeate every sphere of human life and are at the core of every modern engineered system. This exciting area includes the design of circuits, chips, and devices, integration and interfacing of component building blocks into large systems and networks, development of data management and manipulation algorithms, database systems, communication protocols, computer architecture, signal processing, and the like. Applications such as network security, information and cyber security, telecommunications, automation, measurement and actuation, digital control, robotic systems, are also considered in the set of offerings in the curriculum.

**Urban Systems** concerns the technological challenges and innovations for the smooth functioning and sustaining of urban centers. Earth is increasingly becoming an urban planet; for the first time in history, more than 50 percent of the world’s population now lives in cities. The challenges associated with a sustainable, engaging, and harmonious urban environment require a multidisciplinary approach that integrates various technologies and disciplines. The program examines urban infrastructure design, monitoring, and management, smart materials, power systems, energy efficiency, transportation planning and management, security and safety, telecommunications, resource usage and recycling, supply chains, environmental engineering, and other engineered systems that have an impact on urban living.

**Biomedical and Health Systems** concerns the science of health and wellness to unlock the mysteries of disease and genetic maladies and the engineering technology that is the bridge to deliver healthcare to people. The engineering aspects of this vast field of study include the interfacing of engineered systems with biological and anatomical systems, the measurement of physiological parameters, bio-sensing and detection of disease, disease agents, and impending
failures, imaging, delivery of targeted therapeutics, and others. The use of computational techniques in organizing and interpreting the great volume of data being collected worldwide, including genetic information, and algorithms to predict disease markers and therapeutic molecules is a new and powerful technological advance in this field. Biomaterials, biocompatible and bioresorbable materials, micro-biodevices, and use of wireless and computer technologies in patient care round out some of the areas that draw from several different engineering disciplines.

FIRST SEMESTER (FRESHMAN FALL) COURSES FOR ENGINEERING STUDENTS

Engineering students should take ENGR-AD 101 Computer Programming for Engineers and a Core course in their first semester. In addition, they should take MATH-AD 111 Calculus with Applications along with a general elective. Students who test into Multivariable Calculus can take FoS 1 and 2 in their first semester instead of Calculus and the general elective, making them eligible to apply for the sophomore-fall study away semester at NYU Shanghai.

REQUIREMENTS FOR THE GENERAL ENGINEERING MAJOR

22.5 courses (90 credits), distributed as follows:

4 Foundations of Science:
- Foundations of Science 1: Energy and Matter (SCIEN-AD 101, 102, 121);
- Foundations of Science 2: Forces and Interactions (SCIEN-AD 103, 104, 122);
- Foundations of Science 3: Systems in Flux (SCIEN-AD 105, 106, 109, 123);
- Foundations of Science 4: Form and Function (SCIEN-AD 107, 108, 110, 124)

4 Mathematics courses:
- ENGR-AD 195 Fundamentals of Discrete Math (half course);
- ENGR-AD 291 Probability and Statistics for Engineers (half course);
- MATH-AD 111 Calculus with Applications: Science and Engineering;
- MATH-AD 112 Multivariable Calculus: Science and Engineering;
- MATH-AD 115 Fundamentals of Linear Algebra (half course);
- MATH-AD 120 Fundamentals of Ordinary Differential Equations (half course)

4 Engineering Common Courses:
- ENGR-AD 101 Computer Programming for Engineers;
- ENGR-AD 110J Design and Innovation (half course);
- ENGR-AD 111 Engineering Statics (half course);
- ENGR-AD 112 Conservation Laws in Engineering (half course);
- ENGR-AD 113 Digital Logic (half course);
- ENGR-AD 117 Numerical Methods (half course);
- ENGR-AD 119 Circuits Fundamentals (half course)

1.5 Track-specific required courses (6 credits)

7 Engineering electives (28 credits)

2 ENGR-AD 400 (half course), 401 (half course), and 402: Capstone Seminar and Design Project

REQUIREMENTS FOR THE DISCIPLINARY ENGINEERING MAJORS

23.5 courses (94 credits), distributed as follows:

4 Foundations of Science:
- Foundations of Science 1: Energy and Matter (SCIEN-AD 101, 102, 121);
- Foundations of Science 2: Forces and Interactions (SCIEN-AD 103, 104, 122);
- Foundations of Science 3: Systems in Flux (SCIEN-AD 105, 106, 109, 123);
- Foundations of Science 4: Form and Function (SCIEN-AD 107, 108, 110, 124)

4 Mathematics courses:
- ENGR-AD 195 Fundamentals of Discrete Math (half course);
- ENGR-AD 291 Probability and Statistics for Engineers (half course);
- MATH-AD 111 Calculus with Applications: Science and Engineering;
- MATH-AD 112 Multivariable Calculus: Science and Engineering;
- MATH-AD 115 Fundamentals of Linear Algebra (half course);
- MATH-AD 120 Fundamentals of Ordinary Differential Equations (half course)

4 Engineering Common Courses
- ENGR-AD 101 Computer Programming for Engineers;
- ENGR-AD 110J Design and Innovation (half course);
- ENGR-AD 111 Engineering Statics (half course);
- ENGR-AD 112 Conservation Laws in Engineering (half course);
- ENGR-AD 113 Digital Logic (half course);
- ENGR-AD 117 Numerical Methods (half course);
- ENGR-AD 119 Circuits Fundamentals (half course)

9.5 Discipline-specific required and elective courses (38 credits)

2 ENGR-AD 400 (half course), 401 (half course), and 402: Capstone Seminar and Design Project

Minor in Engineering for Non-Majors

The minor in Engineering is open to all NYUAD non-engineering undergraduates who have taken Foundations of Science 1–4. The Engineering minor offers students an opportunity to bridge their background in science and mathematics with engineering principles. Such students complete 16 credits of engineering common courses. The minor must be approved, in writing, by the student’s mentor and the Dean of Engineering.

REQUIREMENTS FOR THE MINOR IN ENGINEERING

9 courses, distributed as follows:

4 Foundations of Science 1–4

1 Calculus or Calculus with Applications

4 Engineering Courses (16 credits)
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**MECHANICAL ENGINEERING**

**SAMPLE SCHEDULE**

Alternative sample schedules are available at nyuad.nyu.edu/grid

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**ENGINEERING COURSES**

Note: unless otherwise indicated all engineering courses are 4 credits

**ENGR-AD 110-119 ENGINEERING COMMON COURSES**

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<th>Title</th>
<th>Credits</th>
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<th>Prerequisites</th>
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<tr>
<td>ENGR-AD 110</td>
<td>Design and Innovation</td>
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<td>ENGR-AD 113</td>
<td>Digital Logic</td>
<td>2</td>
<td>Fall, Spring</td>
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This course introduces students to the field of mechanics through study of rigid bodies in static equilibrium. Knowledge and understanding of static equilibrium is essential for future study of topics as diverse as dynamics, solid mechanics, structures, robotics, and fluid mechanics. The methods, techniques, theory, and application of equilibrium in the solution of engineering problems are presented for two-dimensional systems. Topics covered include collinear forces, coincident forces, general equilibrium, moments and torques, structural analysis using the method of joints, the method of sections, the method of joints, trusses, frames and machines, Coulomb friction, centroid, center of mass, and moments of inertia.

ENGR-AD 111

**Engineering Statics**

Offered fall, spring

Prerequisites: Foundations of Science 1–2 and MATH-AD 111

Lecture and lab included

2 credits

This course introduces students to the history and culture of design and development philosophies and practices, the modern principles of technology design, and concepts of innovation, sourcing, shaping, and evaluating ideas and inventions. The labs emphasize experiential learning and innovation, and require students to use existing innovations to create and build prototypes of new technology/design products, with real-life constraints. The course touches on social, cultural, economic, ethical, and other factors that shape engineering solutions and how to approach incorporating them in conjunction with problem solving and designing systems, components, or processes.
ENGR-AD 117 Numerical Methods
Offered fall
Prerequisites: ENGR-AD 101 and MATH-AD 120 Lecture and lab 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 is the primary computing environment.

ENGR-AD 119 Circuits Fundamentals
Offered fall, spring
Lecture and lab included
2 credits
This course provides an introduction to electrical circuits. The topics covered include DC circuits, passive DC circuit elements, Kirchhoff’s laws, electric power calculations, analysis of DC circuits, nodal and loop analysis techniques, voltage and current division laws, Thevenin’s and Norton’s equivalent circuits. The labs cover various electrical circuits concepts such as demonstrating current and voltage division laws, Thevenin’s and Norton’s equivalent circuit, and RL, RC, and RLC circuits analysis.

REQUIRED MATH COURSES

ENGR-AD 195 Fundamentals of Discrete Math
Offered spring
Prerequisite: MATH-AD 111 Lecture and recitation included
2 credits
Note: This course may be replaced with CS-AD 116
The course covers discrete mathematics. Logic, truth tables, mathematical induction, and other proof techniques are covered. Sets, relations and functions, recursive functions, basic algorithms, counting techniques, inclusion-exclusion principle, and basic graph theory and trees are also covered.

ENGR-AD 291 Probability and Statistics for Engineers
Offered fall
Prerequisite: MATH-AD 111
2 credits
Note: This course may be replaced with MATH-AD 107 or MATH-AD 150.
Introductory course in probability and statistics with an emphasis on how these topics are relevant in engineering disciplines. Topics in probability theory include sample spaces, and counts, random variables (discrete and continuous), probability distributions, cumulative density functions, rules and theorems of probability, expectation, and variance. Topics in statistics include hypothesis testing, error types, confidence intervals, correlation, and linear regression. The course emphasizes correct application of probability and statistics and highlights the limitations of each method presented.

MATH-AD 118 Fundamentals of Linear Algebra
Prerequisite: MATH-AD 110 or MATH-AD 111
Crosslisted with Biology, Chemistry, Computer Science, Physics
Note: This course may be replaced with MATH-AD 110.
MATH-AD 112
Multivariable Calculus: Science and Engineering
Prerequisite: MATH-AD 111
Crosslisted with Biology, Chemistry, Mathematics, Physics
2 credits
Designed as a first course in materials, this course introduces students to engineering properties of materials, applying basic principles of the atomic and crystal structure to solids of the study of properties as well as to the selection and use of engineering materials. The course content includes examination of engineering materials such as metals, plastics, and composites with an emphasis on material selection. Through an immersive laboratory component, the course has an emphasis on experimental learning of the basic structure and properties of metallic, polymeric, semiconducting, ceramic, and composite materials.

ENGR-AD 201 Advanced Digital Logic
Offered spring
Prerequisite: ENGR-AD 113
Computer (required), Electrical (required)
2 credits
This course follows Digital Logic and tops it up by covering sequential circuit design. The course will involve 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. The course touches upon concepts such as formal verification and testing of logic designs.

ENGR-AD 202 Computer Systems Programming
Offered spring
Prerequisite: ENGR-AD 101
Computer (required)
2 credits
This course aims at developing students’ sense of “what really happens” when software runs—and answers this question at several levels of abstraction, including the hardware architecture level, the assembly level, and the C++ programming level. The course starts with C++ programming, assembly and machine-level programming, with particular focus on developing good programming practice with assembly code and reverse-engineer programs in binary. The second part of the course covers low-level abstraction of a computer system from a programming point of view. Topics in this course include data representation, assembly language program, process of compiling and linking, low-level memory management, exceptional control flow, introduction to performance evaluation, and optimization.

REQUISITE SCIENCE COURSES

ENGR-AD 116 Instrumentation, Sensors, Actuators
Offered fall
Prerequisite: ENGR-AD 119
Civil (elective), Electrical (required), General Engineering (required), Mechanical (required)
The course covers electrical circuits and components, passive and active filtering for signal conditioning, dynamic measurement system response characteristics, analog signal processing, digital representation, data acquisition, sensors, actuators and actuator characteristics. Studies of measurement systems via computer simulation also are discussed. The laboratory experiments draw upon examples from all disciplines of engineering such as data acquisition, operational amplifiers, temperature measurement, and motion and force measurements.

ENGR-AD 118 Engineering Materials
Offered spring
Civil (required), General Engineering (required), Mechanical (required)
2 credits
Designed as a first course in materials, this course introduces students to engineering properties of materials, applying basic principles of the atomic and crystal structure to solids of the study of properties as well as to the selection and use of engineering materials. The course content includes examination of engineering materials such as metals, plastics, and composites with an emphasis on material selection. Through an immersive laboratory component, the course has an emphasis on experimental learning of the basic structure and properties of metallic, polymeric, semiconducting, ceramic, and composite materials.

ENGR-AD 180 Physiology for Engineers
Offered every year
The course recognizes the vast diversity and adaptability of the organisms that are observed globally and evaluates the essential components of animal physiology, including their ability to adapt to the diverse global environments. The students 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 194 Fundamentals of Complex Variables
Offered spring
Prerequisite: MATH-AD 112
Electrical (required)
Lecture and recitation included
2 credits
The course covers functions of a complex variable. The topics covered are: derivatives and Cauchy-Riemann equations, integrals and Cauchy integral theorem, harmonic functions, the exponential function, trigonometric functions, logarithmic functions, Contour integrals, anti-derivatives, Cauchy-Goursat theorem, Cauchy integral formula, Liouville’s theorem, fundamental theorem of algebra, power and Laurent series, and residue theory.

ENGR-AD 201 Advanced Digital Logic
Offered spring
Prerequisite: ENGR-AD 113
Computer (required), Electrical (required)
2 credits
This course follows Digital Logic and tops it up by covering sequential circuit design. The course will involve 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. The course touches upon concepts such as formal verification and testing of logic designs.

ENGR-AD 202 Computer Systems Programming
Offered spring
Prerequisite: ENGR-AD 101
Computer (required)
2 credits
This course aims at developing students’ sense of “what really happens” when software runs—and answers this question at several levels of abstraction, including the hardware architecture level, the assembly level, and the C++ programming level. The course starts with C++ programming, assembly and machine-level programming, with particular focus on developing good programming practice with assembly code and reverse-engineer programs in binary. The second part of the course covers low-level abstraction of a computer system from a programming point of view. Topics in this course include data representation, assembly language program, process of compiling and linking, low-level memory management, exceptional control flow, introduction to performance evaluation, and optimization.
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ENGR-AD 203 
Signals and Systems

Offered fall
Prerequisites: MATH-AD 111, Pre- or corequisite: ENGR-AD 194
Computer (elective), Electrical (required)

This module covers analysis techniques for analyzing, characterizing and synthesizing engineering systems. Systems approaches where the entire system or each of the sub-systems is considered as single units are introduced. Introductory topics in this course 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 control, end-to-end time systems include: FIR and IIR filtering, impulse response, causality, linearity, time invariance, and convolution. Time and frequency domain representations of systems and conversions between these representations are also studied. Z-transform domain, the concept of poles and zeros, stability and their relevance to the time and frequency domains are also covered. Topics on continuous time systems include continuous-time convolution, the Laplace transform, Fourier analysis for continuous-time signals, and the Sampling theorem.

ENGR-AD 204 
Data Structures and Algorithms

Offered fall
Prerequisites: ENGR-AD 202; Pre- or corequisite: ENGR-AD 195
Computer (required)

This course presents an overview of fundamental data structures, which are commonplace in programming, as well as associated basic algorithms, complexity analysis, linked lists, stacks, queues, trees, hashing, sorting, and basic graphs algorithms are covered. Core topics such as Floyd’s algorithm, minimum spanning tree algorithms, and shortest path algorithms are also covered. Practical lab exercises complement the lectures. The students further specialize and consolidate their knowledge through lab projects to demonstrate the operation and applications of various data structures.

ENGR-AD 206 
Computer Organization and Architecture

Offered fall
Prerequisite: ENGR-AD 201
Computer (required)

The course introduces the principles of computer organization and basic architecture concepts. It discusses the basic structure of a digital computer and study in details formal descriptions, machine instruction sets design, formats and data representation, addressing structures, mechanization of procedure calls, memory management, arithmetic and logical unit, virtual and core memory, organization, I/O processing and interrupts, fundamental of reliability aspects. The course also covers performance and distributed computing systems. The labs emphasize experiential learning of computer organization and architecture concepts, and require students to use learned knowledge to create and build prototypes and evaluate their performance.

ENGR-AD 208 
Computer Networks

Offered spring
Computer (required), Electrical (elective)

The course introduces the basic concepts of computer and communication networks, including flow control, packet routing, internet, IP routing, network management, network security, and statistical multiplexing. The course requires students to use existing networking APIs to create and build prototypes of network protocols and architectures such as the TCP, IP, Ethernet, wireless networks etc. are described in order to illustrate important networking concepts. The course is focused on an introduction to quantitative analysis and modeling of networks. The lab covers basic concepts of computer networking and applications, and requires students to use existing networking IP APIs to create and build prototypes. Topics include: network protocols, computer network prototypes and real-life applications.

ENGR-AD 211 
Operating Systems

Offered spring
Prerequisites: ENGR-AD 204 and ENGR-AD 206
Computer (required)

This course discusses the operating systems that run computers. The course is designed to familiarize students with operating systems, user interface interfacing operating systems. Topics include: an overview of user interface, process structure, creation and context switching; system calls; process cooperation, memory management; virtual memory, memory leaks, file handling, file structures, directories, fault-tolerance. The course includes discussion of the role of the operative system in security systems and related ethical practice.

ENGR-AD 213 
Database Systems

Periodically offered
Prerequisite: ENGR-AD 204
Computer (elective)

Lecture only.

The course covers modeling an application and logical database design, the relational model and relational data definition and data manipulation languages, design of relational databases and normalization theory, physical database design, query processing and optimization, transaction processing focusing on concurrency and recovery. The social and ethical responsibility of database and information technology professionals are also discussed. Lab sessions emphasize experiential learning of database systems and applications and an insight into various database management systems and query languages.

ENGR-AD 214 
Advanced Circuits

Offered spring
Prerequisite: ENGR-AD 119
Computer (required), Electrical (required) 2 credits

This course builds on the foundations of the Circuits Fundamentals Course. The topics covered include sinusoidal steady-state response, complex voltage, current, capacitive and inductive sources, 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 spring
Prerequisite: ENGR-AD 203
Electrical (required)

The course introduces the principles of the various analog and digital communication fundamentals. Topics covered include: amplitude modulation and demodulation; angle modulation and demodulation; noise performance of various receivers; and digital coding techniques with source coding theorem are also dealt with. The labs emphasize experiential learning of basic analog and digital communication theory concepts and applications, including experiments demonstrating analog and digital modulation techniques.

ENGR-AD 222 
Electronics

Offered fall
Prerequisite: ENGR-AD 119
Computer (required), Electrical (required) Crosslisted with Physics

This course focuses on fundamentals of electronics theory and design. The topics covered include semiconductor physics, diodes, diode circuits such as limiters, clamps; bipolar junction transistors; small-signal models; cut-off, saturation, and active regions; common emitter, common base and common collector amplifier configurations; field-effect transistors (MOSFET and JFET); biasing; small-signal models; common-source and common gate amplifiers; and integrated circuit MOS amplifiers. The laboratory experiments include the design, building and testing of diode circuits, including rectifiers, BJT biasing, large signal operation and FET characteristics, providing hands-on experience of design, theory and applications, with emphasis on small signal analysis and amplifier design. The course also covers the design and analysis of small-signal bipolar transistor and field-effect transistor amplifiers and, diode circuits. The students are introduced to designing and analyzing circuits using the PSPice simulation tool.

ENGR-AD 223 
Electromagnetics

Offered spring
Prerequisites: ENGR-AD 194 and ENGR-AD 214
Electrical (required)

Electromagnetic wave propagation in free space and antenna design, transmission line discontinuities are accurately considered from a consideration of distributed inductance and capacitance on transmission lines. Electromagnetic wave planes are obtained as a special case. Reflection, transmission and transformation matching are presented for harmonic time dependence. Snell’s law and the reflection and transmission coefficients at dielectric interfaces are derived for normal and obliquely propagating plane waves. Guiding of waves by dielectric and by metal waveguides is demonstrated.

ENGR-AD 230 
Computer-Aided Design

Offered fall
Mechanical (required) 2 credits

This course provides an introduction to computer-aided design (CAD) using solid modeling. Students learn to create solid object models using extrusions, revolutions, and sweep paths, and learn to modify parts using cutting, patterns, fillets, chamfers, and other techniques. Assemblies of multiple parts are used to demonstrate the need for geometric tolerances, and students spend a large portion of class in hands-on use of computer-aided design software tools. The labs emphasize experiential learning of CAD concepts and applications using software tools.

ENGR-AD 231 
Fluid Mechanics

Offered spring
Prerequisites: ENGR-AD 112
Civil (required), Mechanical (required) 2 credits

This course introduces students to the basic principles and equations of fluid mechanics. This course covers properties and definitions of fluids, hydrostatics, Bernoulli’s Equation and the use of control volume analysis and conservation laws previously introduced in the curriculum. The course includes the analysis of fluid flows, such as within a pipe, duct, or channel and to external flows, such as over flat surfaces and airfoils. The course introduces dimensional analysis and flow similitude. Common methods used for flow

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measurement in closed systems and open channels are also introduced. This course is limited to incompressible flow regimes.

ENGR-AD 232 Vibration
Offered every year
Prerequisites: ENGR-AD 239 and MATH-AD 120
2 credits
This course introduces students to vibrations of rigid bodies supported by an elastic component (i.e., simple spring-mass systems). The course covers response of systems subjected to free, transient, and forced vibrations. Starting with single-degree-of-freedom systems, the course progresses to modeling and analyzing the response of multiple-degree-of-freedom systems using analytical and numerical applications of this material include vibration isolation, suspension systems, and active vibration control. The lab component includes vibration testing and modal analysis of structures subjected to impulse or harmonic excitation, and involves concepts such as digital acquisition of signals from accelerometers, signal conditioning and frequency spectrum analysis to determine the natural frequencies of the structure.

ENGR-AD 233 Thermodynamics
Offered fall
Prerequisite: ENGR-AD 112
Mechanical (required)
2 credits
This course introduces students to the basic concepts of thermodynamics and their applications to engineering problems. The following topics are covered in this course: properties of pure substances; concepts of work and heat; closed and open systems; the fundamental laws of thermodynamics; and Newton and Clausius statements of the 2nd law; entropy and entropy production; heat engines, refrigerators, heat pumps; efficiencies, coefficients of performance.

ENGR-AD 235 Heat Transport
Offered every year
Prerequisites: ENGR-AD 231 and ENGR-AD 233
Mechanical (required)
2 credits
This course introduces students to the basic principles and engineering applications of heat transfer. Fundamental concepts and principles of conduction, convection, and radiation heat transfer are introduced and the pertinent governing equations are derived. This is followed by the application of these equations in analysis of heat transfer systems such as fins and heat exchangers. The following topics are covered in this course: introduction to conduction, convection, and radiation; one-dimensional, steady-state conduction; multi-dimensional, steady-state conduction; lumped capacitance method in transient conduction; one-dimensional transient conduction; introduction to convection; internal and external forced convection; and principles of radiative heat transfer.

ENGR-AD 237 Solid Mechanics
Offered spring
Prerequisite: ENGR-AD 111
Civil (required), Mechanical (required)
2 credits
This course introduces students to the basic concepts of stress and strain in the normal and tangential directions, and the two-dimensional stress analysis in various coordinate systems. Topics include stress-strain relationships for members subject to axial forces, torsion, and bending moments.

ENGR-AD 239 Engineering Dynamics
Offered spring
Prerequisite: ENGR-AD 111; MATH-AD 120 is recommended but not required
Civil (required), Mechanical (required)
2 credits
This course introduces students to the principles of rigid dynamics. The course covers both kinematic (geometric aspects of motion) and kinetic (analysis of forces causing motion) approaches. The first section of the course focuses on particle dynamics, with rigid body dynamics covered in the second section. The applications of these methods to engineering problems are presented, and students have the opportunity for extensive practice in applying these principles. Specific topics include the following: rectilinear and curvilinear motion, equations of motion for a system of particles, work and energy for a system of particles, linear impulse and momentum for a system of particles, angular momentum, relative and absolute motion analysis, rigid body rotation, and general 2D rigid body motion.

ENGR-AD 262 Human Computer Interaction and Tangible Interfaces
Periodically offered
Prerequisite: ENGR-AD 101
Computer (elective)
This course introduces the basic concepts of psychological principles of human-computer interaction, evaluation methods, usability engineering, user-centered design and prototyping, interaction paradigms and models, tangible interfaces that provide physical interaction with digital information. The labs cover practices of user interfaces design and evaluation, and require students to use existing platforms to create and build human computer interaction applications.

ENGR-AD 264 Engineering Game Theory
Periodically offered
Prerequisite: ENGR-AD 202
Computer (elective), Electrical (elective)
This course is an introduction to the fundamentals of game theory and mechanism design with a specific emphasis on applications in engineering. Topics include non-cooperative game theory; strategic form games; Nash equilibrium and existence properties; market equilibrium and pricing, auction and mechanism design; optimal auctions; revenue-equivalence theorem; social choice viewpoint; cooperative game theory; network effects and games over networks.

ENGR-AD 270 Urban Infrastructure Systems
Offered every year
Civil (elective)
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
Periodically offered
Civil (elective)
This course covers approaches for instrument and monitoring for condition assessment of physical civil infrastructure and the natural environment in cities. These include sensors for monitoring strains, fracture, corrosion, and mechanical, 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
General Engineering: Urban System (required)
The course introduces the concepts and principles of Geographic Information Systems (GIS), techniques, and tools. This course covers 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 296 Project Management
Offered spring
Civil (required)
2 credits
This course provides students with practical and best practice project management knowledge and concepts so that they may effectively contribute in and lead multicultural team projects framed for the new global economy. The practical component of this course is a project development that runs throughout the duration of the course.

ENGR-AD 297 Innovation and Entrepreneurship
Offered January
Elective for all engineering majors
Consists with Economics (breadth elective), Leadership and Social Entrepreneurship
Lecture only
By taking this course, students gain the tools and knowledge to develop a comprehensive new venture that is scalable, repeatable and capital efficient. The course helps students formulate new business ideas through a process of ideation and testing. Students test the viability of those ideas through process of design and real world tests. After an idea is developed students work towards finding a scalable, repeatable business model. We cover customer discovery, market sizing, competition, distribution, funding, developing a minimal viable product and many other facets of creating a new venture. The coursework with students having developed a company blueprint and final investor pitch. Course requirements include imagination, flexibility, courage, getting out of the building, and passion.

ENGR-AD 298 Directed Study in Engineering
Offered by application
Civil (elective), Computer (elective), Electrical (elective), Mechanical (elective)
This course is intended for students who are highly motivated and seek the opportunity to conduct research or work on a specialized project under the supervision of an NYUAD Engineering faculty member. The coursework is expected to result in a deliverable, such as a research paper, tool or device. 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. Registration requires permission of the sponsoring faculty member.
ENGR-AD 303 Advanced Algorithms
Periodically offered
Prerequisite: ENGR-AD 204
This course covers techniques in advanced algorithm design and analysis. Topics include: amortized analysis of algorithms; advanced data structures; binomial heaps; Fibonacci heaps; data structures for disjoint sets; analysis of union by rank with path compression; graph and algorithms: elementary graph algorithms, maximum flow, matching algorithms. Randomized algorithms theory of NP completeness and approaches to finding (approximate) solutions to NP complete problems. Selected additional topics may vary.

ENGR-AD 305 Robotics
Periodically offered
Prerequisite: MATH-AD 115
Computer (elective), Electrical (elective), Mechanical (elective)
This course presents an overview of robotics, covering a selection of topics including controls, localization, motion planning, sensing, kinematics, and human-robot interaction, and related social-ethical issues. Practical lab and simulation exercises complement the lectures. The students 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
Periodically offered
Prerequisite: ENGR-AD 101
Computer (elective), Electrical (elective)
This course gives an introduction to Artificial Intelligence (AI). Students learn about intelligent agents that can make near-optimal decisions in a timely manner with incomplete information and limited computational resources. The course addresses search with single and multiple agents, Markov decision processes, reinforcement learning, and tracking. The course includes problem solving and search algorithms, reasoning and fuzzy and probabilistic methods, pattern recognition and neural networks, and genetic algorithms and a brief overview of natural language processing and computer vision. The course provides an engineering context to the mind, insight, and experience and delves into potential ethical and social consequences of adoption of intelligent systems.

ENGR-AD 307 Very Large Scale Integration Circuit Design
Periodically offered
Prerequisites: ENGR-AD 201 and ENGR-AD 214
Computer (elective); also qualifies as hardware elective, Electrical (elective)
The course offers an overview of integrated circuit-design process: planning, design, fabrication and testing; device physics: PN junction, MOSFET and Spice models; inverter static and dynamic behavior; layout and power dissipation; interconnect: cross talk, variation and transistor sizing; logic gates and combinatorial logic networks; sequential machines and sequential system design; subsystem design: adders, multipliers, static memory (SRAM), dynamic memory (DRAM). Topics include floor planning, clock distribution, power distribution and signal integrity; Input/Output buffers, packaging and testing; IC design methodology and CAD tools; implementations: full custom, application-specific integrated circuit (ASIC), field programmable gate arrays (FPGA). The course provides foundations of VLSI design and custom VLSI design methodology and state-of-the-art CAD tools.

ENGR-AD 308 Machine Vision
Periodically offered
Prerequisite: ENGR-AD 101
Computer (elective), Electrical (elective)
This course introduces the basic concepts of machine vision: cameras, light sources, image transformation and filtering, color vision, models, and computer vision theory including feature extraction, and visual recognition. The labs cover practices of computer graphics and 3D modeling and authoring tools, and require students to use existing platforms to create and build 2D and 3D graphics models and applications.

ENGR-AD 310 Digital Signal Processing
Periodically offered
Prerequisites: ENGR-AD 201 and ENGR-AD 202
Computer (elective); also qualifies as hardware elective, Electrical (elective)
The course introduces the principles of dynamic 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 further specialize and consolidate their knowledge through semester-long hands-on projects.

ENGR-AD 311 Digital Signal Processing
Periodically offered
Prerequisite: ENGR-AD 203
Electrical (elective)
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 filter structures, the discrete Fourier transform, fast Fourier transform algorithms, filter design techniques. The labs cover experiential learning of digital signal processing concepts, and require students to use knowledge to create and build prototypes that demonstrate their understanding of the material covered in the lecture.

ENGR-AD 312 Hardware Security
Periodically offered
Prerequisites: ENGR-AD 201 and ENGR-AD 202
Computer (elective); also qualifies as hardware elective, Electrical (elective)
This course covers issues related to security and trustworthiness. Topics include: hardware Trojans, reverse engineering and IP piracy, Design-for-Trust: hardware metering, logic encryption, split manufacturing, IC camouflaging, Encryption hardware, AES, DES, etc. Testability vs Security; misuse of test infrastructure to attack encryption hardware and countermeasures. Encrypted architectures; homomorphic encryption, privacy-preserving computation. Signal processing in the encrypted domain. Malware detection through hardware structures, side channel attacks, cyber-security for the smart grid. Lectures are complemented by hands-on lab exercises.

ENGR-AD 313 Embedded Systems
Offered spring
Prerequisites: ENGR-AD 201 and ENGR-AD 202
Computer (required), Electrical (elective)
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 further specialize and consolidate their knowledge through semester-long hands-on projects.

ENGR-AD 315 Control Systems
Offered spring
Prerequisite: ENGR-AD 116
Electrical (required), Mechanical (elective)
The course introduces the principles of dynamic 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 further specialize and consolidate their knowledge through semester-long hands-on projects.

ENGR-AD 320 Multimedia Systems and Communications
Periodically offered
Prerequisite: ENGR-AD 101
Electrical (elective)
The course introduces the basic concepts of multimedia enabling technologies, services, and applications. Topics covered in this course include video compression and standards, multimedia networking standards and protocols (such as RTP, RTSP, and IRTP), multimodality and synchronization, Multimedia Internet, Quality of Service and Quality of Experience, and Multimedia Security and digital watermarking. The labs cover practices of multimedia systems design and require students to use existing platforms to create and build multimedia contents and applications.

ENGR-AD 322 Computer Graphics and Visualization
Periodically offered
Prerequisites: ENGR-AD 202 and ENGR-AD 203
Crosslisted with Interactive Media
Computer (elective)
The course introduces the basic concepts of computer graphics and vision. Topics covered in this course include 3D modeling and geometry, simulation, animation, and character animation, graphics pipeline, geometric transformations, lighting and light transfer, illumination and color models and computer science, as well as the design image transformation and filtering, color vision, feature extraction, and visual recognition. The labs cover practices of computer graphics and 3D modeling and authoring tools, and require students to use existing platforms to create and build 2D and 3D graphics models and applications.

ENGR-AD 323 Design Fundamentals
Offered spring
Prerequisite: ENGR-AD 110J is recommended but not required
Elective for all engineering majors
Lecture only
The course Design Fundamentals is designed for engineering students to learn the fundamentals of “good design”—how to be innovative, whilst keeping the design useful, aesthetic, understandable, unobtrusive, honest, long-lasting, detailed and environmentally friendly, and emphasizing essential aspects. The aim of this course is to enable students to discuss eye-to-eye with other creative professionals, design beyond, and to be able to apply design rules to their own projects. Design Fundamentals is a hands-on course in design and innovation serving the specific needs of engineers.
ENGR-AD 324
Engineers for Social Impact
Offered spring
Prerequisites: ENGR-AD 110J is recommended but not required, sophomore standing, permission of the instructor; Elective for all engineering majors
Field experience included
2 credits
This course is intended for students who are highly motivated and seek the opportunity to investigate and co-develop transformative concepts and solutions wherein the application of engineering and design methodologies are put to productive use in affecting social impact. Students with the necessary background course work and who, in the opinion of the faculty, possess intellectual independence and ability may register for this course. The course includes a required fieldwork component to be completed during spring break with the supervision of the sponsoring faculty. Course application forms available from the Dean of Engineering.

ENGR-AD 331
Thermal Energy Systems
Offered spring
Prerequisite: ENGR-AD 235 Mechanical (required)
Lecture and recitation included
This course focuses on the analysis and design of energy-conversion systems. It introduces students to power generation systems. Topics covered include gas and vapor power systems and their components; refrigeration and heat pump systems; combustion; boiling heat transfer characteristics; design of heat exchangers and cooling systems. Students gain an understanding of the fundamentals of such systems and the issues related to their operation from economic, environmental, ethical and safety points of view.

ENGR-AD 333
Machine Component Design
Offered fall
Prerequisite: ENGR-AD 335 Mechanical (required)
2 credits
This course introduces students to the fundamentals of machine elements thus enabling them to employ the knowledge gained to design machine elements for various engineering applications. The course is divided into two parts. In the first part, fundamental design topics such as materials, stress, strain, deflection and failure are reviewed. In the second part, basic machine elements such as screws, springs, shafts are analyzed. Bearings, gears, belts, clutches and brakes are also discussed.

ENGR-AD 335
Structural Components Analysis
Offered fall
Prerequisite: ENGR-AD 237 Civil (required); Mechanical (required)
Lecture and recitation included
2 credits
The course introduces students to the fundamentals of structural components analysis thus enabling them to employ that knowledge for structural analysis and for design of structural members. Topics include: three-dimensional analysis of stress; torsion of thin-walled sections; inelastic torsion; analysis of composite and unsymmetric beams; inelastic bending; beam deflections; elastic buckling of columns; and strength failure criteria.

ENGR-AD 336
Structural Systems
Offered fall
Prerequisite: ENGR-AD 335 Civil (required)
Lecture and recitation included
2 credits
The course provides an in-depth coverage of structural analysis techniques. Topics in this course include: analysis of statically determinate beams, frames and trusses; influence lines for determinate beams and trusses; deflection calculations using geometry and energy methods; analysis of statically indeterminate structures using superposition: slope deflection; moment distribution; and matrix analysis of structures. The course includes computer assignments using commercial structural analysis software.

ENGR-AD 337
Steel Structures Design
Offered every year
Prerequisite: ENGR-AD 336 Civil (elective; also qualifies as design elective)
Lecture and recitation included
2 credits
This course examines structural steel design principles and techniques based on the Load Resistance Factor Design (LRFD). A detailed treatment of material properties and design based on American Institute of Steel Construction (AISC) codes is provided. Topics include: design of tension and compression members; design of beams and beam-columns; design for serviceability limit states; and design of simple bolted and welded connections. An emphasis is placed in which students work in groups to simulate and solve specific design problems using structural analysis and design software.

ENGR-AD 338
Concrete Structures Design
Offered every year
Prerequisite: ENGR-AD 336 Civil (elective; also qualifies as design elective)
Lecture and recitation included
2 credits
This course offers a detailed treatment of the design of reinforced concrete members. Topics include: material properties of reinforced concrete, American Concrete Institute (ACI) load and resistance factors; flexural design of beams and one-way slabs; shear and diagonal tension in beams; serviceability and reinforcement detailing; and design of reinforced concrete columns. The course includes a design project in which students work in groups to simulate and solve specific design problems using structural analysis and design software.

ENGR-AD 339
Environmental Engineering
Offered fall
Prerequisite: ENGR-AD 231 Civil (required)
Lecture and recitation included
2 credits
This course introduces students to the analysis and design software. Students study the basic theory and equations involved in the finite element analysis (FEA) for stimulating behavior of materials and structures. Topics include use of shape functions, numerical integration, assembly of finite elements into a structure, and solution of the resulting system of equations. The course emphasizes both theory and application of modeling for simulation. Students also learn to recognize modeling errors and inconsistencies that could lead to either inaccurate or invalid results.

ENGR-AD 340
Water and Wastewater Systems Design
Offered every year
Prerequisite: ENGR-AD 339 Civil (elective; also qualifies as design elective)
Lecture and recitation included
2 credits
This course introduces students to the concepts of design related to solving problems in environmental engineering. It provides an exposure to real-world problems in water systems and wastewater treatment. Students work in small teams and experience the design process, including the definition of the design objectives and constraints, formulation of the design concept, synthesis, and analysis of design options, as well as the development and testing of the proposed solution.
ENGR-AD 344 Transportation and Traffic Engineering
Offered spring.
Prerequisites: ENGR-AD 101, ENGR-AD 117 (recommended but not required), ENGR-AD 239, and MATH-AD 120
Civil (required)
Lecture and recitation included
The course introduces students to fundamental concepts that underlie highway design, traffic operations, and transportation systems planning and operations. The course begins with vehicle performance and the role it has to play in the design of highways. Vehicle cornering, highway superelevation, and horizontal and vertical design of highways are introduced. The topics covered related to traffic operations include individual vehicle motion, elementary traffic characteristic relations, traffic dynamics, and traffic control. Topics related to transportation systems include routing, dynamic programming and shortest path algorithms, network traffic management, and route choice.

ENGR-AD 345 Design of Traffic Systems
Offered every year
Prerequisite: ENGR-AD 344
Civil (elective; also qualifies as design elective)
Lecture and recitation included
2 credits
This course provides an introduction to design of traffic systems with emphasis on highway design. Students are introduced to the basic design concepts of horizontal and vertical alignment, super elevation, and cross-section design. The course also covers fundamentals of intersection and interchange design, pavement design, design of parking facilities, as well as bikeway and walkway design.

ENGR-AD 346 Water Resources Engineering
Periodically offered
Prerequisite: ENGR-AD 231
Civil (elective)
Lecture and recitation included
2 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 347 Data Analysis for Engineering Systems
Periodically offered
Prerequisite: ENGR-AD 291 or permission of the instructor
Civil (elective)
2 credits
Lecture only
This course introduces students to the science and art of statistical model development using field and experimental data. The course is divided into three parts: 1) review of statistical inference, 2) linear regression models, and 3) models with limited dependent variables. The first component focuses on a review of statistical estimation methods, properties of estimators and hypothesis testing. The second component presents linear regression methods, with an emphasis on the statistical properties of the Ordinary Least Squares estimators under idealized conditions, and on appropriate correction methods when these conditions are violated. The third component extends the discussion to models with limited (discrete and censored) dependent variables, with emphasis on logit and probit models for discrete data, and tobit and duration models for censored data. Sampling strategies are introduced.

ENGR-AD 349 Mechatronics
Periodically offered
Prerequisite: ENGR-AD 116
Electrical (elective), Mechanical (elective)
The course introduces the principles of mechatronic system intended to provide the student with foundational concepts in mechatronics and practical familiarity with common elements making up mechatronic systems. Laboratory experiments are designed to give the student hands-on experience with components and measurement equipment used in the design of mechatronic products.

ENGR-AD 368 Selected Topics in Information and Computational Systems
Offered every year
Prerequisite: Junior standing or permission of the instructor.
Computer (elective)
The course explores advanced topics of special interest in information and computational 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. Students must obtain permission from their faculty mentor.

ENGR-AD 369 Selected Topics in Communication and Electronic Systems
Offered every year
Prerequisite: Junior standing or permission of the instructor.
Electrical (elective)
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. Students must obtain permission from their faculty mentor.

ENGR-AD 379 Selected Topics in Urban Systems
Offered every year
Prerequisite: Junior standing or permission of the instructor.
Civil (elective)
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. Students must obtain permission from their faculty mentor.

ENGR-AD 380 Fundamentals and Applications of MEMS
Offered every year
Prerequisite: ENGR-AD 116; ENGR-AD 237 is recommended but not required
Electrical (elective), Mechanical (elective)
The course introduces students to the multi-disciplinary and exciting field of Micro-Electro-Mechanical Systems (MEMS) technology. It covers several cases of existing MEMS devices and their applications and limitations. The course also covers fundamentals of micromachining and micro-fabrication techniques that are central to the production of MEMS devices. The course also covers the design and analysis principles of several MEMS devices such as capacitive, piezoelectric, electrical sensors and actuators, MEMS-based medical and surgical devices, and biomedical lab-on-a-chip device. The course also includes several lectures on the concepts of MEMS design processes, assembly, and packaging. Several types of assignments are included during this course, such as analytical problems, simulation and design assignments, and seminars given by the students. Also, a project that involves design, simulation, and analysis of MEMS devices is a vital component of this course.

ENGR-AD 381 Bio-sensors and Bio-chips
Offered every year
Prerequisite: ENGR-AD 116
Computer (elective; also qualifies as hardware elective), Electrical (elective), Mechanical (elective)
This course covers the principles, technologies, methods and applications of biosensors and bioinstrumentation beginning with an examination of the ethical, legal, cultural, religious, and social implications of nanotechnologies. The objective of this course is to link engineering principles to understanding of biosystems in sensors and bioelectronics. The course provides students 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 the course, students are expected to be able to explain biosensing and transducing techniques, design, and construct biosensors instrumentation.

ENGR-AD 382 Bioimaging
Periodically offered
Prerequisite: ENGR-AD 203
Electrical (elective)
The 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
Prerequisite: Junior standing or permission of the instructor.
The 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. The course may be repeated for credit. The course is open to junior and senior students. Students must obtain permission from their faculty mentor.
ENGR-AD 400–402  
**Senior Capstone Design**  
*Offered every year*

The goal of the two-semester Capstone Design course sequence is to provide students with a major design experience that leverages the knowledge and skills acquired through the curriculum. The capstone is structured to immerse students in the process of design with measurable metrics, incorporating appropriate engineering standards and multiple realistic constraints. The process includes using knowledge, skills, tools, and analytical techniques to formulate and optimize the design. Capstone projects address engineering and technology topics that may also involve science, business, social sciences, and the arts. Students are challenged to design innovative engineering-based solutions after examining multiple aspects of project parameters. The capstone provides an opportunity to integrate technical, human, aesthetic, and business concerns with engineering design. Simulations/physical prototypes as well as other types of validations are highly recommended for the solution designed. The course encourages collaborative and trans-disciplinary projects spanning across engineering streams and other disciplines that apply the design process to solve real-world problems. Among the fundamental elements of the design process are the establishment of objectives and criteria, synthesis and analysis, construction, testing and evaluation. Further, engineering design is entailed to include a variety of constraints such as economic factors, safety and reliability, aesthetics, ethics, and social impact.

**ENGR-AD 400**  
**Senior Capstone Seminar**  
*Offered fall*  
**Prerequisite: Senior standing*  
2 credits

This course discusses project management, design process, decision, risk, and ethics in the context of design and project planning and implementation through lectures and skill building exercises. Applications of some of these topics are practiced via mini-projects, with the goal to integrate these in the actual capstone design project undertaken by each student.

**ENGR-AD 401**  
**Senior Design Capstone Project I**  
*Offered fall*  
**Prerequisite: ENGR-AD 400*  
2 credits

The students focus on refining the problem definition and project specifications of their chosen project, reviewing literature, developing the preliminary design, generating solution concepts and selection criteria, and reviewing and evaluating the chosen design. Students must consider social, economic, lifecycle, environmental, ethical, and other constraints, and must document the design process and the evolution of their design. Engineering and other appropriate codes and standards, and applicable regulations must be incorporated. This project culminates with a final report and presentation that proposes the actual design selected for further development and/or prototyping and testing in the subsequent semester.

**ENGR-AD 402**  
**Senior Design Capstone Project II**  
*Offered spring*  
**Prerequisite: ENGR-AD 401*  
The students finalize the proposed design solution, and test and verify the solution. Design modifications based on the test data are incorporated. If applicable, prototypes are built and tested. A final report for the project is prepared and the students make a presentation of their project to peers, faculty, and other professionals.

### ENGINEERING GRADUATE-LEVEL COURSES

**ENGR-GH 701-789**  
**Graduate Advanced and Special Topics and Independent Studies**  
*Periodically offered*  
**Lecture and lab included*  
1-4 variable credits

Advanced and special topics courses, as well as independent studies for graduate students, are offered by faculty in subject areas of interest to graduate students.

**ENGR-GH 790**  
**Graduate Seminar Series**  
*Offered fall, spring*  
**0 credit*  

The graduate seminar is a required course for all graduate students. Simulations/physical prototypes, with the goal to integrate these in the actual capstone design project undertaken by each student.

**Early Admission to Master’s Degree Programs at NYU Tandon School of Engineering**

Undergraduate engineering students with strong academic records may apply for early admission to the master’s degree graduate programs at the NYU Tandon School of Engineering. While NYU Tandon offers a wide range of graduate engineering programs, the NYUAD early admission track is limited to specific degree programs and will depend on the student's engineering major at NYU Abu Dhabi. Students apply for early admission at the end of the fall or spring semesters of junior year. Graduate Record Examination (GRE) scores, which are required for regular admission, are waived for NYUAD early admission applicants; however, GRE scores are required for NYU Tandon scholarship evaluations.

Masters of Science (MS) degrees at NYU Tandon typically require 30 credits for completion. To receive the MS degree, students must satisfy all of the requirements of both the Bachelors and Masters degrees, and there is no double-counting of courses. Students who spend the spring semester of junior year at NYU Tandon may enroll in graduate courses; if these courses are not counted toward the BS, they may be counted toward the MS degree. The minimum admissions requirements are: (i) a cumulative GPA of 3.4 or better; (ii) completion of at least 72 credits of undergraduate course work at the time of application (fall or spring semester of junior year); and (iii) completion of the MS Early Admission Form, including signatures of approval from the undergraduate mentor and the NYUAD Dean of Engineering. To remain in the early admissions program once admitted, the student must maintain a cumulative GPA of 3.0 or better in all courses until graduation with a BS degree. A faculty member from NYU Tandon will be appointed as the advisor to the student, and prior approval from the graduate advisor will be needed for every graduate-level course taken to ensure that the course will meet graduation requirements for the NYU Tandon MS degree.

For further information, and to receive the latest application information, please contact the Engineering Division office.
Global PhD Program in Engineering

The Global PhD program in Engineering at NYU Abu Dhabi allows Master’s degree holder students to pursue doctoral degrees in Engineering in Abu Dhabi. Our focus areas are Bioengineering, Cybersecurity, Nanotechnology, Smart Systems, and Transportation Systems.

Global PhD students are enrolled in NYU Tandon School of Engineering doctoral programs. Advised by an NYUAD faculty member, PhD students spend one year doing course work in New York and conduct their research in labs at NYU Abu Dhabi. Degrees are granted in the following disciplines:

- Biomedical Engineering
- Chemical Engineering
- Civil Engineering
- Computer Science
- Electrical Engineering
- Mechanical Engineering
- Transportation Planning and Engineering

Global PhD students receive an NYU Tandon School of Engineering PhD diploma upon graduation. The program is supported by generous scholarships covering up to four years of tuition and fees, stipends for New York and Abu Dhabi, housing allowance for New York and guaranteed housing on campus in Abu Dhabi, annual conference travel support, and career development support at NYU Abu Dhabi.

More information on the Global PhD program can be obtained from the Graduate and Postdoctoral Programs Office at NYU Abu Dhabi.
Although it is not always obvious from the compartmentalized approach often taken in higher education, the most important issues facing humankind require consideration from multiple perspectives. A multidisciplinary approach is a central feature of the NYUAD core curriculum and is present in NYUAD’s major programs as well. NYUAD’s natural science majors draw on the multi-disciplinary Foundations of Science sequence, the social science majors all include several broad multidisciplinary courses as requirements or electives. The arts and humanities colloquia courses bring a purposeful variety of perspectives to majors in that division. Even the different programs within engineering draw on a common core of science, engineering, and mathematical courses.

NYUAD’s Multidisciplinary Programs take this integration of discipline even further, supporting work across the disciplines and requiring students to think about particular complex issues from multiple angles.

The major in Arab Crossroads Studies explores the Middle East through political, historic, and cultural lenses that consider the region’s rich history of interconnectedness with other parts of the world. NYUAD’s location and cultural home make it a natural location to consider ways to end or prevent conflict. The UAE’s major initiatives in the environment, technology, and urbanization afford students unusual opportunities for research, fieldwork, and first-hand experiences. The new Legal Studies minor is informed by Islamic, common law, and continental legal traditions and is analyzed from both social science and humanities perspectives. Abu Dhabi’s position at the center of this geographical expanse makes it an ideal site to explore the intellectual and material riches of the ancient world.
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 both home to Islam’s holiest sites and contains at least sixty percent of the world’s proven fossil fuel reserves. Having experienced foreign domination and experiencing political upheaval, Arab nations are evolving extremely rapidly. Abu Dhabi is a natural setting for studying the complex cultural, political, and economic dynamics of the Arab and Islamic worlds. The Arab Crossroads Studies Program provides a portal for the global NYU community to study and engage with the cultural and intellectual diversity of this complex region, a space of multiple encounters and transactions.

Arab Crossroads Studies majors are required to take a minimum of 14 courses: four required courses (Emergence of the Modern Middle East; Anthropology and the Arab World; Introduction to Modern Arabic Literature and Society; and Problems and Methods in Arab Crossroads Studies); a minimum of four elective courses; and a two-semester capstone project. Additionally, Arab Crossroads Studies majors are required to take a minimum of four semesters of college Arabic or their equivalent, or demonstrate proficiency at this level.

Language: To fulfill the requirements of the Arab Crossroads Studies major, students must demonstrate intermediate ability in Arabic. This means either (1) studying Arabic through at least the intermediate level (four semesters) at NYU Abu Dhabi or within the broader NYU global network, (2) demonstrating the completion of comparable course work elsewhere, or (3) demonstrating a corresponding level of proficiency through examination at NYU Abu Dhabi.

Electives: Students take a minimum of four elective courses, selected from any or all of the following areas: history and religion; society and politics; and arts and literature. The electives provide both breadth and depth to the study of the region; familiarize students with a variety of disciplinary concerns; and enable students to develop a specialization in one of three distributional areas in preparation for the capstone project. At least one of the electives must be grounded in the period before 1800, and only one course may be taken during January Term.

- **History and Religion** 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** 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** 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 NYU Abu Dhabi, students are expected to be able to:

- Identify the cultural, social, economic, political, philosophical, and religious forces that have shaped and continue to shape the intersection of the Arab and Islamic worlds;
- Demonstrate a familiarity with historical and contemporary cultural and philosophical approaches to the study of the Arab world and neighboring regions while being attentive to the multiple transnational connections, circuits, and crossroads that have shaped them;
- Understand the ways in which the field of Arab Crossroads Studies draws upon and contributes to other scholarly disciplines;
- Develop arguments in which they reassess and, where necessary, revise conventional scholarly and popular understandings of the region, while continually questioning and justifying their own methodological assumptions and practices;
- Conduct advanced research, including fieldwork, master the use of primary and secondary sources, library resources, and relevant new technologies as appropriate;
- Create strong scholarly arguments drawing on appropriate sources, literature, and evidence;
• Display competence in Modern Standard Arabic in reading, writing, and oral comprehension;
• Demonstrate expertise in a particular approach to Arab Crossroads Studies resulting in the production of a senior capstone project;
• Compete effectively for places at elite doctoral programs in the United States and around the world in Middle Eastern Studies, Islamic Studies, Anthropology, History, Arabic Literature, and Comparative Literature, and with additional coursework in the social sciences, in Sociology or Political Science.

Arab Crossroads Studies majors who are interested in studying abroad should plan to do so during the spring semester of their sophomore year. They should also plan to take as many of their required Arabic classes as possible before going abroad, ideally completing the four required classes. With the permission of their mentor and the approval of the Arab Crossroads Studies Program, majors may also elect to study abroad during the fall of their junior year. All majors should expect to be in Abu Dhabi for the spring semester of their junior year and throughout their senior year.

REQUIREMENTS FOR THE MAJOR IN ARAB CROSSROADS STUDIES

4 Required courses:
   Anthropology and the Arab World
   Intro to Modern Arabic Literature
   Emergence of the Modern Middle East
   Problems and Methods in Arab Crossroads Studies

4 Electives: One must be grounded in a pre-1800 period
4 Arabic Language: Through Intermediate level
2 Capstone Seminar and Project

Minor in Arab Crossroads Studies

The goal of the minor 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 minor 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. Students pursuing a minor in Arab Crossroads Studies are required to take four courses: Emergence of the Modern Middle East; Anthropology and the Arab World; Introduction to Modern Arabic Literature and Society; and one non-language elective which must be approved in advance by the student's mentor.

REQUIREMENTS FOR THE MINOR IN ARAB CROSSROADS STUDIES

4 courses, distributed as follows:
1 Anthropology and the Arab World
1 Introduction to Modern Arabic Literature
1 Emergence of the Modern Middle East
1 Non-language Arab Crossroads elective
## ARAB CROSSROADS STUDIES COURSES

### REQUIRED COURSES

**ACS-AD 101X**  
Anthropology and the Arab World  
Spring 2017 (offered every spring)  
Crosslisted with Anthropology, Social Research and Public Policy  
How have anthropologists encountered, written about, and produced the "Arab world" over the past century? Beginning with early Western travelers' imaginations of Arabia and ending with a reflection on the role of anthropology in the Arab world (and more globally) today, this course provides an introduction to the anthropological project and to the everyday realities of people living in the region. Through ethnography, literature, film and fieldwork, we will explore such topics as Orientalism and its legacy; constructs of youth, gender, family and tribe; poetry and mediation; gender and social change; oil, development and globalization; transnational labor, migration and diaspora; Indian Ocean networks, pilgrimage and piety; the Islamic Revival; faith, medicine, and bioethics; displacement and dispossession; refugees and human rights; and the Arab uprisings.

**ACS-AD 118X**  
Introduction to Modern Arabic Literature  
Fall 2016 (offered every fall)  
Crosslisted with Literature and Creative Writing  
This course provides an overview of Arabic literature since the nineteenth century. The transformation of poetic form and the emergence of modern genres, such as drama, the novel, and the short story, will be examined in relation to classical Arabic and European genres. We will also discuss the relationship between aesthetic developments and their historical, political, and intellectual contexts.

**ACS-AD 131X**  
Emergence of the Modern Middle East  
Fall 2016 (offered every fall)  
Crosslisted with History  
Pre-1800  
At the crossroads between Asia, Africa and Europe, the region that Europeans and North Americans labeled "The Middle East" presents a dynamic and heterogeneous landscape of peninsulas and isthmuses, republics and monarchies, oil producing countries, and labor exporting nations. This course examines the recent history of the region from the mid-18th century until the Arab uprisings of 2010–2012. We explore the last Islamic empires, the intrusion of European colonial powers, the modernist, nationalist and Islamic reactions to aggression, the creation of authoritarian systems of power, and the multiethnic protests that have shaken them. The Egyptian, Iranian, Palestinian, and Saudi experiences are examined more closely.

### HISTORY AND RELIGION ELECTIVES

**ACS-AD 201X**  
Making of the Muslim Middle East  
Offered fall odd years  
Crosslisted with History  
Islam changed and shaped the Middle East following its emergence in the seventh century. Muslims subsequently developed and expressed their faith in the disciplines of law, theology, and mysticism, even as their religious communities fractured into a variety of Sunni and Shi'a groups. This course focuses on primary sources to examine the richness of Islamicate civilization in the pre-modern world, including inter-religious relations as well as political and economic trends.

**ACS-AD 202**  
Paradise Lost: Muslims, Christians and Jews in Al-Andalus  
Spring 2017 (offered spring odd years)  
Crosslisted with History  
Pre-1800  
From the beginning of the 8th to the beginning of the 17th century, Islam played a crucial role in the history of the Iberian peninsula. Today this period is often portrayed as one of inter-religious harmony, while Al-Andalus is simultaneously mourned in contemporary Islamist discourse as a lost paradise. In this course we investigate the rich and complex history of Al-Andalus, focusing on the changing relationships between Muslim, Christian, and Jewish communities.

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### ARAB CROSSROADS

#### SAMPLE SCHEDULE

Alternative sample schedules are available at nyuad.nyu.edu/grids

### YEAR 1

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2016-17 | MULTIDISCIPLINARY PROGRAMS | ARAB CROSSROADS STUDIES

287
Crosslisted with History

Heritage, History and Memory in the Modern "Middle East"
Offered spring even years

This course focuses on various themes of history, heritage, and memory practices: national commemorations and contested sites and events embodied, erased, marketed and consumed in the modern Middle East? This course examines the history and culture of the Jews in the medieval Islamic world, beginning with the historiographical debate about this contentious subject. The syllabus moves from the early encounter between Jews and the Jews at the time of the Prophet Muhammad, discussing the Qur'an and other foundational texts, to the legal and actual status of the Jews. We will examine how the famous Cairo Geniza documents illuminate Jewish (and Islamic) life, and how changes in the economy affected developments in Jewish law. The course will also examine the organization and functions of the Jewish community and will address the large question of how much autonomy the Jews actually had. We will also read literary sources showing how deeply influenced the Jews were by Arabic culture. Where relevant, certain will be drawn with the situation of the Christian minority in the Islamic world and with that of Jews living in Medieval Latin Europe.

ACS-AD 20XJ
Jews in the Islamic World in the Middle Ages Periodically offered Crosslisted with History Pre-1800

This course examines the history and culture of the Jews in medieval Islamic society, with the historiographical debate about this contentious subject. The syllabus moves from the early encounter between Jews and the Jews at the time of the Prophet Muhammad, discussing the Qur'an and other foundational texts, to the legal and actual status of the Jews. We will examine how the famous Cairo Geniza documents illuminate Jewish (and Islamic) life, and how changes in the economy affected developments in Jewish law. The course will also examine the organization and functions of the Jewish community and will address the large question of how much autonomy the Jews actually had. We will also read literary sources showing how deeply influenced the Jews were by Arabic culture. Where relevant, certain will be drawn with the situation of the Christian minority in the Islamic world and with that of Jews living in Medieval Latin Europe.

ACS-AD 205X
Ottoman Crossroads Periodically offered

This course considers the long and varied history of the Ottoman Empire to examine the connections between the broader Middle East and Europe, Africa, and the Indian sub-continent. By looking at cultural, social, intellectual, and economic links and exchanges, it aims to highlight the ways in which populations across the Mediterranean and the Indian Ocean interacted and forged connections even as they often were at conflict.

ACS-AD 209
Ottoman Crossroads Periodically offered

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ACS-AD 210
Nationalism in the Middle East Periodically offered

The course challenges preconceptions of Arabian landscapes as merely desert by exploring three distinct ecological zones in relation to each other: desert, maritime coast, and mountain chain. How have these zones been constituted naturally and historically, and how are they changing in the present era? Topics include the impacts of human settlement, especially on water resources, inter-regional and global trade, colonization, and urbanization. Finally, we will look at what gendered and global institutions have done to address some problems emerging in these zones. Learning will take place through informal lectures, guided tours of key sites, activities such as walking, boating, and swimming to get an embodied sense for these zones, recording through sketching or photography, interviewing various people knowledgeable about the issues at hand, not to mention people affected by their changing surroundings. Daily diary writing is required, along with group discussions with instructors during the day, and a short final reflective paper.

ACS-AD 206X
Interwoven Paths of Spain and Morocco Offered periodically in January

Crosslisted with History

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 occupation in the 20th century played a important role in the Spanish civil war. The course includes an extended trip through Morocco and Spain.

ACS-AD 207X
Arab Crossroads in China January 2017 (offered every January)

Crosslisted with History

Pre-1800

In this course we immerse ourselves in the lives and culture of the Arab merchant communities that settled in China from the early days of Islam until the early modern period. We learn about Arab seafaring and trade in the Indian Ocean and the creation of the "Arabian Seas." We read the narratives of Arab merchants, such as Suleiman the Merchant and Abu Hassan al-Sirafi who came to China from the Gulf in the 9th and the 10th centuries, as well as travels by Abu Abdallah Ibn Battuta, who traveled to China all the way from North Africa in the 14th century. We study the history of the corresponding periods in Chinese history—the Tang, Song, and Yuan dynasties, and to complement the Arab travelogues, read the narrative of Ma Huan, the Chinese Muslim who sailed from China to Mecca and other cities in the region in the 15th century.

ACS-AD 208X
Muslim Societies in African History Crosslisted with History

The class visits Quanzhou, better known as Zaytuna, a city dominated by Arabs for several centuries, and other port cities in the Yangzi Delta and north in the Grand Canal on the way to Beijing.

ACS-AD 207X
Oasis, Coast and Mountain: Landscapes of History and Culture in the UAE and Oman Periodically offered in January

Crosslisted with History

This course examines the history and culture of the Jews in the medieval Islamic world, beginning with the historiographical debate about this contentious subject. The syllabus moves from the early encounter between Jews and the Jews at the time of the Prophet Muhammad, discussing the Qur'an and other foundational texts, to the legal and actual status of the Jews. We will examine how the famous Cairo Geniza documents illuminate Jewish (and Islamic) life, and how changes in the economy affected developments in Jewish law. The course will also examine the organization and functions of the Jewish community and will address the large question of how much autonomy the Jews actually had. We will also read literary sources showing how deeply influenced the Jews were by Arabic culture. Where relevant, certain will be drawn with the situation of the Christian minority in the Islamic world and with that of Jews living in Medieval Latin Europe.

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

Crosslisted with History

This course examines the history and culture of the Jews in the medieval Islamic world, beginning with the historiographical debate about this contentious subject. The syllabus moves from the early encounter between Jews and the Jews at the time of the Prophet Muhammad, discussing the Qur'an and other foundational texts, to the legal and actual status of the Jews. We will examine how the famous Cairo Geniza documents illuminate Jewish (and Islamic) life, and how changes in the economy affected developments in Jewish law. The course will also examine the organization and functions of the Jewish community and will address the large question of how much autonomy the Jews actually had. We will also read literary sources showing how deeply influenced the Jews were by Arabic culture. Where relevant, certain will be drawn with the situation of the Christian minority in the Islamic world and with that of Jews living in Medieval Latin Europe.
 experiences of, conflicts over, and representations of notions such as territory, landscape, body, nation, gender, memory, terror, freedom, and spectacle.

ACS-AD 234X
Arabs, X and Modernity
Periodically offered
Crosstlisted with Social Research and Public Policy
This course explores the centrality of sex to the construction of modernity through case studies drawn primarily from the Arab world. Attention will be paid to both the construction of the male and female sexes in relation to the notion of the modern, as well as the issue of modern desires and sexual identities, in an attempt to recast the relation between the Arab world and sex from a broader perspective, including imperial and colonial relations. The focus on specific case studies will allow us to reflect critically on Eurocentric theories of gender and sexuality. Major themes under exploration will comprise the question of the veil, the structure of the family, the use of sexual pleasures, the debates around female genital cutting, the conflicts over reproduction, and the politics of sexual identity. Writers include Michel Foucault, Judith Butler, Ann Laura Stoler, Lisa Pollard, Joseph Massad, Leila Abu-Lughod, Chandra Mohanty, Mohammed Mack, Beatriz Preciado, Joan Wallach Scott, Saba Mahmood, Farha Ghannam, Homa Hoodfar, Afsaneh Najmabadi, Ayan Hirsi Ali, Marcia Inhorn, Madawi al Rasheed, Douglas Northrop, Silvia Federici, and Theran Ghorborn.

ACS-AD 237
State and Society in the Modern Persian Gulf and Arabian Peninsula
Periodically offered
This course provides an introduction to both the origins of the Gulf States—including Iraq and Iran as well as the GCC countries—as well as a survey of the approaches to understanding these states to their respective societies. Beginning with the restructuring of the broader Middle East following the First World War and the dissolution of the Ottoman Empire, the course will turn to the economic and intellectual trends that determined the environment in which states as diverse as Oman, Iran, and Bahrain took on their modern form. The course closes with a consideration of the developments that have taken place in Gulf following the Second Gulf War of 1991, the American Invasion of Iraq in 2003, and the tensions and possibilities that appeared following the popular uprisings of 2011.

ECON-AD 214X
Economic History of the Middle East
Crosstlisted with Economic History, History
EDUC-AD 114X
Education and Diversity: Historical and Comparative Perspectives
Crosstlisted with Education
LAW-AD 214X
Comparative Legal Systems: United States and United Arab Emirates
Crosstlisted with Legal Studies
LEAD-AD 115J
Critical Issues in Social Entrepreneurship: Innovations in the Middle East
Crosstlisted with Business and Organizational Studies, Economics, Leadership and Social Entrepreneurship
POLSC-AD 141X
Ibn Khaldun and Political Theory
Crosstlisted with Political Science
POLSC-AD 152X
Comparative Politics of the Middle East
Crosstlisted with Political Science
POLSC-AD 157X
Bridging the Divide Between the Arab World and the West
Crosstlisted with Political Science, Social Research and Public Policy
POLSC-AD 163X
Iraq War and its Consequences
Crosstlisted with Political Science
SRPP-AD 112X
Islam and Society
Crosstlisted with Social Research and Public Policy
SRPP-AD 125
Ethnographic Field Research
Crosstlisted with Anthropology, Social Research and Public Policy
SRPP-AD 136X
State Formation: The Case of the United Arab Emirates
Crosstlisted with Social Research and Public Policy
SRPP-AD 140X
Women and Work in the Gulf
Crosstlisted with Social Research and Public Policy
SRPP-AD 156X
Social Change and Development in the Arab World
Crosstlisted with Social Research and Public Policy
SRPP-AD 160X
Islamist Social Movements in the Middle East
Offered Fall
Crosstlisted with Political Science, Social Research and Public Policy
ARTS AND LITERATURE ELECTIVES
ACS-AD 111X
Emirati Literature and Culture
Periodically offered
In this course, we discuss the salient features of Emirati culture and of the literature that expresses cultural life. Guest speakers who are experts on aspects of Emirati culture will participate in several class meetings.

ACS-AD 112X
UAE from Pre-History to 2030: History, Environment, Society and Culture
Offered spring even years
A selection of themes and topics providing a broad perspective of Emirati history and culture are covered in this introduction to the United Arab Emirates. The class consists largely of presentations by guest experts as well as a selection of readings designed to provide a deep insight into the past and future of the nation. Students are required to keep a journal and submit a research paper on a relevant topic of their choice.

ACS-AD 261X
Cities and Modern Arabic Literature
January 2017 (offered every January)
Crosstlisted with Literature and Creative Writing Pre-1800
This class is divided roughly into two broad sections: in the first half of the semester we read the works of recent critics of Said such as Sunalla Ibrahim, Huda Barakat, Hanan Al Sheikh, Tawfic Yusuf Awad, Simon Antoun, and Ghasan Kanafani. We read the novels as both individual and collective experiences, and we discuss how the new literary genre reflected and participated in the process of social change.

ACS-AD 263J
Modern Architecture in Abu Dhabi
Periodically offered in January
Crosstlisted with Art and Art History
This course is an exploration of modern architecture in the city of Abu Dhabi. Gulf countries have witnessed an unprecedented construction boom since the beginning of oil exploitation. Newsies have been built and old cities have been renewed, often with the help of such world-class architects as Le Corbusier, Frank Lloyd Wright, Walter Gropius, and Constantin Doxiadis. In Abu Dhabi, infrastructures, public buildings, and residential projects have been designed by Roger Tallibert, Benjamin Thompson, Norman Foster, and Zaha Hadid, to name but a few. Students contribute to writing the story of modern architecture in the city. They visit and document remarkable buildings, explore local protocols of this literature. The Hadith come mostly out of Bukhri and the Sirahl of the Prophet; and the exegesis includes readings from Baydawi, Qurtubi, and collective experiences, and we discuss how the new literary genre reflected and participated in the process of social change.

ACS-AD 286
Directed Study
Offered by application
Under the supervision of a faculty member, students develop a research plan and complete a 25-page research paper, which is assessed based on the strength of research (both primary and secondary materials), the robustness and originality of the argument, and the quality of the student’s writing.
**CAPSTONE EXPERIENCE**

**ACS-AD 400**
Arab Crossroads Studies Senior Capstone Seminar
Fall 2016 (offered every fall)
The capstone seminar is designed as a workshop offering graduating seniors a communal environment in which to conceptualize, share and refine a year-long research project, self-designed in consultation with a faculty advisor. In this semester, particular attention will be paid to the organization and practice of research as well as evidence, method and scholarly habit and process. The fall semester culminates in the presentation of significant writing (at least 20 pages/6000 words) toward the final scholarly product, the written and publicly presented capstone. Each student should also be working with their faculty advisor throughout the semester, submitting drafts to their advisor and working with her/him on the research process.

**ACS-AD 401**
Arab Crossroads Studies Senior Capstone Project
Spring 2017 (offered every spring)
The spring semester of the ACS Senior Capstone is composed of the student working in close consultation with a faculty member on their capstone project. It is expected that the student will meet weekly with their advisor.

The Ancient World multidisciplinary minor 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 minor encompasses a number of disciplines, including archaeology, art history, history, literature, and philosophy.

**Minor in The Ancient World**
The minor in the Ancient World requires that students complete four approved courses. These 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 from within the NYU global network.

**REQUIREMENTS FOR THE MINOR IN THE ANCIENT WORLD**

4 courses, distributed as follows:

- Ancient World or crosslisted courses covering at least two disciplines or civilizations
ANCIENT WORLD COURSES

MDANC-AD 110
Ancient Empires
Periodically offered
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 in this course include kingship, warfare, economy, law, ethnic identity, core-periphery relations, and imperial ideologies.

MDANC-AD 112
Archaeology of the Near East from the Origins of Agriculture to Alexander the Great
Periodically offered
Crosslisted with Arab Crossroads Studies, History Pre-1800
This course offers an interdisciplinary approach to the material culture of the ancient Near East, from the rise of agriculture to the destruction of the Persian Achaemenid Empire by Alexander the Great—from the Neolithic to the Late Iron Age. Geographically the course covers the territory from the Levantine coast of Syria and Lebanon, through Iraq, to Iran. The course surveys major archaeological sites and monuments from the perspectives of archaeology, anthropology and art history; it covers wide-ranging topics in a chronological framework, including the development of complex societies, urbanism, state formation, technology, landscapes and settlements, and art and architecture.

MDANC-AD 113
Intellectual History of the Ancient World
Periodically offered
Crosslisted with History
This course examines foundational texts in the intellectual life of ancient Greece and Rome in their historical context. Topics in this course include political thought (democracy, republicanism, cosmopolitanism), religion (ritual and theology), and science (medicine, mathematics, astronomy).

MDANC-AD 114X
Alexander and the East: Central Asia and the Mediterranean from the Achaemenid Period
Periodically offered
Crosslisted with History
The course explores relations between the various steppes and oasis cultures in Central Asia and the Mediterranean world from the Achaemenid period up to the early Middle Ages. These relations are characterized by a broad spectrum of different forms of contact and exchange. Direct contacts were established, for example, by military campaigns, diplomatic exchanges, migrations or colonization. Less direct forms of cultural transmission resulted from complex transcontinental trade flows. The course will focus on the consequences different forms of communication with the Mediterranean had on Central Asian art and material culture. Students will consider topics such as urbanism, architecture, iconography, and historiography as well as specific aspects of material culture including ceramics, arms and costume.

MDANC-AD 198
Directed Study
Offered by application
Closely supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in a substantial paper.

COREI-AD 14
Innovation in the Ancient World

HIST-AD 115
Topics in Global History
Crosslisted with History

HIST-AD 132
Silk Roads Past and Present
Crosslisted with Art and Art History, Arab Crossroads Studies

HIST-AD 183
Ancient Roman Empire
Crosslisted with History

LITCW-AD 111
Classical Literature and Its Global Reception
Crosslisted with Literature and Creative Writing

LITCW-AD 121
Travel, Geography, and Imagination in Arabic and Islamicate Literatures
Crosslisted with Arab Crossroads Studies, Literature and Creative Writing
The multidisciplinary minor 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 significant commitment to environmental sustainability. The minor is designed to integrate the fundamental sciences, including biology, chemistry, computer science, mathematics, and physics, with economics and the arts to provide an understanding of the Earth system and the current and future challenges imposed on it as the human population grows.

The curriculum emphasizes both quantitative reasoning and descriptive analysis in courses that emphasize science, economics, social concerns, the humanities and arts as a means to identify, explore, and solve fundamental problems and issues of environmental concern. Whenever possible, the courses utilize the local environment as a natural laboratory and studio for field trips and consider relevant local phenomena and issues.

**Minor in The Environment**

The multidisciplinary minor in The Environment requires four courses. In order to develop an interdisciplinary understanding of environmental concerns, students must take at least one course in each of the following areas: Environmental Studies; Environmental Policy; and Environment, Culture, and Society. The minor in The Environment is designed for students with broad disciplinary backgrounds.

**REQUIREMENTS FOR THE MINOR IN THE ENVIRONMENT**

4 courses, distributed as follows:

1. Environmental Studies course
2. Environmental Policy course
3. Environmental Culture and Society course
4. Additional elective (from any of the categories above)
Computational media is constantly transforming the means of social communication, making it accessible to more people every day. In this process of democratization of the tools of communication, what does it mean to become producers of experiences and not just consumers?

Interactive Media begins with the premise that access to newer and more expansive communication technologies creates new opportunities for human expression. But this minor takes the tools as a means of expression—not an end in themselves. In interactive media courses, students are expected to engage with the ideas offered by their coursework both in the core curriculum and their majors and imagine how those ideas might be communicated with new media technologies. The goal of this endeavor is to augment and improve human experience, and to bring both meaning and delight to people's lives.

The curriculum is continually evolving, reflecting the spirit of experimentation and the potential in these emergent forms. Practical skills involving electronics, programming, design, and digital media will be developed in conjunction with theory to address the nature of a constantly changing media landscape. Emphasis is placed on experiential learning; students will be challenged to continually create their own projects leveraging the tools and ideas learned in the classroom.

The Interactive Media Program operates as a meeting point for the arts, sciences, and humanities. This integrated approach is part of the program's foundation, supporting an environment where people from diverse backgrounds can come together to imagine new possibilities for expression.

The ways that we communicate with one another change all the time. Computational media is constantly transforming the means of social communication, making it accessible to more people every day. In this process of democratization of the tools of communication, what does it mean to become producers of experiences and not just consumers?

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The Interactive Media Program operates as a meeting point for the arts, sciences, and humanities. This integrated approach is part of the program's foundation, supporting an environment where people from diverse backgrounds can come together to imagine new possibilities for expression.

Minor in Interactive Media
This minor requires four courses: Introduction to Interactive Media, Communications Lab and two other interactive media courses or appropriate courses offered in the NYU global network.

REQUIREMENTS FOR THE MINOR IN INTERACTIVE MEDIA
4 courses, distributed as follows:

1  Introduction to Interactive Media
1  Communications Lab
2  Interactive Media Electives
**INTERACTIVE MEDIA COURSES**

**REQUIRED COURSES**

**MDMED-AD 101**
**Introduction to Interactive Media**
Offered fall  
Crosslisted with Art and Art History, Film and New Media  
With the advent of digital computation, humans have found a variety of new tools for self-expression and communication. Thinking about how we interface with these tools beyond the mouse and keyboard, we can approach software and electronics as artists and designers and explore new interactions with machines and each other. This introductory course will provide students hands-on experience with screen and physical interaction design through programming and electronics using microcontrollers, electronics, and writing our own software. Weekly exercises encourage students to experiment freely, creating their own novel interfaces and controls for working with machines.

**MDMED-AD 102**
**Communications Lab**
Offered spring  
Crosslisted with Music  
Communications Lab is a production-based course that surveys various technologies including web development, 2D design, digital imaging, audio, video, and animation. The forms and uses of these communications technologies are explored in a laboratory context of experimentation, collaboration, and discussion. Much of class time will be spent introducing and playing with equipment and software essential to media production and contemporary storytelling. Each technology is examined as a tool that can be employed and utilized in a variety of situations and experiences. The World Wide Web will serve as the primary medium for content delivery and user-interaction. Principles of interpersonal communications and media theory are also introduced with an emphasis on storytelling fundamentals, user-centered design, and interactivity.

**INTERACTIVE MEDIA ELECTIVES**

**MDMED-AD 116**
**Mashups—Creating with Web APIs**
Offered fall  
As the World Wide Web continues to grow and pervade our everyday lives, an ever-increasing amount of data and digital services are accessible to us via public web APIs—Application Programming Interfaces. Common to many web sites, including YouTube, Twitter, Google Maps, Wikipedia and more, these web APIs offer a way to programmatically request and re-purpose endless troves of information. How might we use these available resources to create unique, creative, and compelling web experiences of our own? Taking a hands-on approach, much of class time will be spent creating projects and writing code, primarily JavaScript, for client-side (front-end) web development.

**MDMED-AD 117**
**Circuit Breakers!**
Offered fall  
*Circuit Breakers!* is a course designed to introduce students to the world of hardware hacking and circuit bending for artistic and mainly sonic ends. By literally opening up common battery powered objects such as toys and finding their circuit boards, one can learn about the behavior of the object by interrupting the flow of electricity, creating novel, unexpected outcomes. This technique has both predictable and unpredictable outcomes, but it is often always satisfying. In addition to hacking off-the-shelf toys, students will also build their own circuits with a minimum amount of components. Many of the projects in this course center on common integrated circuits, which students will cajole, trick, and abuse in order to create art.

**MDMED-AD 202**
**Experiential Video Art**
Periodically offered  
Crosslisted with Film and New Media  
Video heralded a mediated form of expression, quickly embraced by artists, journalists, and provocateurs. This course explores alternative methods of working with video signals in the context of performance and installation. Students develop their own work while examining technical, aesthetic, and theoretical concepts embedded in existing pieces, following video art from the late 1960s to contemporary practices. Topics include a wide range of thinking about scale, projection mapping, using a camera as a sensor, real-time video manipulation, and alternative screens like LEDs. Previous video experience is recommended, though not required.

**MDMED-AD 203**
**Network Everything**
Periodically offered  
This course explores the possibilities and challenges of designing alternate physical network interfaces. Through weekly readings, class discussions, and a series of projects, students will create physical objects that talk to each other over distance. Various protocols such as Bluetooth, Zigbee, and WiFi, and GSM/GPRS are used in the context of creating novel “smart” devices. Topics of discussion in this course include networking protocols and network topologies; network time versus physical time; mobile objects; and wireless networks.

**MDMED-AD 206**
**Explorables**
Offered spring  
Prerequisite: Communications Lab or Instructor Approval  
The fundamental building blocks of good storytelling have remained consistent throughout history. What has changed, though, are the tools, platforms, and mediums through which these stories are communicated. In this class, we will utilize the modern web to create and share topic-based narratives and lessons that are engaging, interactive, and "explorable". Combining traditional writing skills and storytelling principles with modern media tools and web-based JavaScript libraries, students will learn how to write, design, produce, and code their own 21st century digital experiences. Over the course of the semester, students will iteratively produce compelling interactive "explorables" that live on the web and can be shared universally. Creative interactions built with code may include simulations, games, demos, and more. A majority of the work will be project-based and address a global audience. Some programming and/or web development experience is recommended.

**MDMED-AD 298**
**Directed Study**
Offered by application  
Supervised, individual research on a particular topic by arrangement with a faculty member, resulting in a final project of significant scope.

**AHCD-AD 139**
**Introduction to Digital Humanities**
Crosslisted with Arts & Humanities Colloquia

**COREA-AD 171**
**Nature of Code**

**COREA-AD 19**
**Communication & Technology**

**ENGR-AD 322**
**Computer Graphics and Vision**
Periodically offered  
Prerequisites: ENGR-AD 202 and ENGR-AD 203  
Crosslisted with IEngineering

**ENGR-AD 323**
**Design Fundamentals for Engineers**
Crosslisted with Engineering

**MUSIC-AD 106**
**Music Technology Fundamentals**
Crosslisted with Music, Sound and Music Computing

**MUSIC-AD 213**
**Interdisciplinary Collaborative Projects**
Crosslisted with Film and New Media, Sound, and Music Computing

**THEAT-AD 152**
**Art, Performance, and Social Practice**
Crosslisted with Theater
Law constitutes one of the fundamental ways in which society is ordered, and the rule of law remains essential to individual and communal flourishing. The Legal Studies Program at NYU Abu Dhabi poses the philosophical, cultural, religious, historical, social, political, economic, and ethical questions that prove indispensable both to a deep understanding of law and to a liberal arts education. The Legal Studies Program does not focus on the laws of specific jurisdictions, but rather offers substantive and methodological insights about the nature of law and legal institutions. Legal education expands, deepens, and sharpens the mind, and it hones skills such as critical thinking, textual interpretation, understanding of the many facets of arguments, respect for the opposing views, dispute resolution, reconciliation, and clear oral and written expression. The integration of legal studies with liberal arts education enhances the opportunity for cross-disciplinary study. The Program in Legal Studies is situated within both the Social Sciences and Arts and the Humanities, and it thus aims to serve as a bridge between these divisions.

REQUIREMENTS FOR THE MINOR IN LEGAL STUDIES
4 courses, distributed as follows:

2 Foundational Courses
2 Additional Foundational or Legal Studies Electives

LEGAL STUDIES COURSES

FOUNDATIONAL COURSES

LAW-AD 115
Legal System and Method
Fall 2016 (offered fall)
The history of Western law is that of the two Romes, of the Papacy and law—papatus and imperiatus. It is a narrative of codification and the books of law, of scriptural texts and the casuistry that they generate. The first moment of legal study is that of inaugural texts and collections, of sovereignty, its representation and its textual delegation. The course will introduce the hierarchy of sources of law, the process of enacting law, the concepts of norm and rule, and then the plural regime of legal interpretation of sources, the hermeneutics of practice. Beginning with the concept of the code, the course will proceed to the topics of statutory interpretation, systems of precedent, and forensic rhetoric in distinct substantive legal disciplines. As the English legal sage Sir Edward Coke put it, inevitably in Latin, nemo nascitur artifex—no one is born a lawyer. To this end, the methods course will also entail and be supported by a vigorous legal writing and research program.

LAW-AD 117
Legal Ethics and Professional Responsibility
Fall 2016 (offered fall)
Crosslisted with Economics (breadth elective)
Law constitutes one of the fundamental ways in which society is ordered, and the rule of law remains essential to individual and communal flourishing. This course examines the ethical issues raised by the function of law and lawyers in protecting individual rights and advancing the common good. The course considers a variety of possible ethical theories such as natural law, positivism, idealism, utilitarianism, legal realism, interpretivism, deconstructionism, critical legal theory, and post-modernism as foundational to the rules governing the ethics and professional responsibility of lawyers. The increasing globalization and transnational practice of law warrants a comparative perspective on the similarities and differences between jurisdictions with regard to specific issues in legal ethics. Legal materials are drawn from a variety of jurisdictions, such as Australia, China, the European Union, Finland, France, Germany, Japan, New Zealand, Russia, the United Arab Emirates, the United Kingdom, and the United States, in order to elucidate the relevant issues in legal ethics. Among the issues addressed are the legal profession and professional identity, trust, truth telling, confidentiality, conflict, client autonomy, access to legal services, cause lawyering, ethical breaches, and malpractice. In addressing these issues, the course involves lectures and class discussion of the readings. Additionally, the course also employs student participation in various ethical scenarios, and this methodology not only permits exploration of the facts and rules with regard to the ethical issues, but also assists students to develop skills that are essential to good lawyering such as client interviewing, negotiation, alternate dispute resolution, mediation, and reconciliation.

LAW-AD 118
Business Law
Fall 2016 (offered fall)
The law has become a central subject in the world of business, setting the rules and regulations under which economies operate. This course explores the legal environment in which businesses operate and studies the interaction between business and the legal system. The course will first introduce students to the legal and constitutional environment of business and business dispute resolution. Students will then be introduced to intellectual property and internet law, business crime and regulatory compliance, business contracts on a comparative law basis, business negotiable instruments such as checks and banking, letter of credits, documentary credits, debtor-creditor relationships and more specifically creditor’s rights, bankruptcy, reorganization, employment relations, agency, labor and immigration. This course will then examine the business organizations such as sole proprietorships, partnerships, limited liability companies and different topics that dictate how to form, buy, manage, run, close or sell a business.

LAW-AD 119
Legal Writing and Research
Offered every semester (beginning Fall 2017)
This course provides an introduction to sources of law, legal research, legal reasoning, and interpretative methodologies. The course discusses the sources and techniques for basic legal research. It develops and hones students’ ability to write about complex legal issues in a variety of settings and for a variety of audiences. The course focuses on the interpretation of texts, developing clear and persuasive arguments, the use of available library resources including technologically available legal materials. It also treats the drafting of legal briefs, memorandum, and other legal documents. A central feature of the course is to lay the groundwork for working with various law-related texts as a foundation for legal studies and for the eventual senior capstone thesis.
This course will cover interpretation of the Bill of Rights, the Civil War Amendments, and other rights in the US Constitution through the reading of Supreme Court opinions. Topics in this course include freedom of speech and press, free exercise of religion and separation of church and state, the right of privacy, the rights of the criminally accused, equal protection of the law against race, gender and sexual orientation, and the right to bear arms. Cases are read and discussed closely for their legal and philosophical content.

**Law-AD 211 Gender in Law Periodically offered**

This course examines the relationship between gender politics, legal theory, and social policy. Students will study the role that the legal arena and certain historical conditions have played in creating, re-creating, and protecting particular gender identities (and failing to protect other gender identities) and examine the political effects of those legal constructions.

**Law-AD 212J International Law Offered January**

Crosslisted with Peace Studies, Political Science, Social Research and Public Policy

“International” law, which the English philosopher Jeremy Bentham defined as the rules governing sovereign nations, is today more like a curriculum than a single course. Its subject matter is no longer limited to the “foreign relations” of nations. International law continues to deal with how states deal with one another. It includes, as it has for centuries, rules on when it is legal for states to go to war against each other as well as how war is conducted, for example. But international law today includes some rules about how a government is expected to behave toward its own citizens as well as towards foreign investors who establish businesses within its territory. It also includes rules that govern non-state actors, such as international organizations like the United Nations, and others that are used by non-governmental organizations (NGOs) that advocate to pressure governments, such as Amnesty International. Contemporary international law is found not only in the rules that states make with respect to one another (as under treaties), but also in a body of case law produced in some international courts, such as the International Court of Justice. The course will examine the causes of these rules, their effects, and the way that courts interpret them.

**Law-AD 213 Climate Change Law and Policy Spring 2017 (offered spring)**

Climate change is a foremost theme that will influence financial activities, and policy and legal framework for years to come. In a noticeably short time span, climate change has become a global challenge calling for collective action. Climate change law is emerging as a new legal discipline. Students in this course will explore how climate change law relates to other areas of law and how climate change has elicited rulemaking processes at the international, regional, national and local levels. The course will conclude with the negotiation process, implementation and current status of the United Nations Framework Convention on Climate Change (UNFCCC), the Kyoto Protocol, the Copenhagen Accord, the Cancun and Durban Agreements, and the future status of the climate change regime and negotiation strategies of the G77+China in the emerging international climate change nexus and the roles of energy cooperative agreements. The class will then proceed to identify the climate change policy issues in state and international law. Students will also study the impact of recent developments in international criminal law on climate change.

**Law-AD 214X Comparative Legal Systems: United States and United Arab Emirates Fall 2017, 2018 Crosslisted with Arab Crossroads Studies**

The growing trend of globalization in nearly every field of human endeavor demands legal experts to acquire an awareness of legal traditions and systems that operate beyond their borders. This course will invite students to explore various legal systems from a comparative perspective. Primarily this course will focus on essential characteristics of the three major legal systems: Civil, Common, and Islamic (Shari’ah). The class will also examine diverse legal systems, inspired by various political, social, or religious doctrines, successfully used by billions of people in various parts of the world. This course will pay special attention to legal traditions and systems that are evolving in the United States of America and the United Arab Emirates. This class will offer historical and cultural backgrounds related to the development of legal structures and substantive rules in both national and international legal systems as well as the actors that influence their development, creating, revising, and protecting particular gender identities (and failing to protect other gender identities) and examine the political effects of those legal constructions.

**Law-AD 215 Capital Punishment and the Modern American Approach to Punishment, and compare penal practices around the world. Students will analyze US Supreme Court opinions.** This course will cover interpretation of the Bill of Rights, the Civil War Amendments, and other rights in the US Constitution through the reading of Supreme Court opinions. Topics in this course include freedom of speech and press, free exercise of religion and separation of church and state, the right of privacy, the rights of the criminally accused, equal protection of the law against race, gender and sexual orientation, and the right to bear arms. Cases are read and discussed closely for their legal and philosophical content.

**Law-AD 216 International Business Law Spring 2017 (offered spring)**

Companies of all sizes, and across all sectors, are doing business in various forms beyond their domestic borders. This course is designed to introduce students to the major legal systems of the world through the construction of hypothetical examples. The course is based in New York or Buenos Aires (and visitors to the class (depending on whether the “human rights revolution.” Select class outings to the United Nations, and others). This course will study existing judicial systems and essential rules dealing with legal education and practice in the United States and the United Arab Emirates.

**Law-AD 217 Contracts Periodically offered**

The course in Contracts will provide an international and comparative introduction to the law of vitioluntary obligations. The course will familiarize students with the basic concepts of promise, consideration, offer and acceptance, vitiating factors, terms and conditions, interpretation, performance, breach, and remedies. The course will conclude with the negotiation process, implementation and current status of the United Nations Framework Convention on Climate Change (UNFCCC), the Kyoto Protocol, the Copenhagen Accord, the Cancun and Durban Agreements, and the future status of the climate change regime and negotiation strategies of the G77+China in the emerging international climate change nexus and the roles of energy cooperative agreements. The class will then proceed to identify the climate change policy issues in state and international law. Students will also study the impact of recent developments in international criminal law on climate change.

**Law-AD 218 Practices of the Human Rights Revolution Periodically offered**

This course will pay special attention to legal traditions and systems that are evolving in the United States of America and the United Arab Emirates. This class will offer historical and cultural backgrounds related to the development of legal structures and substantive rules in both national and international legal systems as well as the actors that influence their development, creating, revising, and protecting particular gender identities (and failing to protect other gender identities) and examine the political effects of those legal constructions.

**Law-AD 219 International Business Law Spring 2017 (offered spring)**

Companies of all sizes, and across all sectors, are doing business in various forms beyond their domestic borders. This course is designed to introduce students to the major legal systems of the world through the construction of hypothetical examples. The course is based in New York or Buenos Aires (and visitors to the class (depending on whether the “human rights revolution.” Select class outings to the United Nations, and others). This course will study existing judicial systems and essential rules dealing with legal education and practice in the United States and the United Arab Emirates.
Globalization has affected the way business is conducted. It has also modified and intensified the interaction between government policies and business. In order to evaluate the risk of international business projects and protect the companies against international business uncertainties, knowledge of globalization, cultural and societal environment, trade theory, government in international business, entry modes, economic integration, emerging markets, financial institutions, management strategy, and the legal regimes that shape the trade and investment in Europe, Asia, Middle East, and in North America in areas such as trade of goods, trade in services, intellectual property transfer arrangements, transfer of technology, and foreign direct investment is crucial. This course is designed for students who are interested in understanding the objectives and strategies of international business. The aim of this course is to enable students to better analyze and understand the opportunities and challenges that companies face when expanding their activities internationally. The course is also designed to provide the students with a framework to formulate the successful modes of market entry, including trade, import and export through intermediaries, contracting with agents and distributors, strategic alliances, and foreign direct investment.

LAW-AD 220
International Business
Spring 2017 (offered spring)

Globalization has affected the way business is conducted. It has also modified and intensified the interaction between government policies and business. In order to evaluate the risk of international business projects and protect the companies against international business uncertainties, knowledge of globalization, cultural and societal environment, trade theory, government in international business, entry modes, economic integration, emerging markets, financial institutions, management strategy, and the legal regimes that shape the trade and investment in Europe, Asia, Middle East, and in North America in areas such as trade of goods, trade in services, intellectual property transfer arrangements, transfer of technology, and foreign direct investment is crucial. This course is designed for students who are interested in understanding the objectives and strategies of international business. The aim of this course is to enable students to better analyze and understand the opportunities and challenges that companies face when expanding their activities internationally. The course is also designed to provide the students with a framework to formulate the successful modes of market entry, including trade, import and export through intermediaries, contracting with agents and distributors, strategic alliances, and foreign direct investment.

LAW-AD 221
Law in Literature
Spring 2017 (offered spring)

Literature and law have been characterized as two of the most central narrative endeavours of culture, with legal narratives, moreover, wielding state power. When judges engage in the interpretation of an authoritative text, they mete out punishment, separate families, and even condemn individuals to death. This course will look both at the multiform ways that law has been portrayed in literature and also how jurisprudence itself can be illuminated by understanding it not just as presenting a surface level of evidence, but as a narrative that reflects deeper levels of established social and cultural norms. Students will thus examine, on the one hand, the extent to which literary texts can help lawyers understand a larger human dimension that can revitalize their grasp of the ethical nuances of law. On the other, students will test Dworkin’s claim that we can improve our understanding of the nature of law by comparing legal interpretation with modes of interpretation in other fields of knowledge, particularly literature. Readings covered in this course include works by Aeschylus, Barthes, Brecht, Capote, Dostoevsky, Durrenmatt, Fuller, Gaspell, Holmes, Jackson, Kafka, Kleist, Marquez, Melville, Shakespeare, and Sophocles.

LAW-AD 222
Speech, Debate, and Oral Argumentation
Fall 2016, Spring 2017 (offered every semester)
1 credit

Students attend weekly debate sessions that focus on the analysis of current public policy and legal issues. The intellectually rigorous sessions are intended to foster clear analysis, the development of persuasive arguments, and effective oral presentation. Regular debates are a central feature of the weekly sessions. Students who fulfill the course requirements (as stipulated in the course syllabus) receive 1 credit hour per semester up to a maximum of 4 credit hours over the course of four academic semesters. First year students are not eligible to enroll in this course during their first semester.

COREP-AD 13
Law and the Imagination
Spring 2, 2017 (offered spring 2)

CORES-AD 5A and 5B
The Relationship of Government and Religion
Fall 2016, Spring 2017 (offered fall, spring)

POLSC-AD 184
United Nation Climate Change Treaty: The Road from Paris. Assessing the implications of the Paris Agreement
Periodically offered
Crosslisted with The Environment, Political Science

SRPP-AD 130
Law, Society, and Public Policy
Periodically offered
Crosslisted with Social Research and Public Policy

SRPP-AD 134J
21st-Century International Human Rights
Offered January
Crosslisted with Leadership and Social Entrepreneurship, Social Research and Public Policy

SRPP-AD 142
Renewable Energy Law and Policy
Offered spring
Crosslisted with The Environment, Social Research and Public Policy

The Peace Studies Program examines the factors that foster or undermine peace within local and national communities and across nations. The program is motivated by the conviction that understanding the complex dynamics of peace and conflict can facilitate the work of making the world a more just and peaceful place.

The Peace Studies Program draws on tools and methods from an array of disciplines in order to examine both the sources of conflict and the strategies and institutions that aim to resolve or prevent conflict, from methods of grass-roots local engagement to diplomacy, mediation, and international intervention. The Program analyzes peacemaking strategies across vastly divergent scales, from the contributions of individuals and small groups to the work of nations and multilateral organizations. In addition to the social, economic, and political dynamics affecting peace and conflict, the Peace Studies Program also investigates the psychological factors that can cause or resolve conflict, such as the psychological roots of prejudice and aggression and the psychological origins of attitudes of reconciliation and cooperation that allow enemies to transcend seemingly intractable conflicts and societies to build bridges across painful and deeply-rooted divides.

Additional courses rooted in the humanities and arts aim to deepen our understanding of the philosophical and human dimensions of peace and conflict. They pose questions such as: Can war ever be just? Can the priority of peace ever be used as a tool to preserve unjust institutions? More generally, these courses raise the question of whether the exercise of artistic creativity or inquiry into the human condition can foster peacebuilding, cross-cultural communication, and a greater sense of empathy with other human beings.
The ideas and issues addressed by the Peace Studies minor include:

- the challenges and strategies involved in promoting the peaceful resolution of conflict
- the costs of conflict and of the reconstruction of post-conflict societies from economic, social, psychological, and legal perspectives
- conflict and non-violence
- the psychological dimensions of conflict, prejudice, cooperation, and reconciliation
- peacekeeping
- transitional justice and post-conflict reconciliation
- post-conflict state-building
- migration and post-conflict economic development
- disarmament
- international law and governance
- the ethics of war and peace
- the history of wars and peacemaking
- artistic responses to war and roles for art in peacebuilding

**Minor in Peace Studies**

The Program draws on courses in the Arts and Humanities, Social Science, and Science as well as pre-professional courses in Leadership and Social Entrepreneurship. Students interested in international relations, comparative politics, economic development, social change and social justice, public service, anthropology, the arts and humanities may find special relevance in the Peace Studies Program, as will students participating in Engineers for Social Impact, an activity organized by the Engineering Program.

**Requirements for the Minor in Peace Studies**

4 courses, distributed as follows:

1. Foundations of Peace: Psychological Perspectives
2. Foundations of Peace: Economic and Political Perspectives
3. Peace Studies Electives

**Peace Studies Courses**

**Required Courses**

**PEACE-AD 101**

*Foundations of Peace: Psychological Perspectives*

Offered fall

This class will introduce students to the foundational theoretical approaches to peace from a psychological perspective. The class will focus on the study of conflict, aggression, civil unrest, violence, and terrorism, based on the idea that understanding the psychological roots of conflict is essential for understanding the means toward achieving peace within and between individuals, and achieving cooperation within and between groups. The class will consider the motives behind conflict, the origins of collective action, perceptions of justice in fueling conflict, the role of emotions, including anger and empathy, the role of ideologies and morality systems, the rationalization and justification of aggression and inequality, and the psychological consequences of conflict. The class will consider evidence relevant to Eastern philosophical approaches to peace and conflict, such as meditation, Buddhism, etc., including their neuropsychological and physiological markers. Finally, the class will critically evaluate attempts at understanding and reducing terrorism, as well as other conflict resolution strategies from a psychological perspective. In general, students will be able to integrate a range of perspectives to evaluate the current state of the science of peace psychology, including its strengths and shortcomings.

**PEACE-AD 102**

*Foundations of Peace: Economic and Political Perspectives*

Offered fall

Crosslisted with Economics, Political Science

This course surveys the political science and economics literature on social conflict and peace building. The class will focus on major themes and issues such as the determinants of peaceful cooperation and sustainable peace; the root causes of armed conflict; the determinants of ethnic conflict; the political economy of civil wars; the variables affecting the duration and termination of wars; the phenomenon of different forms of political violence, including protests, riots, military coups, political assassinations, and terrorism; and the politics and economics of peace building. The course is highly interdisciplinary and will cover a wide variety of cases from a comparative perspective.

**Peace Studies Electives**

**PEACE-AD 120**

*Transitional Justice*

Offered fall

Crosslisted with Political Science

How do societies emerging from authoritarian rule and intra-state armed conflict deal with past mass human rights violations? In their attempts to address past gross human rights violations, what types of justice mechanisms do such societies employ? Ruti Teitel first coined the term transitional justice in her book *Transitional Justice* (2000). Since then the term has circulated widely in scholarly and policy communities to describe a set of mechanisms and approaches to address past violence. This course analyzes the problems facing societies with past human rights violations, the numerous options they have at their disposal to engage these abuses and the political, economic, legal and ethical ramifications of each choice. The course is organized into two sections. The first section introduces theoretical approaches to study of transitional justice. The second section analyzes the most frequently used mechanisms, focusing on their potency in advancing democratization and reconciliation. Case studies include: the prosecutions of Nuremberg and Tokyo; the international tribunals of the former Yugoslavia and Rwanda; the hybrid tribunals of Timor Leste, Cambodia, and Sierra Leone.

**PEACE-AD 121**

*International Organizations and Global Governance*

Periodically offered

Crosslisted with Political Science

The creation of international organizations (IOs) is a crucial moment in historical efforts at structuring and civilizing international affairs. Organizations such as the League of Nations and the UN have been at the heart of attempts to create a peaceful international order. In today’s international system, international organizations perform a huge variety of challenging tasks: they provide safeguards against the military use of nuclear technology, destroy chemical weapons, convict war criminals, assist developing countries with loans, and deliver food to populations in need. This course will examine international organizations’ origin, logic and impact within both global and local contexts. It will provide students with a better understanding of both the theory and the practice of international cooperation and global governance. Specifically, it will study why states cooperate in IOs, how member states and international bureaucracies interact, and how IOs contribute to peaceful conflict management and human development in today’s international system.
Truth, Reconciliation and Justice in Post-Conflict Situations
Periodically offered in January
The focus will primarily be on the experience of the Truth and Reconciliation Commission in South Africa, why and how it came into being, how it was structured, how it functioned and its impact on the nation and national development. Sub-themes will include an analysis of four kinds of truth, the problem of denialism, and the difference and relation between restorative and punitive justice. The course will offer comparative reflections on how similar issues have been dealt with in Northern Ireland, Colombia and Sri Lanka.

Peacebuilding
Crosslisted with Political Science
This course will help students build an analytical understanding of the potentials and pitfalls of international intervention in conflict-affected societies. Postwar peace building has become a growing, yet highly controversial international activity. The experiences with attempts to promote peace and increase state capacity are sobering, in particular in terrains such as Somalia, the DRC and Afghanistan. How can the international community promote peace in these hard cases? What are the flaws of the existing “best practices” approach to peace building and what are promising alternatives to it? The course will examine the current debates on peace building and will invite practitioners from international organizations to discuss their approach to promoting peace in some of the world’s most challenging regions.

Causes and Prevention of Violence
Periodically offered
This course will study violence as a problem in public health and preventive medicine—indeed, the most important problem, since it could potentially, in this age of nuclear weapons, cause the self-extinction of the human species. To do so, students will review writings that illuminate and illustrate the causes and prevention of violence, including wars and civil wars, inter-ethnic violence, revolutions, genocide, terrorism and structural violence. Students will study how the moral emotions, shame and guilt, can motivate as well as inhibit both group and individual violence. Students will also examine cognitive causes of violence, including the backlash, in the form of “political religions”—Nationalism, Imperialism, Totalitarianism, and most recently, Apocalyptic Fundamentalism — against the modern scientific world-view and its challenge to the credibility of the traditional sources of moral and political authority. Readings in this course will include the Bible and works by Thucydides, Shakespeare, Buchner, Nietzsche, Dostoevsky, Joseph Conrad, Einstein, Freud, Kafka, Adorno, Frantz Fanon and Hannah Arendt.

War and Media in the Middle East
Crosslisted with Arab Crossroads Studies, Film and New Media

War

Peace

International Peacebuilding and the Role of Education
Crosslisted with Education, Political Science, Social Research and Public Policy

International Law
Crosslisted with Legal Studies, Political Science, Social Research and Public Policy

Music: Conflict, Protest, and Peace
Crosslisted with Music

International Conflict
Crosslisted with Political Science
Sound and Music Computing (SMC) is an emerging field combining music, computer science and engineering. Addressing topics that range from procedural audio or music for video games to automatic genre detection for music recommendation systems such as iTunes or Spotify, SMC has established itself as an important multidisciplinary field that opens up key areas of enquiry, interesting opportunities for graduate study, as well as new professional opportunities for those interested in combining music and computing.

Minor in Sound and Music Computing
The minor in Sound and Music Computing at NYU Abu Dhabi is a cross-divisional collaboration between the Music and Computer Science Programs that is open to all students. In this minor, students become familiarized with the state of the art in this field by learning current approaches to digital signal processing, music information retrieval, and procedural generation of music and audio.

REQUIREMENTS FOR THE MINOR IN SOUND AND MUSIC COMPUTING
The minor requires a minimum of five courses:

1. CS-AD 101 Introduction to Computer Science
2. MUSIC-AD 106 Music Technology Fundamentals
3. Electives from the following list (including at least one CS-AD numbered course and one MUSIC-AD numbered course):
   - CS-AD 103 Data Structures
   - CS-AD 105 Algorithms
   - CS-AD 116 Discrete Mathematics
   - MUSIC-AD 105 Music Theory and Analysis I
   - MUSIC-AD 205 Music Theory and Analysis II
   - MUSIC-AD 213 Collaborative interdisciplinary projects
   - MUSIC-AD 215 Designing Sound for Scene and Screen
   - MUSIC-AD 216 Recording and Producing Techniques
   - MUSIC-AD 317 Music, Electricity & Computation

SOUND AND MUSIC COMPUTING COURSES

REQUIRED COURSES

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<thead>
<tr>
<th>Course</th>
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<tr>
<td>CS-AD 101</td>
<td>Introduction to Computer Science</td>
<td>Crosslisted with Computer Science</td>
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<tr>
<td>MUSIC-AD 106</td>
<td>Music Technology Fundamentals</td>
<td>Crosslisted with Interactive Media, Music</td>
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SOUND AND MUSIC COMPUTING ELECTIVES

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<tr>
<td>CS-AD 103</td>
<td>Data Structures</td>
<td>Prerequisites: CS-AD 101 and CS-AD 116; Crosslisted with Computer Science</td>
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<tr>
<td>CS-AD 105</td>
<td>Algorithms</td>
<td>Offered fall, spring; Prerequisites: CS-AD 116; Prerequisite or Corequisite: CS-AD 103; Crosslisted with Computer Science</td>
</tr>
<tr>
<td>CS-AD 116</td>
<td>Discrete Mathematics</td>
<td>Offered fall, spring; Crosslisted with Computer Science</td>
</tr>
<tr>
<td>MUSIC-AD 105</td>
<td>Music Theory &amp; Analysis I</td>
<td>Crosslisted with Music</td>
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<tr>
<td>MUSIC-AD 213</td>
<td>Interdisciplinary Collaborative Projects</td>
<td>Crosslisted with Film and New Media, Interactive Media, Music</td>
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<tr>
<td>MUSIC-AD 215</td>
<td>Designing Sound for Scene and Screen</td>
<td>Crosslisted with Film and New Media, Music, Theater</td>
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<tr>
<td>MUSIC-AD 216</td>
<td>Recording and Producing Techniques</td>
<td>Offered spring; Crosslisted with Music</td>
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<tr>
<td>MUSIC-AD 317</td>
<td>Music, Electricity &amp; Computation</td>
<td>Offered spring; Crosslisted with Music</td>
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The Urbanization minor 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. The United Nations projections suggest that more than 70 percent of the human population will reside in cities by 2050, with the largest increases expected in the developing world.

The multidisciplinary minor 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 minor provides students with a cross-disciplinary set of perspectives for understanding the urbanization process, across cultures, countries, and time.

The minor 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.

**Minor in Urbanization**

Students who elect to take this multidisciplinary minor take four approved courses, with at least one course selected from the electives designed specifically for the Urbanization minor. Students should develop their program in close consultation with their mentor.

**Requirements for the Minor in Urbanization**

4 courses, distributed as follows:

- Electives at least one of which must have an MDURB-AD course number

**Urbanization Courses**

**URBANIZATION COURSES**

**MDURB-AD 114J**

*Planning Abu Dhabi*  
January even years  
As Abu Dhabi strives to position itself as a global capital city, it has embarked on ambitious plans for urban, economic and social development. Since 2007, Plan Capital 2030 laid the foundation for a progressive and comprehensive approach with sustainability as an overarching principle. The course will introduce a full understanding of the evolution of the city, examine plans for Abu Dhabi, and learn about the main urban actors and the forces shaping its growth. Through reading key texts in urban theories, site visits, guest speakers, presentations and debates, students will be able to think critically about city planning and development in rapidly developing cities and key challenges in comparison to other regional and global examples.

**MDURB-AD 115J**

*New York and Modernity*  
Periodically offered in January  
Crosslisted with Arts and Humanities Colloquium  
Modernism was a broad movement in literature, arts, music, and architecture that flourished first in Europe and then the United States from between the turn of 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 concept of the modern city.

**MDURB-AD 116J**

*Metropolis: Culture, Climate, and Politics in the 21st Century City*  
Periodically offered in January  
This course provides an introduction to key themes in urban studies, focusing on a selected set of issues that are particularly relevant for New York City but important for cities throughout the world. Students will read classic and important contemporary works in urban studies, including selections from great books in urban scholarship whose significance transcends any one field or discipline. This course will include readings from authors such as Weber, Jacobs, Balion, Mumford, Simmel, Sennett, Wirth, Jackson, and Sassen. Students will also read several case studies of emerging issues, particularly questions regarding climate change mitigation and adaptation, sustainable development, and urban inequality. This course culminates with an intensive study of how New York City can respond to the challenges posed by climate change. The course will include visits to sites where there are major new development projects meant to strengthen the region’s structures and infrastructures, while also improving the quality of daily life. Students will have special meetings with architects, engineers, climate scientists, and policy makers who are working on these projects, and opportunities to experiment with our own design ideas.

**MDURB-AD 117J**

*Post-Catastrophe Reconstruction*  
January even years  
Emergency response situations, such as natural disasters and terrorist attacks, are unfortunate but recurring events that have a major impact on today’s global society. This course explores the variety of complex issues surrounding post-catastrophe reconstruction (PCR) and provides an understanding of the process and players in emergency response situations as well as a critical historical analysis of previous reconstruction efforts. Students will compare the unique characteristics of various PCR situations, such as natural disaster versus terrorism, urban versus rural, developing versus developed nations; discuss issues surrounding immediate rapid response and long-term reconstruction; and evaluate pre-event preparedness plans and development aimed at lessening the occurrence and effects of emergency events. The class includes a field trip to Sri Lanka where students have an opportunity to experience first-hand and gain an understanding of the realities on the ground in a post-catastrophe area. In addition, students have the opportunity to meet with NGOs and government officials involved in the humanitarian as well as reconstruction effort.

**MDURB-AD 118**

*Middle Eastern Cities: Urbanization and Society*  
Periodically offered  
This course investigates urbanization in the Middle East from the early Islamic 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 Periodically offered
This course examines the social, economic, and environmental dimensions of sustainability in cities within the current context of development and environmental challenges. Policies and programs that try to address the challenges of sustainability (from both developed and developing countries) are studied and compared.

MDURB-AD 120 Urban Infrastructure in the 19th & 20th Century Periodically offered
The world’s urban population is anticipated to reach 5 billion by 2030. The rise of mega-cities has captured much attention, however most of the world’s urban growth will take place in small to mid-size cities. This course is a comparative study of the evolution of 19th and 20th century urban infrastructure. It examines the designs of complex infrastructure networks for moving people, goods, water, waste, energy, and information: from pipelines to the telecommunication network, from sidewalks to freeways and ports, and from personal carriers to mass transit. In this course students develop a perspective on how the growth of urban population in first half of 19th century led to innovations in the second half of the century that sustained the tremendous growth of 19th century urban population and how this trend continued to support that growth in the 20th century urban population. Each student will select a city and research the evolution of the various layers of that city’s infrastructure. Students will present their projects in the form of maps, photos, videos, interviews, and stories.

MDURB-AD 121 Urban Life and Cities in a Global Context Periodically offered
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 and models that try to understand how cities affect climate and how climate affects cities by examining New York as a model. New York is a coastal city faced with the simultaneous requirement to grow its population by a million people yet to improve the quality of its civic life when climate events threaten both its urban fabric and critical infrastructure. How New York uses urban design not just to survive but to thrive is the subject of this course. This course will introduce the people, products and processes of urban design. The city itself will frequently serve as classroom, with students exploring and recording examples of urban design through the neighborhoods they transform.

MDURB-AD 124J Urban Form of Shanghai Periodically offered in January Crosslisted with History, City and Cultural Studies
Shanghai has evolved markedly through key stages in the history of urban form, vestiges of which are found within the city today: an old walled “Chinese city”; tree-lined boulevards and commercial avenues of 19th and 20th century foreign settlements; and suburban development in Pudong. This class examines each key stage, combining readings with in situ urban inquiry. Readings in this course cover Chinese reflections on the city in general and Shanghai in particular, as well as urban studies classics like Lewis Mumford’s The Culture of Cities. Trips take students to historically significant cultural spaces, including the old City God Temple, Fuzhou Road Bookshops, alleyway houses, The Peace Hotel, the Great World amusement park, People’s Park, the Moganshan Road contemporary art complex, as well as nearby wetlands to illustrate aspects of Shanghai’s history before urbanization.

MDURB-AD 126J Cities, Nations and Globalization Periodically offered in January
What is globalization and when did it begin? What is the difference between an imperial city and a global capital? Imperial London provides a way to explore this question, and New York, which was not capital of a vast colonial empire, provides a useful comparison case. There is also the question of globalization’s impact on the relation between cities and nations? More directly, have global cities outgrown their host nations? Is globalization a new iteration of the world economy, or is it more multi-faceted, with social, political, and cultural implications, including new dimensions of citizenship and social movements? Can one “read” shift from the age of empire to that of globalization in the built environment of the city of London, New York, Jakarta or Ho Chi Minh City? Assignments will include literary sources and visual analysis as well as social science and humanistic scholarship.

MDURB-AD 127J Public Space and the Life of Cities Periodically offered in January
Public spaces play an essential role in the life of cities and their residents. Public squares and parks, streets and plazas—these are often the signature spaces that constitute a city’s distinctive identity. They are also the settings of everyday life, mixing bowls where a city’s diverse communities interact, forums for individual as well as collective action and expression. This course explores the nature of public space in cities around the world, with attention to their physical character and design, their history, their pictorial and literary representation, and the political and social practices that activate public space. This course will explore three overarching questions. What do we mean by “public” and “public space” ? What are common characteristics of public spaces and how do people use them? And why are public spaces important to city life? In addition to historical and contemporary squares and streetscapes of Europe and the Middle East, the course will draw upon case studies in Sydney as well as the hometowns of the students.

MDURB-AD 128J Contested Cities: Difference, Inequality, and the Metropolis Periodically offered in January
This course explores the ways that race, ethnicity, religion, and class have shaped modern western cities, with attention to the spatialization of inequality in London and the British Empire as a case study. This course is interdisciplinary, bridging past and present and combining historical and social scientific approaches to urban change. Students will explore patterns of segregation and residence, the history and geography of difference, and political economy. Students will discuss the role that planners, architects, investors, activists, and policymakers have played in shaping metropolitan areas over the last century, with attention to key policy debates, and planning and policy interventions involving immigration, urban renewal, gentrification, community control, and suburbanization. This course will include field trips to various urban sites in greater London.

MDURB-AD 198 Directed Study Offered by application
This Directed Study in Urbanization is a topics course that will have multiple sections and different titles.

CORES-AD 15W Politics and the City: Plato to Cairo
COREX-AD 16 Where the City Meets the Sea: Studies in Coastal Urban Environments
COREX-AD 25J Coastal Urbanization and Environmental Change

ECON-AD 213J Economic Development and Urbanization in Africa Crosslisted with Economics, Social Research and Public Policy

HIST-AD 117 Urbanism and Modernity: Paris, Istanbul, Berlin Crosslisted with History

SRPP-AD 133J Wealth and Inequality in the Global City Offered January Crosslisted with Social Research and Public Policy

SRPP-AD 141 Urban Poverty and Social Policy Crosslisted with Social Research and Public Policy

VISAR-AD 161 Topics in Architecture and the Urban Environment from Antiquity to the Present Crosslisted with Art and Art History
## Pre-professional Courses

Pre-professional electives provide academically rigorous introductions to various careers. NYUAD’s pre-professional courses tap into local institutions, organizations and businesses. They provide students with community engagement and experiential learning opportunities. They also draw upon the expertise of NYU’s renowned professional schools. Many courses are taught by faculty from the following NYU schools, including:

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<tr>
<td>Education</td>
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<tr>
<td>Journalism</td>
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<tr>
<td>Leadership and Social Entrepreneurship</td>
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<tr>
<td>Museum and Cultural Heritage Studies</td>
</tr>
<tr>
<td>Premedical and Health Studies</td>
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- Courant Institute of Mathematical Sciences
- Leonard N. Stern School of Business
- NYU School of Law
- Robert F. Wagner Graduate School of Public Service
- Silver School of Social Work
- Steinhardt School of Culture, Education, and Human Development
- Tandon School of Engineering
- Tisch School of the Arts

As most health care professional schools have specific undergraduate preparatory course requirements for admissions, students interested in pursuing a health care graduate degree should include all of the specified pre-professional courses as part of their undergraduate coursework.

Students interested in other professional areas should feel welcome to pursue as many or few of these pre-professional courses as are useful to them—consistent with maintaining the academic breadth that is a hallmark of an NYUAD undergraduate degree.

Many pre-professional courses are crosslisted with NYUAD majors and minors. Some are not. However, as most professions do not require that students follow a particular undergraduate major, students are encouraged to explore pre-professional courses regardless of any cross listing.
Business and Organizational Studies
The courses in this pre-professional area 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.

In addition to courses offered by NYU Abu Dhabi, students who elect to study away in New York, Florence, London, Prague, Shanghai, and Washington DC have the opportunity to take course offered by the Leonard N. Stern School of Business. Stern courses that are part of the NYU cross-school business minors are readily available to NYUAD students. For students interested in registering for intermediate or advanced-level Stern courses, pre-requisites for those courses must be met. Registration is available to NYUAD students one week after registration initially opens. NYUAD students should work closely with their mentors well in advance of the semester they plan to study away if they would like to take upper-level business courses offered by the Stern School.

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 area ask questions that run to the core of understanding cultures and societies: What is the purpose of education, and how do societies educate their people through both formal institutions (most typically schools) and other types of socialization? What are the interrelationships between schools and other cultural institutions? How does education both mirror and shape the societies that create it? How do schools engage with issues of equity, social justice, educational “rights,” and civic responsibilities? Why do schools so often sit at the center of cultural controversies?

The pre-professional courses in Education engage students in the investigation of the history and sociology of education, educational policy and research, and a comparative study of educational practices in a variety of national and international perspectives. Specifically, there is a focus on urban education across the globe: in complex, multicultural settings how do societies engage in the education and schooling of diverse groups of people?

Education pre-professional courses are 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.

Journalism
Journalism is at the center of our social and civic life. It informs and engages us in thinking about who we are as individuals, citizens, and members of society. Journalism is an essential strand in the liberal arts and sciences tradition and a critical factor in public culture and debate. Pre-professional courses in Journalism emphasize the significance of journalism’s role in society across political, economic, social, and historical platforms. They encourage students to think critically about the complex forms, practices, and meanings of journalism. The curriculum also introduces some of the practical skills necessary to the profession. To that end, NYU Abu Dhabi facilitates internships for qualified students with news organizations in Abu Dhabi and at other NYU global network sites.

Leadership and Social Entrepreneurship
The courses in this pre-professional area are designed to help students explore 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 2017 term, when signature courses in this area are typically offered. These courses provide exposure to social entrepreneurship initiatives in the United Arab Emirates 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.
Museum and Cultural Heritage Studies

Pre-professional courses in Museum and Cultural Heritage Studies offer students a broad introduction to the practice, history, and theoretical reflection of cultural heritage formation and preservation, especially in the area of material culture. Museums and organizations of cultural policy management are the two fields of professional activity that are central to the program. Accordingly, there are courses on museums as laboratories of cultural heritage production, and on strategies of, and issues in, cultural policy management.

The notion of an internationally and cross-culturally “shared heritage” of material culture is the central theme of the entire program. The types of objects and (museum) collections to which this notion relates derive from, and belong to, all realms and ages of human productivity. The academic disciplines studying these objects and collections, such as anthropology, archaeology, history, art history, history of science, and modern media studies, inform the wide palette of heuristic perspectives from which students investigate processes and traditions of cultural heritage formation and preservation. They do so through readings, classroom discussions, short research papers, and visits to professional institutions.

The museums that are being built close to NYUAD’s campus on Saadiyat Island—the Zayed National Museum, the Louvre Abu Dhabi, and the Guggenheim Abu Dhabi—and regional organizations of cultural policy and heritage management, such as the Abu Dhabi Tourism and Culture Authority (ADTCA), are important resources and offer opportunities for internships and capstone projects. Courses and internships are available at NYU New York and at NYU’s global network sites.

Premedical and Health Studies

NYU Abu Dhabi, like most American colleges and universities, does not offer a pre-medical, pre-dental, or pre-health major. Nevertheless, NYU Abu Dhabi successfully prepares students to apply to a variety of health professional schools. The health professions provide many challenging and rewarding opportunities: these include clinical careers in medicine, dentistry, and physical therapy, as well as non-clinical careers in health education and research. For more information about health-related career options, please contact the pre-professional advisor at the Career Development Center.

It is important for students to understand that pre-professional training does not require students to major in science or math. Students may elect to major in any discipline, as long as they complete the pre-medical coursework at the same time. Students are advised to choose a disciplinary major that they will enjoy and in which they will excel. Students with interests or talents outside of the sciences will best be able to demonstrate their versatility and increase their chances of doing well by pursuing a major of interest alongside the pre-health curriculum.

In order to apply to health-related professional schools, students do typically need to have completed courses in introductory biology, chemistry, and physics. At NYU Abu Dhabi, these are satisfied in the Foundations of Science sequence, which is a rigorous three-semester, integrated course that covers the fundamentals of basic science. In addition to introductory science courses, health professional schools, including medical schools, often require two semesters of math, one of which must be calculus; two semesters of upper-level chemistry classes, typically organic chemistry I and biochemistry; and two semesters of English, including writing. NYU Abu Dhabi offers courses that fulfill all of these requirements. In recent years, medical schools have placed an increasing emphasis on the importance of the social sciences, so students are highly encouraged to also take a course in psychology, sociology, or other social sciences.

Complementing their coursework, students gain practical experience by volunteering, shadowing, or interning in a clinical setting. This builds a commitment to service and humanistic endeavors. The ability to conduct thoughtful and critical research is highly valued by medical schools. NYUAD students develop their research skills with an NYUAD faculty member. Beyond this, applicants are also expected to be leaders through their involvement in on-campus activities and programs. Above all, the best professional schools want students with a broad education who can think clearly, read critically, and write well. To get more details on Core competencies required for students interested in the health professions, please contact the pre-professional advisor in the Career Development Center.

Students’ faculty mentors and pre-professional advisors will help them to explore their options, advise them about programs and appropriate course selection, and help them to present the best possible application to professional schools.
BUSINESS AND ORGANIZATIONAL STUDIES COURSES

BUSOR-AD 115 Management & Organizations
Periodically offered Crosslisted with Economics, Political Science, Social Research and Public Policy
Why do some organizations succeed while others flounder? As students of business, it is critically important for you to have an understanding of the key factors that contribute to organizational success, and the role that managers play in helping their organizations be successful. The better that you understand these issues, the more effective you will be in your future careers.

BUSOR-AD 116 Strategic Management
Fall 2016 Periodically offered
This course provides an introduction to strategic management. The course has two broad goals. A first is to understand why some companies are financially much more successful than others. The second is to analyze how managers can devise a set of actions (“the strategy”) and design processes that allow their company to obtain a financial advantage. To gain a better understanding of strategic issues and begin to master the analytic tools that strategists use, students study the strategic decisions of companies in many different industries and countries and learn from tools utilized by business researchers.

ECN-AD 101 Principles of Microeconomics
Crosslisted with Economics, Leadership and Social Entrepreneurship, Social Research and Public Policy

ECN-AD 321 Introduction to Accounting
Crosslisted with Economics

ECN-AD 325J Euro-American Financial System in Crisis
Crosslisted with Economics

COA-AD 352 Global Banking and Financial Markets
Crosslisted with Economics

LEAD-AD 115J Critical Issues in Social Entrepreneurship: Innovations in the Middle East
Crosslisted with Arab Crossroads Studies, Economics, Leadership and Social Entrepreneurship

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

EDUCATION COURSES

EDUC-AD 115J International Peacebuilding and the Role of Education
Offered January Crosslisted with Peace Studies, Political Science, Social Research and Public Policy
This course explores how state and nonstate actors pursue peace and security, and the role that education plays in this process. The course will begin with a review of the various tools of international peace building, including peace agreements, peacekeeping forces, institution building, and humanitarian aid. Next students will examine how education fits into each of these strategies and the ways education may be used to disrupt peace building. The course will look at specific education initiatives such as peace education, Education for All, and citizenship education, but will focus on refugee education. Taking Syrian refugee education in Turkey as a case study, the course will visit Ankara, but will also briefly study Afghanistan, Guatemala, and the United States. Guest speakers will be invited from relevant organizations to speak about their day-to-day operations and their institutional roles.

EDUC-AD 116J Inequality and Education
Offered periodically in January Crosslisted with Political Science, Social Research and Public Policy
The course will examine how schools are implicated in the reproduction of inequality in countries throughout the world. Although policy makers often regard education as a means to promote greater equality and opportunity, empirical evidence suggests that more often than not, a child’s background predicts how well they will perform in school and what types of employment opportunities will be available to them later in life. However, some nations do a better job than others in using education to expand opportunity. Understanding why some nations continue to have schools that struggle in their efforts to serve minorities and the poor children, and why other nations are experiencing greater success in this endeavor is the central aim of this course.

The course will also consider the ways in which teachers, students, parents and their allies, have used educational settings and the educational process as a focal point for resistance to social and cultural reproduction, and various forms of oppression and discrimination. The role of social identities related to class, race, language, and ethnicity in shaping the experiences of students and teachers in the reproduction process, will be a primary focus of the course readings and class discussions.

EDUC-AD 117J Teaching the Nation: Education and Nationalism in Modern China
Offered periodically in January Crosslisted with Political Science
This course explores how China has developed and transmitted nationalism through a range of educational institutions: schools, universities, museums, stadiums, and mass media outlets. In course readings and papers, students will examine how the meanings of “nation” in China shifted across the past century. Students will also intersperse lectures in class with visits to schools and other educational sites, to study contemporary trends and dilemmas in the teaching of nationalism. At the end of the course, students will be asked what other national school systems might learn from China—and vice versa—in a globalizing world of flux, danger, and opportunity.
JOURNALISM COURSES

JOUR-AD 110
Foundations of Journalism
Offered Periodically
Students explore the significance of news, the role of journalists 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
Offered periodically
Abu Dhabi contains many worlds, from five-star hotel restaurants to South Asian migrant workers eating on the job. This course uses food to explore the daily life of a global city in the Middle East. The course combines intensive reading and writing assignments with reporting and field trips. With Abu Dhabi as their beat, students explore the role of markets; traditional Bedouin cuisine and the rituals of eating it; the hidden lives of food producers and growers; the cuisine of exile; the business of food; edible geography; and other topics drawing on anthropology, economics, culture, politics, and urban studies. Students participate in hands-on experiences like visits to local markets and restaurants. Each student is expected to find, report, and write a feature article about a food-related location in Abu Dhabi. Readings range from medieval Arabic culinary manuals and classics of cultural anthropology to contemporary food reporting and literature, with an emphasis on the Middle East.

JOUR-AD 212
Journalism and Society
Offered periodically in January
This course examines the role of journalists and journalism itself as they function in the wider culture.

LITCW-AD 137
Feature Writing
Crosslisted with Literature: Creative Writing Electives

LEADERSHIP AND SOCIAL ENTREPRENEURSHIP COURSES

LEAD-AD 115J
Critical Issues in Social Entrepreneurship: Innovations in the Middle East
Offered January even years
Crosslisted with Arab Crossroads Studies, Business and Organizational Studies, Economics
Social Entrepreneurship is a dynamic and growing field that may be defined in various ways, yet at its core is about using evolved business thinking and practices to change the world. This course provides an introduction to the topic through discussion of how social entrepreneurs develop their ideas of social and environmental innovation, how they fund/finance their ventures, the ways in which they overcome the challenges of integrating various levels of economic performance with social/environmental impact and the types of organizations social entrepreneurs create (for-profit, non-profit, cooperative, hybrid, etc). Through a “deep dive” case study of a leading social enterprise, Sekem Group in Egypt, students will 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 300
Business Acceleration and Disciplined Entrepreneurship
Offered periodically
This course provides a framework for teams to move from an idea about a product or service to forming a viable company. Students will walk through initial customer discovery, market size customer value, marketing to customers and many other areas. The process will allow students to understand their idea, the competitive landscape, the scale and economics of their potential business and have a sense of customer needs as it relates to their product or service.

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

BUSOR-AD 111J
Principles of Marketing
Crosslisted with Business and Organizational Studies, Economics

ECON-AD 101
Principles of Microeconomics
Crosslisted with Business and Organizational Studies, Economics, Social Research and Public Policy

ENGR-AD 297J
Innovation and Entrepreneurship
Crosslisted with Economics, Engineering

SRPP-AD 134J
21st-Century International Human Rights
Crosslisted with Law, Social Research and Public Policy

MUSEUM AND CULTURAL HERITAGE STUDIES COURSES

MUSST-AD 110
Introduction to Museum Studies
Offered periodically
Crosslisted with Art and Art History
Introduction to the social, cultural, and political history of museums. This course focuses on the formation of the modern museum. Museums of art, natural history, science, technology, and anthropology are examined from a variety of disciplinary approaches that explore the institution and its practices with respect to governance, colonialism, nationalism, class, gender, ethnicity, and community. Visits to the museums and cultural institutions in the region are an important part of this course.

MUSST-AD 115
Global Heritage Sites & Universal Collections
Offered periodically
Crosslisted with Art and Art History
The purpose of this course is to provide an introduction to the theory and current academic debates on the subject of ‘sharing’ cultural heritage from both a global and a local perspective. The course is centered on themes and case studies concerning the theoretical concepts of heritage as tangible sites, moveable collections and intangible practices. The course provides basic knowledge of the issues related to heritage management.

MUSST-AD 116J
Places of Human Suffering as Global Heritage Sites
Offered periodically in January
Memorials to human suffering attract millions of visitors every year. These heritage sites serve a specific purpose as markers of individual and collective memories of a traumatic past. Because of the sensitivity of the subject and the complexity of the transnational stakeholder groups, these sites are often highly contested. In this course the creation of this type of heritage will be analyzed through the comparison of different heritage sites associated with human suffering that are now inscribed as UNESCO World Heritage Sites. Robben Island in South Africa and Auschwitz-Birkenau in Poland are still within the realm of living memories while slave castles in Ghana and slave dungeons on Zanzibar are not. What impact does distance in time and place have on this type of heritage? How does the practice of both remembering and forgetting affect the interpretation of these painful heritage sites? The students will study this practice by conducting field research at the slave castles in Ghana. Through interviews and observations they will explore the process of heritage production, the
function of heritage, and the role of memory and identity.

MUSST-AD 214JX
Sharing Heritage of the Arabian Trade Routes
Offered periodically in January
Crosslisted with Art and Art History
In the 17th century the Ya’rubí dynasty drove the Portuguese from Muscat and East Africa and reinstalled Omani dominance in the region. The Omanis built on the extensive Arabian trade network that for centuries connected Asia, Africa, and Europe. Long-distance trade left behind cultural traces in buildings, landscapes, shipwrecks, traditions, museum collections, and archives. These cultural footprints are now often considered “shared cultural heritage”. Notably Zanzibar and Kilwa (Tanzania), where Omani once ruled, were named as UNESCO World Heritage sites for their universal and outstanding value. But what do these values mean and for whom? What makes historical remains heritage? What happens if “universal values” are not shared but contested? These fundamental questions steer us to understand the principles of heritage production and management. The Arabian trading routes provide an excellent context to explore the multi-layered and multivocal aspects of heritage. The course includes a field project in Zanzibar.

MUSST-AD 215J
Museums in Global Context
Offered periodically in January
This course surveys the history and representational role of museums, from its origins in cabinets of curiosity formed during the age of exploration to the global proliferation of museums today. The goal of the course is to provide a critical framework to understand how and why museums have evolved and function in a globalized world. Students will consider how Enlightenment collecting practices led to the development of the “universal museum” in an era of colonial expansion and examine how this dominant model has expanded—and been challenged—over the past century. Among the issues to be discussed are: the organization and display of collections, the language and symbolism of museum architecture, the relationship of museums to their public(s), heritage and repatriation, cultural diversity and the politics of representation, and globalized collecting and exhibiting today. Classroom lectures will be supplemented by field trips drawing on the rich diversity of museums in the New York area.

MUSST-AD 216J
Museum History, Theory, and Practice:
Case Study, Berlin
Offered periodically in January
This course will investigate the history and theory of museums, and the critical issues facing museums in the 21st century, through a study of the museums and cultural institutions of Berlin. Much of the course will be held in museums and will involve meetings with museum staff, along with regular classroom sessions at NYU Berlin. The first week will be devoted to museum history and will focus on Museum Island (Altes Museum, Neues Museum, Pergamon Museum, and Altes Nationalgalerie). Topics will include the creation of national museums out of princely collections, the development of collections and forms of display, and the reconstruction and renovation of museums to accommodate contemporary audiences. The second week will have a dual focus: questions of memory and historical site (Jewish Museum, Holocaust Memorial, DDR Museum, Berlin Wall, Stasi Prison, Reichstag), and ethnographic collections and issues of cultural property (Dahlem Museum, Frankfurt’s Weltkulturen Museum). The third week will focus on the development of Berlin as a center of contemporary art and the creation of new exhibition spaces for its display (Hamburger Bahnhof, Berlin Biennia, Kunst-Werke Institute for Contemporary Art, Boros Collection).

ACS-AD 203X
Heritage, History and Memory in the Modern “Middle East”
Crosslisted with Anthropology, Arab Crossroads

ANTH-AD 102J
Anthropology of Indigenous Australia: Art, Politics and Cultural Futures
Crosslisted with Anthropology, Arts and Humanities Colloquia

VISAR-AD 155
The Exhibition Industry
Crosslisted with Art and Art History

PREMEDICAL AND HEALTH STUDIES COURSES

SUGGESTED COURSES FOR APPLICATION TO MEDICAL SCHOOL

ESSENTIAL:

SCIENCE-AD 101-114
Foundations of Science 1–6
Crosslisted with Biology, Chemistry, Engineering, Physics
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
Crosslisted with Biology, Chemistry

MATH-AD 110 or 111
Calculus or Calculus with Applications

RECOMMENDED:

BIOLOG-AD 101
Organismal Biology
Crosslisted with Biology

CHEM-AD 301-302
Biochemistry 1 & 2
Crosslisted with Biology, Chemistry

PSYCH-AD 101
Introduction to Psychology
Crosslisted with Psychology

SOCSCI-AD 110
Statistics for the Social and Behavioral Sciences
Or an alternative statistics class

SRPP-AD 154J
Global Burden of Non-communicable Diseases
Crosslisted with Social Research and Public Policy
The January Term offers a distinctive learning experience, different from what can be offered during the fall and spring semesters.

Students take one course full-time for approximately three weeks. The courses are designed as immersive experiences: they intensify the student’s focus; reach beyond the classroom to incorporate experiential learning; and are often site-specific, connecting students to the place where they study. Taking a single course during the January Term gives students more time for concentrated reflection on a dedicated topic than is the case during the semester when students must split their time between several courses. The intensity of the shared experience also forges an unusually strong bond between the students and their professor. Although the January Term is short, it has great impact because of its immersive character and integration of theoretical and experiential learning.

January Term (J-Term) courses are taught by renowned visiting scholars, writers, artists, journalists, and policy analysts from institutions around the world as well as distinguished professors from NYU Abu Dhabi and NYU New York, including NYU Law School, Stern School of Business, and NYU’s other professional schools.

The January Term includes options to study outside Abu Dhabi and participate in community learning experiences. Some J-Term courses that are based in Abu Dhabi include international travel to places such as India, Nepal, Oman, Sri Lanka, and Turkey. Other J-Term courses are offered at NYU’s global network sites around the world.

Intellectually linked to their locations, the courses take advantage of local resources; explore the history, culture, economy, and society of the host communities; and often involve collaborative activities with local students and faculty. These courses illuminate the interdependence of local knowledge and global awareness while fostering cross-cultural research and insights into complex, global issues.

Students are required to complete three J-Term courses, including one in the first year. In the absence of an approved, compelling reason such as a study-away calendar conflict, students must complete their two remaining January Terms during their second and third year of enrollment. Seniors are eligible to take a fourth J-Term course only if they can demonstrate an academic need related to their progress towards graduation.
Students may take a maximum of two Core courses during January Terms, and they must be in different Core categories.

A revised policy regarding January Terms away from Abu Dhabi begins in January 2017 for students entering NYU Abu Dhabi Fall 2016 and later—only one course may be taken at an NYU global network site, and only one course may be an Abu Dhabi-based course that includes an international trip.

The application deadline for January Term is September 15.

Questions about January Term should be directed to the Office of Global Education, which coordinates the program.
BUENOS AIRES

POLSC-AD 179J
Political Conflict and Economic Development

SRPP-AD 134J
21st-Century International Human Rights

FLORENCE

AHC-AD 137J
Imagining the Renaissance City: Florence and Siena

COREI-AD 49J
Science in Flux: The Galilean Revolution

POLSC-AD 140J
Introduction to Machiavelli

LONDON

COREA-AD 2J
Idea of the Portrait

CORES-AD 75J
Idea of the University

MDURB-AD 128J
Contested Cities: Difference, Inequality, and the Metropolis

NEW YORK

BUSOR-AD 111J
Principles of Marketing

COREA-AD 17J
Nature of Code

COREA-AD 46J
Narrative, Media, and Technology

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

MUSST-AD 215J
Museums in Global Context

POLSC-AD 160J
Social Media and Political Participation

SRPP-AD 133J
Wealth and Inequality in the Global City

SHANGHAI

ACS-AD 205J
Arab Crossroads in China

COREA-AD 58J
Light

CORES-AD 70J
The Ghetto

CORES-AD 72J
Children and Childhood

MDURB-AD 124J
Urban Form of Shanghai

SYDNEY

ANTH-AD 102J
Anthropology of Indigenous Australia: Art, Politics and Cultural Futures

COREI-AD 11J
State and Fate of Earth

COREX-AD 25J
Coastal Urbanization and Environmental Change

WASHINGTON DC

ECON-AD 221J
Understanding Financial Crises

POLSC-AD 186JX
Islamic Extremism
NYU Abu Dhabi offers a limited but growing summer school program in Abu Dhabi. The primary purpose of the summer program is to allow students who fall behind in meeting graduation requirements the opportunity to catch up without having to resort to course overloads during the fall and spring semesters. Students who change majors or are otherwise delayed in completing preliminary major requirements may find that a summer course provides a chance to complete prerequisite courses in time to pursue study away opportunities with their peers who started their majors earlier.

Courses vary from year to year, but the overall intent of the program is to provide courses that are likely to be of interest to students in a variety of academic majors. Previous courses have included courses in the Core Curriculum, introductory math and statistics courses, and prerequisite engineering courses specifically designed to facilitate study away for NYUAD engineering majors.

In addition to courses in Abu Dhabi, NYUAD students have access to the wide array of summer courses in New York and elsewhere in the NYU global network. At present, summer school courses in Abu Dhabi are not open to students from other NYU schools or campuses.

Summer courses in Abu Dhabi are typically four weeks in length and begin in late May shortly after the end of the spring semester. Students are generally limited to a single four-credit course. Courses elsewhere in the NYU Global Network vary from three to twelve weeks in length, begin on different dates, vary in credits, and may allow simultaneous enrollment in more than one course.

Summer school tuition, room and board, and other related expenses are not covered by any of the existing financial aid packages. However, NYU Abu Dhabi is able to offer supplemental summer aid to select NYUAD students who apply through a summer course application process each spring. Funding is generally available to students interested in courses in Abu Dhabi. Funding is significantly more limited for programs offered elsewhere in the NYU global network; there is no guarantee that even the most meritorious application can be supported.
Global education is an essential component of NYU Abu Dhabi’s educational mission and curriculum. It is realized through a careful sequence of interrelated academic and intercultural experiences that provide students with intellectually rigorous, research-focused learning environments to complement and extend their coursework. They include semester-long study away programs, January Term programs, and course-related study trips in the United Arab Emirates and the broader Middle East that are typically combined with January Term or semester courses.

The NYUAD Office of Global Education coordinates the study away programs and course-related study trips. The office supports students before, during, and after their experiences abroad to maximize intercultural learning, promote safety and health, and help students contribute as responsible global citizens in the communities they join—wherever they are in the world.

**STUDY AWAY PROGRAMS**

**Semester-Long Study Away in the NYU Global Network:** Students may spend up to two semesters over their four years at NYU Abu Dhabi studying abroad at academic sites mostly within the NYU global network, which includes degree-granting campuses in New York, Abu Dhabi, and Shanghai, and 11 global academic centers on six continents: Accra, Berlin, Buenos Aires, Florence, London, Madrid, Paris, Prague, Sydney, Tel Aviv, and Washington, DC. The global academic centers connect students from NYU Abu Dhabi, NYU Shanghai, and NYU New York who study together and experience the diversity of NYU’s global network. Each of the centers offers courses in the local language, history, and culture, academic lectures by distinguished faculty and leaders of the local communities, and co-curricular activities to explore the region, meet local students and figures, and use new language skills. For a description of the NYU global academic centers, see pp. 380–385.

**Global Network Paths:** NYUAD deans and faculty have identified site preferences within the NYU global network for NYUAD majors with an eye toward developing students as well-rounded scholars of the liberal arts and sciences, highly competent producers of knowledge in a field of specialization, and socially responsible members of any community they choose to join. These paths represent general directions for study away in the major and are available on the NYUAD Student Portal. Students work with their faculty mentors to determine what is appropriate for their individual academic program.

**Alternative Program Options:** The majority of NYUAD students will study away at one or more of the NYU global academic centers to take advantage of the unique curricular and technological offerings of NYU’s global network. However, if a student’s academic program requires or would significantly benefit from instruction not available at the NYU global network sites or in Abu Dhabi, he or she may petition the Office of Global Education to attend an alternative study away program. For example, students may wish to spend a semester studying at the top university in their home country to connect to scholars and leaders in their discipline, join a distinctive, local research project, or use their native language skills at the highest level of critical thinking.

**International January Term:** Students may choose among courses offered in New York, Shanghai, several other NYU global academic centers, and courses in Abu Dhabi that include an international seminar. Students may enroll in up to two international January Terms—one at another NYU site and one an Abu Dhabi-based course with an international seminar. For more information on January Term, see pp. 331–334.

**GENERAL STUDY AWAY POLICIES**

Careful academic and logistical preparation is required for students who intend to study away. Students must attend a study away advising session and consult with their faculty mentors early in their academic careers to be certain study away experiences can fit well with their major requirements and progress toward graduation. Some programs have specific prerequisites, including the completion of courses related to a particular language, region, culture, discipline, research methodology, or issue. To assist with the mentoring process, NYU Abu Dhabi has identified site preferences within the NYU global network for NYUAD majors to study away with an eye toward developing students as well-rounded...
scholars of the liberal arts and sciences, highly competent producers of knowledge in a field of specialization, and socially responsible members of any community they choose to join. Students work with their faculty mentors to determine what is appropriate for their individual academic programs. The paths are available online at https://students.nyuad.nyu.edu/academics/global-education/study-away/global-network-paths/

**Academic Credit:** Academic credit from study away programs within the NYU global network is treated like credit awarded for coursework at NYU Abu Dhabi. All courses from study away programs are recorded on the student’s transcript. Grades from NYU global network sites, January Term courses or other credit-bearing programs taught by NYU Abu Dhabi or NYU faculty are recorded on the transcript and factored into a student’s NYUAD grade point average. Credit for courses taken at non-NYU or non-NYUAD programs is subject to the NYUAD policy for transfer credit.

**Graduation Requirements:** All successfully completed courses taken at NYU global academic centers automatically count toward the 140 minimum credit hours required for graduation. However, students must consult with their faculty mentors in advance of study away and refer to online study away equivalency charts (available on the Student Portal) to determine whether courses taken abroad can be used to fulfill specific NYUAD graduation requirements, such as the Core or the major. Courses taken at non-NYU programs require prior approval from the Vice Provost for Academic Administration and the divisional dean to count toward the total credit hours requirement.

**Full-time Student Status:** Students must maintain full-time status and carry the equivalent of a four-course workload for that status while participating in any semester study away programs. Students may earn credit for no more than four courses on any semester study away program unless they receive prior authorization for an overload from the Vice Provost for Academic Administration at NYU Abu Dhabi.

**Costs:** Fees for approved semester long study away are the same as for a semester at NYU Abu Dhabi. Financial support is applied to cover these costs the same way it is when a student is studying in Abu Dhabi. NYU Abu Dhabi funds the cost of study away for up to two semesters and up to two January Terms, as well as for study trips that are a required components of courses in which the student is officially enrolled.

**Application Process:** Although study away is encouraged at NYU Abu Dhabi, the opportunity to participate in any study away program is a privilege and the application process is competitive.

**APPLICATION SCHEDULE**

**For January Term:** Applications are due September 15. Students are notified of their course placements on October 1.

**For Study Away during the Academic Year:** NYU Abu Dhabi has one annual preliminary application deadline of December 1 for study away programs in the coming academic year. This early deadline helps upper-class students and their faculty mentors do long-range planning for study away to ensure these important experiences fit well with the selection of a major, normal progress toward graduation, and preparation for the Capstone Project during the student’s senior year. First-year students can apply by June 1 of their first year for study away in the spring semester of their sophomore year. Final applications are typically due by February 15 for fall semester study and by September 15 for spring semester study.

**Semester Study Away:** Students may apply to study away beginning in the second semester of their sophomore year and as late as the first semester of their senior year (if approved by their major academic program). Study away before or after this time frame requires approval from the Office of Global Education upon recommendation from the student’s mentor or the determination of an academic program.

The application process for participation in study away programs includes the preliminary and the final application stages with required deadlines as listed above. Interested students must meet all NYUAD and NYU global networks application deadlines. Programs outside NYU’s global network require students to complete the program’s own application paperwork in addition to the NYUAD forms and may have different (often earlier) deadlines.

**Selection Process:** Selection for any study away program is based on a student’s academic record, the strength of the application materials, and academic preparation for and suitability of the chosen program to the individual student’s academic goals. The competitiveness of the application process varies based on the number of applicants, and the allotment of limited spaces on some programs.

The goal of a first semester of study away is to advance students as well-rounded scholars and global citizens within the liberal arts and sciences tradition. For most students, the second semester of sophomore year presents an ideal time to place the “big questions” of their globally-focused core courses into a new local context, explore new subject areas before finalizing their choice of majors by the end of sophomore year, develop a higher level of competency in a foreign language, and develop greater intercultural understanding toward social responsibility through sustained engagement of difference and the ability to navigate that difference toward greater common ground and common good.

A second semester of study away needs to be carefully designed and planned to support a student’s development as a scholar in his or her field(s) of specialization. Students must present a compelling academic rationale for their program choice and course selection, demonstrating that the chosen program and courses provide essential academic content for his or her field(s) of specialization that would otherwise not be available at NYU Abu Dhabi, provide the opportunity to conduct research towards developing the capstone project (e.g. data collection, piloting a research area, comparative work, access to archives and collections, specialized arts practice training), connect the student with local faculty and/or field experts in the host site who can provide essential guidance on capstone project work or other essential research/arts practice, and allow the student to put his or her theoretical and research training into guided practice in a way that benefits specifically from the cultural context of the host country.

The Office of Global Education—with its Faculty Advisory Committee—is charged with reviewing applications and selecting students. Applications for second semester study away are also reviewed by the faculty and the dean in the student’s chosen major(s). If the number of qualified applicants exceeds the number of spaces available for a given study away program, priority is based on
class standing and will be given to students for whom this would be their first NYUAD study away experience. Some qualified applicants may be asked to delay their study away plans to another semester or to select an alternate program.

STUDY AWAY AT NYU ABU DHABI

NYU New York and NVU Shanghai students interested in studying at NYU Abu Dhabi are welcome to apply for an NYUAD January Term course, wherever it is offered in the global network, and/or for a full-time course of study during the fall or the spring semester. Applications for study away at NYU Abu Dhabi are due to the NYU Global Programs office in New York according to their established deadlines—typically by February 15 for fall semester study, and by September 15 for spring semester study. Applications for participation in January Term courses are due by October 1. Interested students must meet all application deadlines. For information about study away options at NYU Abu Dhabi, please contact studyaway.nyuad@nyu.edu.
Physical fitness is an important aspect of overall student development at NYU Abu Dhabi. Guided by the principle that a healthy body supports a strong mind in achieving one’s full potential, the Physical Education Program provides a wide variety of classes covering all levels of interest and ability. Physical Education programming takes place at the university’s world-class athletic facilities as well as off campus. Students are required to complete two 7-week Physical Education classes. All Physical Education classes are non-credit and graded on a pass/fail basis. These classes do not appear on student transcripts.

**PHYSICAL EDUCATION COURSES**

**PHYED-AD 1**
**Beginner Fitness for Life**
This course teaches students how to safely and effectively use the exercise equipment in the NYUAD fitness center. Additionally, students will try a wide array of training methods including TRX, indoor cycling, Kettlebell training, Tabata, and prehab exercises. Through this broad sampling of training methods, students will experience a variety of exercise options and hopefully discover what type of exercise is best suited to the individual. Students will be taught to create and implement an individual fitness routine and to set fitness goals.

**PHYED-AD 2**
**Running 101**
Through this course students will become educated in proper running form and efficient running. Students will learn how to prepare for a race, learn to run for pleasure, and discuss the ways to maintain running as a life-long habit. Although you do not need anything except running shoes, proper gear and the latest products will also be discussed. This course is appropriate for beginners as well as experienced runners.

**PHYED-AD 3**
**Beginner Swimming**
The beginner swimming course is designed for students who are non-swimmers and those who have little to no skills in the water. In this course students will learn basic water safety skills such as floating, treading water, and holding your breath underwater. This course will also introduce two basic swim strokes, freestyle and backstroke.

**PHYED-AD 4**
**Intermediate Swimming**
Intermediate swimming is a course designed for students who can swim the freestyle with rotary breathing and can swim both basic backstroke and breaststroke. Student should also be comfortable floating, swimming, and treading in deep water. In this course students will practice drills to improve their swimming. Emphasis will be on body form, stroke efficiency, and conditioning in all the strokes.

**PHYED-AD 5**
**Women Only Bellydancing**
This course is designed to teach the technique, rhythms, and dance combinations/choreography of belly dance. The history and terminology of this type of dance will also be covered. This course will focus on the strength, conditioning, and stretching principles essential to all dance. This course is for women only. No prior dance experience is necessary.

**PHYED-AD 6**
**Capoeira**
Capoeira is a dynamic Brazilian art form combining self-defense, acrobatic movements, music, and dance. Students will develop a strong base in capoeira movements and gain additional understanding of capoeira through its rich history, contemporary context, and music. No prior dance or martial arts experience is necessary. This class is appropriate for all ability levels.

**PHYED-AD 7**
**Beginner Hip Hop**
Hip Hop dance is designed for students with an interest in Hip Hop dance and culture. This class introduces students to Hip Hop through movement that includes freestyle dancing, locomotive movements, and choreography. No prior dance experience is necessary.

**PHYED-AD 8**
**Introduction to Kayaking and Sailing**
This comprehensive course teaches the fundamentals of sea kayaking (including strokes, rescues, and recovery) as well as basic sailing skills. Students will also learn about the region’s vital ecosystem as they navigate the coastal waters and inland areas of Abu Dhabi.

**PHYED-AD 9**
**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. There are four prerequisites: (1) the ability to swim continuously for 200 - 300 meters while wearing fins and a snorkel mask; (2) the ability to swim or float in water too deep to stand in for 10 minutes; (3) confidence in open water, and (4) the completion of a medical questionnaire culminating in a physician’s consent for the student’s participation. PE credit will be awarded upon obtaining a PADI Open Water Dive qualification prior to the end of the class. Given the progressive nature of instruction, students must attend all sessions in the order offered. If a session is missed, the affected student is solely responsible for scheduling and paying for the makeup session. All makeup sessions must be completed prior to the next regularly scheduled session.

**PHYED-AD 10**
**Women Only Aerobics**
This class will include a wide range of aerobic movements. The focus will be on maintaining a targeted heart rate to maximize cardio benefit. This course is for women only.
Jiu Jitsu is a strategic grappling sport where one
Through highly focused and controlled movements,
This course introduces students to dance by
explorations, and dance-making. Through
styles include, but are not limited to, Hip-Hop,
students will understand and be able
to demonstrate the basic components of yoga
and how to adapt boxing training for personal
fitness. Students will build muscular strength
and endurance. Additionally boxing promotes
cardiovascular health and enhances confidence.
The course is for women only.

Fencing
Fencing is the art and sport of swordsmanship.
Fencers use three different types of weapons: the
foil, the epee, and the sabre. Students will learn
basic offensive and defensive moves with each of
the three weapons. Additionally, students will learn
the basic rules of competition.

Women Only Dance
This course introduces students to dance by
exploring a variety of dance styles. Students will
learn through hands-on experiences, movement
explorations, and dance-making. Through
discussion students will move toward a fuller
appreciation of dance in our everyday lives. Dance
styles include, but are not limited to, Hip-Hop,
belly dancing, modern ballet, and jazz. The course
is for women only.

Jiu Jitsu
Jiu Jitsu is a strategic grappling sport where one
manipulates an opponent’s force against her/himself rather than confronting it with one’s own
force. Individuals will learn how to apply the
fundamental techniques of Jiu Jitsu, including
positioning, leverage, joint locks, escapes,
submissions, and self-defense.

Women Only Pilates and Yoga
Pilates is a conditioning program emphasizing the
conception of strength and stabilization.
Through highly focused and controlled movements,
individuals experience increased body awareness,
flexibility, coordination, and strength. In the
yoga portion of this course, individuals learn the
basic disciplines of yoga, focusing on body
awareness, beginning yoga postures, breathing,
and relaxation skills. Upon successful completion of the course, students will understand and be able
to demonstrate the basic components of yoga
practice, including safe, stable body alignment
and classic yoga postures. This course is for
women only.

Beginner Golf
Students will learn the basics of golf and receive
technical instruction on proper grip and swing
Additionally students will learn the history and rules of
golf and golf etiquette. This course is taught
primarily on the driving range and putting green
and culminates in an experience on a golf course.

Karting and Driver Fitness
Karting is a motorsport with small, open,
four-wheeled vehicles racing on a scaled-down track. In addition to developing quick reflexes, precision
vehicle control, and decision-making skills, individuals gain a basic understanding of what
variable can be altered to attempt to improve the
competitiveness of the kart, including tire pressure,
gear, 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 with racing.

Beginner Tennis
This class is for novice tennis players and exposes
individuals to the basics of tennis and the
fundamentals of competition including
serving, volley, and receiving techniques. Additionally, students will learn how to
adapt their individual needs to the
rules of tennis.

Triathlon Training
This challenging class is focused on training
athletes to become triathletes: athletes who
compete in competitions that include swimming,
cycling, and running in succession. There are two
local triathlon opportunities, the Yas Tri and the
Abu Dhabi Tri. Indoor workouts will utilize stationary bicycles, rowing ergometers, the
swimming pool, and weights. Outdoor workouts will include cycling and running.
Individuals learn the secrets of competitive
triathletes, including training techniques, preferred
equipment, race strategies, and nutrition.

Women Only Swimming
The beginner swimming course is designed for
women only.

Touch Rugby
Touch Rugby is a non-contact form of rugby that focuses on fitness, agility, communication and teamwork. Physical strength is not required to excel in this sport.

Introduction to Strength Training
This course teaches students the essential
components of a weight lifting program. Students learn proper execution and techniques
for effective strength training. Students will
be encouraged to explore their personal
health and fitness goals and how strength training may be incorporated into their lifestyle fitness plan.

Total Fitness (Advanced)
Total Fitness is a high intensity advanced fitness
course that teaches students how to safely and
effectively use the exercise equipment in the
NYUAD fitness center to achieve personal fitness
goals. Students will try a wide array of training methods that promote overall fitness.

Women Only Scuba
This is a PADI Certified Open Water Scuba Diving Course.

Aerobics
Aerobics
This class will include a wide array of aerobic
movements. The focus will be on maintaining a
targeted heart rate to maximize cardio benefit.

Squash
Squash
This course aims to impart the knowledge and
capabilities essential to having an informed
understanding and appreciation of squash. Students are introduced to the basic skills
necessary to play the game.

Dance (coed)
This course introduces students to dance by
exposing them to a variety of dance styles. Students will
learn through hands-on experiences, movement
explorations, and dance-making. Through
discussion students will move toward a fuller
appreciation of dance in our everyday lives. Dance
styles include, but are not limited to, Hip-Hop, belly
dance, modern ballet, and jazz.

Bootcamp
This course offers intense exercise sessions that
challenges every muscle of the body. In this course
students move from exercise to exercise with very
little rest time in between. The theory behind
Bootcamp is that the individual can tone and
firm their muscles simultaneously with a vigorous
cardiovascular workout.

Performance Boxing
The aim of this course is to learn boxing technique
and how to adapt boxing training for personal
fitness. Students will build muscular strength
and endurance. Additionally boxing promotes
(cardiovascular health and enhances confidence.
The course is for women only.

Women Only Bowling
This introductory course will expose students to
the basics of bowling, including technique, tactics,
handicaps and scorekeeping. By the end of the
course, students will have the ability to participate
in a bowling league or competition.

Women Only Performance Boxing
This course focuses on the development of
techniques, and rules for both singles and doubles
play. Notes: Students should be able to ride
a bike and pass the basic swim test before the
start of the class.

Triathlon Training for Beginners
This course is appropriate for anyone interested
in learning about or participating in a triathlon. The
course teaches students the essential components of
a triathlon and what is required to
compete in a triathlon. Additionally the class will discuss
the gear involved as well as training plans
and workouts.

Badminton
Students will learn basic badminton skills,
techniques, and rules for both singles and doubles
This course focuses on the development of
various strokes, serves, and offensive and defensive strategies.
Through this course players will improve in speed, stamina, and agility.

Aikido is a Japanese martial art based on the philosophy of blending with an opponent’s power and redirecting their aggressiveness to a mutually safe place rather than trying to counter power with power. Aikido therefore does not depend on an individual’s size or strength. Elements of classical Japanese sword and staff movement are incorporated into the empty hand techniques, which consist of throwing and pinning defenses against a wide variety of attacks. The class is open to both beginners and advanced practitioners and people of all fitness levels.

The goal of this course is to facilitate students to develop explosive power and athleticism. Students will learn metabolically challenging exercises that reinforce muscle firing sequences and motor patterns that transfer directly into movements commonly found in both sport and life. This course is helpful towards furthering any sport or fitness goal.

This course is appropriate for anyone interested in an educational introduction to rock climbing. This course will cover the essential skills necessary for a beginner including simple rope work, belaying (controlling the rope for the climber), single pitch climbing, abseiling and use of technical equipment. The course will use an indoor climbing wall for all lessons.

This is designed as an introduction to the fast-paced aerobic sport of racquetball. Students will learn the basics of the game including racquetball terms, rules, scoring, and safety. Class time will be spent on the court learning proper racquet technique to achieve excellent form in forehand, backhand, overhand, and multiple types of serves. Games will be single (two person) and double (four person), as well as cutthroat (three person). Once students are confident in their racquet technique, the course will evolve to include strategy and the analysis of opponents. The class will end with a friendly tournament. This course is designed to not only give an excellent and fun cardiovascular workout during class, but to develop a life-long love of the game.

Women Only Tae Bo–Zumba
Zumba is an aerobic dance class that combines Latin dance, hip hop, and choreographed routines. The class is set to a variety of upbeat music with a focus on getting the heart rate up into the target zone.

Archery
This course is designed to give students an introduction to archery from a historical perspective. Students will learn fundamental skills, strategies, rules, and regulations. Archery requires students to develop deep and solid focus, which is only achieved through rigorous attention to fine motor skills. The underlying sub-focus of the course is the development of the tenacity and discipline necessary for success and the resulting confidence that accompanies personal success.

Quidditch
Quidditch is a game taken from the wonderful series of books about Harry Potter by J.K. Rowling. In Harry’s world, witches and wizards fly on broomsticks, tossing a ball back and forth towards a goal. With a broom planted between their legs, players will be taught how to dodge, weave, throw and catch. Having to keep the broom between your legs makes it a vital handicap to mobility, stability and throwing accuracy, encouraging players to develop a precise throwing arm and positional awareness. This game is very new but is becoming quite popular on college campuses worldwide.

This course will introduce students to a variety of outdoor team sports and the elements necessary to play them. Those elements include, but are not limited to, skills, offensive and defensive strategies, rules, and lots of game play.

This course will focus on the relationship between individual choices, social responsibilities and optimal human functioning through healthy living. Health and social issues relevant to young women will be examined in discussion based sessions, while being combined with the practice of a diversified fitness routine that focuses on strength, flexibility, endurance, and muscle tone. An introduction of cardiovascular fitness and nutritional information related to exercise is emphasized. This course is for women only.

This course provides an overview of the various fields of athletic training and sports medicine. Students will learn how to use training equipment and materials, procedures for athletic training and the role of trainers as care providers. They will examine the organizations, regulations, and ethics that govern this profession. This course must be taken with part B. Successful completion of both courses will satisfy the Physical Education requirement.

This course provides an overview of the various fields of athletic training and sports medicine. Students will learn how to use training equipment and materials, procedures for athletic training and the role of trainers as care providers. They will examine the organizations, regulations, and ethics that govern this profession. This course must be taken with part B. Successful completion of both courses will satisfy the Physical Education requirement.

This class teaches lifeguard candidates the skills and knowledge needed to prevent and respond to aquatic emergencies at an aquatic facility. Upon successful completion of the course the student will receive a certificate for completing American Red Cross Lifeguard Training/First Aid and CPR for the Professional Rescuer. This course must be taken with part B. Successful completion of the two courses will satisfy the Physical Education requirement. Attendance is required for all classes within each session. No exceptions! 

- Ability to continuously swim 300 meters, demonstrating breath control and rhythmic breathing, in both freestyle and breaststroke.
- Ability to tread water for 2 minutes using only your legs.
- Ability to swim 20 meters of freestyle or breaststroke then submerge to 3 meters and pick up a 5kg object. While holding it with both hands, return to the surface, swim 20 meters, and exit the pool. This drill must be executed within 1 minute and 40 seconds.
This class teaches lifeguard candidates the skills and knowledge needed to prevent and respond to aquatic emergencies at an aquatic facility. Upon successful completion of the course, each student will receive a certificate for completing American Red Cross Lifeguard Training/First Aid and CPR for the Professional Rescuer. This course must be taken with part B. Successful completion of the two courses will satisfy the Physical Education requirement. Attendance is required for all classes within each session. No exceptions!

**Prerequisites:**
- Ability to continuously swim 300 meters, demonstrating breath control and rhythmic breathing, in both freestyle and breaststroke.
- Ability to tread water for 2 minutes using only your legs.
- Ability to swim 20 meters of freestyle or breaststroke then submerge to 3 meters and pick up a Skg object. While holding it with both hands, return to the surface, swim 20 meters, and exit the pool. This drill must be executed within 1 minute and 40 seconds.

**PHYED-AD 72 Intermediate Strength Training**
This course is designed specifically for the student who is interested in developing their strength training techniques and core strength development. Intermediate Strength Training will help develop and emphasize the importance of weight training as part of an overall wellness program. Students must have experience in the weight room with strength training foundations. Students must be able to perform proper technique during overhead squats, dead lifts, push press, and bench press.

**PHYED-AD 73 Sports Officiating**
This introductory level sports officiating course is both content and physical activity based. The course will cover the skills and knowledge necessary to officiate a variety of sports within the NYUAD intramural leagues and ADISL, with a focus on soccer and basketball.

**PHYED-AD 74 Intermediate Tennis**
This class will focus on the different types of spin, serves, and strokes of tennis as well as strategies involved in both doubles and singles play. This class will help students take the necessary steps to advance their tennis game. Note: Students are required to have experience with tennis basics.

**PHYED-AD 75 Sand & Surf (Beach Fitness)**
This course is taught at the beach, both on the sand and in the water. Students will gain experience at NYUAD organized sports events and create a sports event at the conclusion of the 14 week course that will be open to the NYUAD community. This course must be taken with part B. Successful completion of the two courses will satisfy the Physical Education requirement.

**PHYED-AD 76 Prehab: Injury Prevention**
This course is an introduction to prehab as a theory and practice. Prehab is a proactive approach to avoiding pain and injury. Students will learn how to build strength and stability around their most vulnerable areas while improving mobility, balance and joint function to decrease their potential for injuries.

**PHYED-AD 77 Intermediate Golf**
This course is designed for students with basic golf knowledge and skills. Topics will include course strategy, putting, sand technique, the proper use of the rules, club selection, speed of play, skill building, and different golf formats.

**PHYED-AD 78 Women Only Fitness**
This course teaches students how to safely and effectively use the exercise equipment available in the NYUAD fitness facilities. Additionally students will try a wide array of training methods including circuit training, Tabata, Kettlebell training, plyometrics, boxing fitness, and prehabs exercises. Through this broad sampling of training methods, students will experience a variety of exercise options and hopefully discover what type of exercise is best suited to the individual. Students will be taught to create and implement an individual fitness routine and to set fitness goals. This course is for women only.

**PHYED-AD 80 Women Only Hip Hop**
Hip hop dance is designed for students with an interest in Hip Hop dance and culture. This class introduces students to Hip Hop through movement that includes freestyle dancing, locomotive movements, and choreography. No prior dance experience is necessary. This course is for women only.

**PHYED-AD 81 Distance Running and Road Racing**
This course is for students who have running experience and want to train for a 10k or a half marathon. Students will learn more about training, running, and workouts. Topics will include the science and research behind individual workouts and periodization training. Students will have the opportunity to track progress through the use of GPS watches, smart phone apps, and other technology. Students may be tested for their individual VO2 Max to determine aerobic fitness and capacity. The culminating event will be the completion of a local 10k or half-marathon. Students are expected to run on their own outside of the 2 x 75 minute class sessions each week. Note: Students must be able to run 30 minutes non-stop and will be tested on the first day of the class.

**PHYED-AD 82 Outdoor Team Sports and Recreational Activities**
This non-competitive fun course will introduce students to a variety of outdoor team sports and recreational activities. Topics include skills, offensive and defensive strategies, rules, and lots of game play.

**PHYED-AD 83 Volleyball**
This class is designed to help players learn and develop a basic understanding of volleyball. Topics include the basic skills of serving, passing, setting, attacking, and blocking. The class will also cover tactical skills of basic volleyball offensive and defensive play and well as the rules and scoring.

**PHYED-AD 90 Men’s Varsity Soccer**
Participate as a team member in the Men’s Intercollegiate Soccer team for at least one season.

**PHYED-AD 91 Women’s Varsity Soccer**
Participate as a team member in the Women’s Intercollegiate Soccer team for at least one season.

**PHYED-AD 92 Men’s Varsity Basketball**
Participate as a team member in the Men’s Intercollegiate Basketball team for at least one season.

**PHYED-AD 93 Women’s Varsity Basketball**
Participate as a team member in the Women’s Intercollegiate Basketball team for at least one season.

**PHYED-AD 94 Varsity Table Tennis**
Participate as a team member in the Intercollegiate Table Tennis team for at least one season.

**PHYED-AD 95 Men’s Badminton**
Participate as a team member in the Men’s Intercollegiate Badminton team for at least one season.

**PHYED-AD 96 Women’s Badminton**
Participate as a team member in the Women’s Intercollegiate Badminton team for at least one season.

**PHYED-AD 99 Crossfit**
Crossfit is a fitness regimen with constantly varied and physically demanding workouts. The goal of the program is to prepare the body for better fitness in any and all activities or sports by focusing on functional movements, strengthening and conditioning of major muscle groups, heart and lung endurance, flexibility, power, speed, agility and balance. Students will improve muscular strength, cardiovascular fitness, and overall physical well-being.
STUDENT RESEARCH

Research is an important part of the NYUAD 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 questions and proposing answers, considering problems from new angles, and developing and analyzing new data. At NYU Abu Dhabi, research is not limited to the senior year and to advanced courses; research is understood to be a fundamental mode of learning that is applicable at every level of study.

Most majors include required research methods courses that 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 NYU Abu Dhabi are research scholars, actively engaged in projects of their own and setting new directions in their fields of research and creative activity. The faculty enriches their classrooms with this cutting-edge vibrancy and draw students into their research activities. In addition, students have the opportunity to participate in advanced research projects at the NYUAD Institute and work with leading scientists, scholars, and artists who are moving the frontiers of knowledge. The low ratio of students to faculty and researchers gives the undergraduates at NYU Abu Dhabi extraordinary access to advanced research.

The NYUAD Undergraduate Research Program offers competitive grants to support students who have secured summer research positions. The Program supports non-credit summer research opportunities, in all divisions, for students that provide independent or directed research and include structured development in the skills required to perform those activities.

The NYUAD Undergraduate Research Program also offers competitive Conference Grants to enable students to participate in conferences and at other venues where they can showcase their research and creative activities.

REGIONAL SEMINARS

An important part of NYUAD’s educational mission is the discovery of the historic, culturally varied region where it is located. Study trips are a feature of the NYUAD curriculum and enable students to connect their academic studies with on-the-ground exploration of the UAE and the region. NYUAD’s 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 NYU Abu Dhabi.
Direct encounters intensify learning by adding an experiential dimension that is not possible through classroom learning alone. Led by faculty members, the trips may also draw upon local experts with deep knowledge of the sites and provide students with opportunities for collaborative learning with members of the host communities.

The seminars are generally scheduled during the fall and spring breaks and in January Term, although some courses incorporate day and over-night fieldwork travel during weekends.

In academic year 2015–16, regional seminars were organized to the Northern Emirates of the United Arab Emirates, Ethiopia, India, Nepal, Oman, Qatar, Singapore, Sri Lanka, Turkey, and Zanzibar. Day and weekend study trips in the United Arab Emirates included visits to the Desert Conservation Reserve, Hydroponic Farm, and Bastakia area in Dubai; the Museum of Islamic Civilization in Sharjah; Masdar Institute and City, Al Wathba Wetlands Reserve, the World Future Energy Summit, and Yas Island mangroves among numerous sites and events in Abu Dhabi.

**DIRECTED STUDY**

Directed Study is intended for students with a well-defined interest in a subject and the preparation to undertake advanced, independent work. This program allows students to pursue areas of interest that are not served by existing courses and to work closely with a faculty member. Directed Study requires regularly scheduled weekly sessions with the supervising professor and normally involves research.

The approval process for a Directed Study must be completed prior to the applicable course registration period. A student or group of up to three students interested in pursuing a Directed Study should secure preliminary approval through the Office of the Registrar before working directly with a faculty member to develop a detailed syllabus for review by the Office of Academic Administration and the appropriate divisional dean. Individual divisions and programs may place restrictions on participation in Directed Study experiences as appropriate. Students may take no more than one Directed Study per academic term and at most two such courses in total.

Directed Study courses may be taught by faculty of NYU Abu Dhabi, members of the NYUAD Institute, and faculty at NYU’s campuses around the world. Since NYUAD course offerings may not be able to accommodate all critical special interests of the students enrolled in the undergraduate college, Directed Study courses provide an opportunity to draw on the depth and broad expertise of NYU’s global faculty to meet these needs. If the professor is not in Abu Dhabi, the weekly meetings take place by regularly scheduled videoconference or teleconference sessions.

**SUMMER PROGRAMS**

In addition to taking credit-bearing summer school courses, 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 Career Development Center, the Undergraduate Research Program and faculty mentors, students are encouraged to explore possibilities for summer experiential learning. NYU Abu Dhabi especially welcomes students interested in working with or doing research related to organizations in Abu Dhabi. Funding support is available through a competitive process that begins early in the spring semester.

**WRITING CENTER**

NYU Abu Dhabi provides students with resources designed to support their development as compelling communicators, scholars, and global citizens who are able to articulate their ideas to a 21st century international audience. The Writing Center is a great example of this support.

Located in the Library, the Writing Center is the place writers go for on-one consultations with NYUAD’s team of Writing Instructors. The NYUAD Writing Center believes that every writer needs a reader and our Writing Center consultations are designed to aid and develop the writer’s project at any stage of the process—from brainstorming to fine-tuning; from developing a motive and a thesis; to integrating sources ethically. The NYUAD Writing Center offers support for writing (in and across the disciplines), oral expression, and English Language Learning related aspects. Writing Instructors consult on all types of writing assignments, papers, and projects. Students can make appointments as walk-ins or via the Writing Center website under the student portal.

The Writing Center is a co-curricular initiative designed to implement the pedagogy of the Writing Program. It serves the wider undergraduate student population, and is crucially positioned to serve the needs of writers across a range of disciplines. NYUAD Writing Center consultants are experienced readers and writers who work with students in dedicated writing conferences, helping to develop strategies for revision of assignments or papers, teaching specific writing skills, or facilitating a deeper understanding about the student’s own writing process. Students from any field or discipline are welcomed. Visit The Writing Center or make an appointment online (https://nyuad.mywconline.com).

**NYUAD LIBRARY**

The NYUAD Library is your gateway to the world of research, scholarship, and communication.

Creative use of technology to connect NYU Abu Dhabi, NYU New York, and other NYU academic centers is a hallmark of NYU Abu Dhabi. Electronic classrooms, video conferencing, and pervasive wireless technology advance inquiry-based education, meld living and learning, and promote interaction between students and faculty on different continents. The breadth of its resources is on a level with the world’s finest universities and research centers.

The NYU library supports learning and research by providing in-depth access to the world of scholarly information. The on-campus collection of essential books is complemented by rapid access to NYU’s holdings of over 5 million volumes and 130,000 video and audio recordings. The library purchases books as required to save time and increase convenience for researchers. Digital library services provide students and faculty with library access anywhere and anytime, whether on campus or off site. The library also holds digital versions of virtually all of the world’s scholarly journals and periodicals. The library acquires new items continuously and honors special requests for material from students and faculty.

Specialist librarians and technology experts are available to accelerate the discovery, use, and sharing of vital information.
The library staff offers instructional sessions, and online or in-person tutorials. Librarians work directly with students at the library service desk, or by appointment, to assist with specific research needs. The latest tools for organizing, analyzing, and presenting knowledge are available at the library, and can be accessed 24 hours a day via the library's extensive online facilities. The library and NYUAD information technology services work together to provide opportunities to learn independently—or work collaboratively—in an environment rich in information and the technology needed to process text, images, sounds, and video. Beyond its virtual capabilities, the library provides physical spaces for engagement between faculty and students, complemented by quiet areas for concentration and contemplation. Group study rooms have large monitors and a broad selection of software packages that create a productive environment for completing team projects. Laptops, cameras, and audiovisual equipment are available for loan. Comfortable reading areas and views of the campus garden create a relaxed atmosphere for study. Learn more about the library's window to the world of scholarly communication at nyuad.nyu.edu/academics/library.html.

NYU ABU DHABI INSTITUTE

The Institute sponsors and coordinates major academic conferences, research workshops, lectures, film series, exhibitions, and theatrical and musical performances. Through a comprehensive range of activities, the Institute forms an intellectual and programmatic link between NYU New York and NYU Abu Dhabi, and bridges and creates knowledge communities across the globe.

Research: A key element of NYU Abu Dhabi is a robust research environment, one that broadly represents the disciplinary areas in the undergraduate college, nurtures the development of graduate programs, and supports research of the highest quality on topics of importance and relevance to Abu Dhabi and to our world today. The NYUAD Institute provides research funding at a significant level and with exceptional continuity of support. Among the projects supported by the NYUAD Institute are studies in neuroscience (the Neuroscience of Language Laboratory, Computational Modeling of Cortical Processing); biosciences (Center for Genomics and Systems Biology); medical and health research (Public Health Research Center, Diabetes Research Center); social programs and policy research (Global TIES for Children); environmental science (Center for Prototype Climate Modeling, Center for Sea Level Change); technology (Center for Technology and Economic Development, Center for the Interdisciplinary Study of Security and Privacy); space sciences (Center for Space Sciences). The Library of Arabic Literature translation project and the Humanities Fellowship Program, both aim to build research capacity in areas of the Humanities that are relevant for the study of the Arab world; its rich intellectual, religious, and scientific history; its cultural and artistic heritage; and its interaction with other cultures. All faculty and students at NYU Abu Dhabi are actively encouraged to participate in the intellectual and scholarly opportunities afforded by the NYUAD Institute, through programming linked to faculty research interests, courses, and student Capstone Projects. NYUAD students are able to work in pioneering labs and research centers.

Scholarly and Public Programs: The NYUAD Institute hosts public programs directed both to local audiences and to the worldwide academic and research communities of Abu Dhabi and New York. It is fast becoming a center of intellectual life bringing together faculty and students from institutions of higher learning throughout the region and inviting leaders of business, policy, and the interested public.

With locations in New York and Abu Dhabi, the NYUAD Institute forms an immediate intellectual and programmatic link between NYU's main campus in New York and Abu Dhabi, bringing the plenitude of NYU's renowned graduate and professional schools to the Gulf region. Themes of workshops and lectures organized by the NYUAD Institute have focused on, for example, the Coral Reefs of the Gulf; Nabati Poetry; the History of Science and the Arab world; Recent Developments in Genomics; Issues in Social Migration; Cultural Heritage; Electronic Music in the Middle East—and many other topics across a variety of academic disciplines and the arts.

For more information on NYUAD Institute, including the schedule of programs and information about past programs, please visit the Institute's Web site at nyuad.nyu.edu/institute.
NYU Abu Dhabi provides students with a unique network of faculty mentors and other advising resources through a variety of academic and administrative offices, supporting student learning, academic performance, and extracurricular exploration.

All first-year students are assigned a pre-major faculty mentor who serves as a general guide and resource for academic planning in the first few semesters while the student focuses on curricular exploration. Faculty mentors also help identify resources and opportunities available within NYU Abu Dhabi and the NYU global network that enhance students’ undergraduate experiences, and can play a key role in helping students think about and plan for internships, special honors, regional and international academic competitions, and finding an appropriate balance between academic and extra-curricular activities.

The pre-major faculty mentor is not assigned based on a student’s area of academic interest. However upon declaring a major, students are reassigned to a major mentor in their chosen course of study. Major mentors assist students in planning for study away, preparing for the senior capstone experience, and selecting courses that further their post-graduate plans.

Staff advisors in the Office of Global Education provide additional support for students’ study away planning. They meet individually with each first-year student to discuss study away broadly. During the sophomore year, they meet again with each student prior to that student’s first study away experience to discuss study away plans for any semester in their junior year. These meetings augment NYUAD’s online study away resources and help to assure appropriate planning and course sequencing prior to studying away. They also assist students in making decisions that enhance the value of their study away experiences.

General advising and learning support is also provided through the Dean of Students Office, the Office of the Registrar, and the Office of Academic Administration. In addition to participation in the non-credit first-year dialogue program that is designed to aid the transition to university life, all first-year students are expected to meet with someone from the Dean of Students Office to discuss their personal concerns. This office can assist students to refine study skills and improve time management, and offer other significant support that contributes to academic success. The Registrar provides support throughout a student’s career with matters relating to course enrollment and interpretation of academic policies. The Vice Provost for Academic Administration provides support to faculty mentors and works with individual students on a case-by-case basis as need arises.

ATHLETICS, INTRAMURALS, AND RECREATION

In addition to required Physical Education courses (see pp. 343–351), the Department of Athletics, Intramurals & Recreation promotes health and fitness by engaging students in a wide variety of extracurricular activities. Dedicated staff and coaches provide quality programming, instruction and mentoring through intramural, club and intercollegiate sports. Regardless of skill or ability, all students are encouraged to explore their athletic interests and participate in the NYUAD sports community.

Several established NYUAD student teams compete with other local universities through the Abu Dhabi Inter-University Sports League (ADISL), and growing
interest in athletics has diversified the roster of team sports offered. Popular team sports include football/soccer, basketball, cricket, volleyball, table tennis, and badminton. Additionally, students compete in a variety of individual athletic events around Abu Dhabi, the United Arab Emirates, and the surrounding region, including road races, triathlons, and stand up paddle competitions. Recreational activities facilitated by the department include water sports, such as kayaking and sailing, and athletic leisure activities, such as cycling, hiking, and equestrian events.

**CAREER DEVELOPMENT CENTER**

The Career Development Center (CDC) empowers NYUAD students and alumni to take first steps and next steps in pursuit of a meaningful future. An holistic approach to career development challenges students to think beyond a single internship to who they want to be and what they want to accomplish in their professional lives, both during their time at NYU Abu Dhabi and after graduation. From self-assessment, such as the MBTI and Strong Interest Inventory, through graduate school and career research, to the application process and finding competitive scholarships, the CDC helps students every step of the way. Whether in one-on-one advising appointments or in one of the workshops or events, the CDC pushes students to define and realize their own success.

Annual signature events—including Opportunities Fair, Graduate School Weekend, and Networking Night—bring representatives from various companies and graduate schools globally to connect NYUAD students to the world of work and graduate education. The CDC curates a diverse array of resources to help students find relevant career-related information. These resources are extended through strong partnerships with NYU counterparts at NYU New York, NYU Shanghai, and all of NYU’s global network sites.

NYUAD CareerNet online software acts as a hub for accessing part-time and full-time jobs, internships, and other opportunities, both locally and globally. Available to all NYUAD students, it allows free access to subscription-based career resources, such as Going Global, InterviewStream, and the Vault Career Insider Guides. By graduation, NYUAD students have the opportunity to develop strong professional skills and confidence in preparation for life beyond Saadiyat.

**FITNESS CENTER**

The NYUAD Fitness Center, located in the Campus Center, is equipped with state-of-the-art cardiovascular exercise, resistance, and free weight training equipment, in addition to a multi-functional Queenax frame. The Fitness Center also houses studios for dance, Pilates, yoga, spinning, and much more, including a fully outfitted Ladies-Only studio and programming.

Our diverse team of dedicated professionals guides and educates students on a holistic approach to fitness, through Personal Training, Group Fitness Classes, Physical Education, Ladies-Only offerings and specialized group classes. In addition, the Fitness and Wellness department has launched the Well-Being Initiative to not only raise awareness, but to create movement towards healthy lifestyle culture at NYU Abu Dhabi.

**COMMUNITY OUTREACH**

The Office of Community Outreach (OCO) offers a diverse range of programming to help students engage with the United Arab Emirates community in meaningful ways, through volunteerism, service-based learning, and as active participants in the many opportunities the United Arab Emirates has to offer. Students can expand their community network and help feel more at home by joining local festivals, conferences or competitions, homestays with Emirati families or volunteering for some of the capital’s most prominent cultural and educational events such as Abu Dhabi Art, Abu Dhabi Science Festival, or Abu Dhabi Festival.

Students interested in engaging with the Abu Dhabi community on a deeper level, while gaining valuable work experience and strengthening ties to community-based organizations can join our popular semester-based Volunteer Programs. They can help mentor young girls to explore leadership through the Girls’ Education Network (GEN), teach athletics skills to young children with autism with the Special Needs Athletic Program (SNAP), or tutor migrant workers to improve conversational English skills with Strength in Vocational Education (STRIVE). In response to students looking to gain experience in nonprofit administration, the OCO has developed a robust and sought-after internship program.

Our Social Impact Leaders speaker series helps connect students to inspiring social change thought leaders, through intimate conversations with guest lecturers such as the legendary Dr. Jane Goodall, Nancy Lublin, Celine Cousteau, or Robert Swan. NYU Abu Dhabi has joined prominent global educational campaigns such as Breast Cancer Awareness and Autism Awareness Month.

**FIRST-YEAR PROGRAMMING**

NYU Abu Dhabi provides exceptional and expansive opportunities for academic and personal exploration. NYU Abu Dhabi is committed to supporting students as they transition into the intellectual, social, and cultural community of the University. A comprehensive First-Year Experience offers opportunities for student success, guides students to acquire a sense of place in the NYUAD community, and fosters a connection to the history, culture, and traditions of the United Arab Emirates.

First-Year Programming extends an initial welcome to incoming students during Marhaba, the first-year orientation program that takes place before the start of the fall semester. Programming 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 NYU global network, fostering and deepening connections for all students. Programming specific to first year students, a first year seminar, and UAE focused events are all a part of the first-year experience for NYUAD students and serve to illuminate the unique values and strengths that each student brings to this community.

**HEALTH AND WELLNESS**

Located on the ground floor of the Campus Center, the Health and Wellness Center (HWC) provides convenient access to medical care and counseling support to help ensure students stay healthy and are able to fully benefit from their time at NYU Abu Dhabi.

Medical Services at the Health and Wellness Center are administered by an experienced staff of physicians and nurses, and include providing preventive and health education, identifying and treating common medical conditions, assessing the urgency of medical problems, and making referrals to medical specialists when necessary. The Health and Wellness Center also offers confidential counseling services, also called psychotherapy, that focus on students’ personal wellbeing. Student counselor
relationships are objective, accepting, and non-invasive and provide students with the opportunity to clarify issues and reflect on experiences, discover their true wishes and feelings, and deal effectively with problems.

Students can contact the Health and Wellness Center at 02 628 8100 during regular working hours. The Health and Wellness Center is open Sunday to Thursday from 9 am to 5 pm for appointments or walk-in visits.

After hours services:
- Nurse Advice Line 02 628 8100 (medical concerns)
- Wellness Exchange 02 628 5555 (mental health concerns).

**Health Promotion**

The Health Promotion Office (HPO) seeks to enhance the emotional and physical well-being of students so they can experience academic and personal success. Studies show that health and wellness issues impact college age students at a high degree, and that physical and mental health concerns are heightened when students enter college. The most common issues for college student related to health and wellness are: Healthy Eating, Sleep, Alcohol Use, Physical Activity, Sexual Health, Stress, Sleep Issues and General Risk reduction. The HPO offers a wide range of evidence based programming to address these concerns so students are empowered to make health-enhancing choices towards individual and collective well-being. In addition, this office facilitates sexual misconduct prevention and educational programs, and provides support to students involved in incidents related to sexual misconduct.

Other services include advising the peer support group at NYU Abu Dhabi, REACH, which provides peer-to-peer counseling and wellness support for the student community.

**INTERCULTURAL EDUCATION & SPIRITUAL LIFE**

The Office of Intercultural Education & Spiritual Life (OIESL) encourages meaningful, sustained engagement among members of the NYUAD community. We endeavor to create the conditions under which greater self-awareness and an understanding of others is cultivated, and where both our common humanity and our uniqueness are regarded with genuine respect.

OIESL connects NYUAD's educational and intercultural goals by creating seamless, inter-connected, and student-centered co-educational opportunities exploring matters of identity, diversity, and inclusion. Critical to this mission is student understanding of self, and the cultural self in relation to others across various contexts. In order to support students in developing greater self-awareness, OIESL created Intercultural Competence Core Training (ICCT), a four-part series designed to deepen student competence across four capacities: intellectual curiosity, flexibility, intercultural empathy, and authenticity. Participation in ICCT will position students to take advantage of the great diversity here at NYU Abu Dhabi and help to prepare them for their study away experiences across the NYU global network.

We have also introduced a Sustained Dialogue Project in an effort to engage students, staff, and faculty in conversation about issues affecting our campus community. Like most OIESL efforts, this initiative has been created specifically with our unique community in mind.

OIESL also recognizes and supports the spiritual development of its students, and seeks to create an engaging environment for their personal development. Students come to OIESL seeking a deeper connection to their faith traditions; others seek to explore alternative spiritual paths. Our Spiritual Life Advisor and the rest of the OIESL team provide guidance in contemplative inquiry, opportunities for dialogue and exchange of ideas as well as: assistance with getting connected with resources in Abu Dhabi and at NYU New York to support student personal and spiritual growth, ethical development, interfaith dialogue, and sense of well-being; referrals to local places of worship, religious, and social gatherings; and a variety of programs to support student intellectual and spiritual life; and internship experience for students interested in exploring intercultural competence and cross-cultural communication more thoroughly.

**RESIDENTIAL EDUCATION**

Living on campus can be one of the most exciting and meaningful experiences students have at NYU Abu Dhabi. Students have the opportunity to meet people from different parts of the world, make long-lasting friendships, and participate in intellectual and social activities.

The Office of Residential Education supports student development by providing resources and implementing purposeful and engaging programs. The office sees the diverse spectrum of student interests as an opportunity to meet the individual and collective needs of our student body by fostering a welcoming living and learning residential environment.

A resident assistant (RA) lives on every floor in the student residences and acts as a trained peer leader. RAs create a sense of community among all of the residents on the floor by hosting several programs and floor meetings each semester. NYUAD RAs attend a rigorous selection and training process and are considered to be among the institution’s student leaders. The RAs regularly conduct a wide variety of social, cultural, and educational programs and activities designed for the entire school, specific years, or individual student floors.

Programming led by RAs is supplemented by the Inter-Residence Hall Council (IRHC), a body of students organized with a mission to provide fun, engaging activities for all students living in NYUAD’s residence halls. The IRHC works directly with the staff and RAs to host programs such as trips to Dubai, College Cup, indoor skydiving, Midnight Breakfast, movie nights, camping trips, and Beach Days.

Other services and housing procedures administered by the Residential Education team include overseeing room selection, distributing guest passes, storage and much more.

**STUDENT LIFE**

The Office of Student Activities offers a robust array of programs on campus and across the United Arab Emirates, while also supporting a wide range of student-driven groups and initiatives. Throughout the year, the office organizes trips and activities for interested students to take advantage of the rich offerings of Abu Dhabi’s recreational and cultural life. Through NYU Abu Dhabi’s Kasthah trips, students can walk through an oasis in Al Ain, tour the Bastikiya area of historical Dubai, and camp in the mountains of Fujairah. Flavors of Abu Dhabi introduces students to global cuisine, including Korean, Ethiopian, Filipino, and Emirati, at affordable restaurants across the city. Other opportunities such as the Sheikh Zayed Heritage Festival, Al Wathba Camel Races, and the Qasr al Hosn Festival—where students can learn about Emirati traditions such as coffee-making and falconry—will help students become more deeply rooted in their college home. Students wishing to
relax and unwind can join activities such as paintball, kayaking in the mangroves, or watching an exclusive screening of movie blockbusters.

The Office of Student Life also works closely with NYU Abu Dhabi’s Student Government to support new clubs and sponsor events on campus. In collaboration with Student Government, NYU Abu Dhabi currently recognizes more than 50 different Student Interest Groups (SIGs) representing everything from Debate and Model UN, to dance and martial arts, cultural and religious groups, video games and comic books, service and mentorship, and women’s empowerment. NYU Abu Dhabi also offers funding for student-led conferences including such past events as TEDxNYUAD (students inspiring people to make an impact), the Public Health Think Tank (developing health interventions for the United Arab Emirates), Biiah (a youth environmental conference), and Body Movements (international dance). Participation in SIGs, Student Government, and conferences is a great way to develop leadership skills and prepare for future careers.

**SAFETY AND TRANSPORTATION**

The mission of the NYUAD Department of Public Safety is to create, promote, and preserve a safe and secure University environment by delivering high quality community safety and protection services in a professional and friendly manner. The department is equipped to provide the highest standards of security and safety for the NYUAD community, and partners with the Public Safety Department of NYU to provide the highest level of professional support. All transport services are coordinated and conducted by the department on a daily basis.

All NYUAD sites are staffed 24 hours a day. The Department of Public Safety can be reached at any time for emergency assistance or to report a security concern. The 24/7 Security Desk helpline number is 02 628 7777 (local Abu Dhabi) or +971 2 628 7777 (outside of Abu Dhabi).

The Department of Public Safety is in contact with numerous foreign embassies present in Abu Dhabi, and in particular has developed a close relationship with the US Embassy. These relationships help keep the NYUAD community informed of any developing security situations that may arise. It is also important that all residents (individuals and families) register with their respective embassy upon taking residence in Abu Dhabi. Public Safety will also assist in dealing with the Abu Dhabi Police Force, and should be contacted as soon as possible should the need arise.

The NYUAD community and sites are welcoming to all NYUAD members and visitors, and the Department of Public Safety asks that NYUAD ID Cards be worn and clearly visible at all times and while on campus or any affiliated facility. All visitors entering these sites are required to obtain a visitor’s ID Card.

The Department of Public Safety also coordinates transport services related to business and academics for all faculty, staff, and students. A shuttle bus service provides transportation from the campus at Saadiyat to designated destinations in the city of Abu Dhabi. To use the service, a valid NYUAD ID Card must be shown to the driver; the service is not open to the public. All buses are clearly marked with an NYUAD logo.

Abu Dhabi is a safe place to live, work, and study, with a crime rate that is much lower than in many other international cities. Nevertheless, the Department of Public Safety recommends that all NYUAD residents and affiliates use common sense at all times to ensure their own safety.
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 Website: nyuad.nyu.edu.

ACADEMIC STANDING

This policy defines good academic standing and outlines the steps that will be taken to ensure students are informed of their academic standing, are helped if they have a temporary lapse, and are assisted in finding alternatives to NYU Abu Dhabi, if necessary.

I. Good Standing: NYU Abu Dhabi expects students to make satisfactory progress toward their undergraduate degree every term and cumulatively. Good academic standing is typically achieved by successfully completing 16 credit hours during each fall and spring semester and 4 credit hours during each of three January terms. A student who falls more than four credit hours behind this target, or who has a cumulative grade point average (GPA) of less than 2.00, ceases to be in good academic standing. Additionally, a student who fails to successfully complete at least 12 credits during a regular semester or who earns a term GPA of less than 2.00 ceases to be in good standing.

II. Academic Support: The university has developed a series of steps designed to help students achieve their academic goals and to communicate with students and their faculty mentors when a student is having trouble maintaining good academic standing. Typically, coordinating the communication and academic response is handled through the Office of Academic Administration and the Office of the Dean of Students. Academic support can include such things as tutoring, mentoring, and English Language support. The Dean of Students Office can also provide Wellness services and other organizational support.

NYU Abu Dhabi recognizes that there are situations in which appropriate academic support may include a reduced course load. When a reduced course load has been formally approved in advance, student progress toward the degree is measured against the approved reduced course load rather than against the typical 16 credit hour load. Students or faculty mentors who believe that a student would benefit from a reduced course load must apply for formal approval through the Registrars Office prior to the end of the add/drop period for that term. Approval is at the discretion of the Vice Provost for Academic Administration.

III. Definitions

Committee on Academic Standing: The Committee on Academic Standing is chaired by the Vice Provost for Academic Administration and includes the four Divisional Deans or their designees, a member of the standing faculty, and other members as determined by the NYUAD Provost. The Committee meets at the completion of each regular semester.

Probation: A student who is not in good standing is considered to be on probation. Students who are on academic probation are expected to refocus their energies on academic success. Unless specifically permitted by the Committee on Academic Standing, students on probation are not eligible for semester study away, course overloads, summer internship or research funding, or extra-curricular travel (including for team sports). Campus employment and membership in student organizations are also limited during periods of academic probation.
interest groups, while not prohibited, should be strictly limited and not allowed to adversely impact academic progress. Students on probation remain on probation until such time as they return to good academic standing. If a student fails to successfully complete all of his or her course work while on probation or if after two semesters on probation (consecutive or not) a student has not returned to good standing, s/he will be referred to the Committee on Academic Standing for review.

**Suspension:** Suspension separates a student from NYU Abu Dhabi for a period of at least one semester. It is intended as a time for students to reflect upon the reasons for their academic underperformance and to put in place such measures as will help them to succeed upon their return. Suspended students may opt to pursue university studies at another institution at their own expense during their time away from NYU Abu Dhabi. A maximum of 8 credits from such study may be transferred to NYU Abu Dhabi following the policies and protocols for transferring of credit.

**Dismissal:** Dismissal represents the permanent separation of a student from NYU Abu Dhabi.

**IV. Academic Review:** If a student ceases to be in good academic standing, s/he will automatically be placed on academic probation. In severe cases, the Vice Provost may refer such cases to the Committee on Academic Standing to consider enforcing additional measures such as a reduced course load or mandatory meetings with a mentor.

The Committee on Academic Standing will review all cases in which a student has been on probation for two or more semesters and still has not achieved good academic standing. The Committee will ordinarily recommend that such students be suspended from the university for a period of one semester. Additionally, the Vice Provost for Academic Administration may bring other students before the Committee for suspension consideration if their performance is particularly problematic—even if they have not had two semesters on probation. The actual decision to suspend rests with the NYUAD Provost.

Students who return from suspension will remain on academic probation. Upon return to NYU Abu Dhabi, these students are expected to successfully complete all of their courses. Failure to do so will result in referral to the Committee for Academic Standing. The Committee on Academic Standing may recommend allowing such students additional time on probation if upon their return they are accumulating credits at the normal rate and have a term GPA above 2.0. However, for students who continue to perform poorly upon return, the Committee will ordinarily recommend dismissal from NYU Abu Dhabi. The actual decision to dismiss rests with the Vice Chancellor who has sole authority to dismiss students from the University.

**V. Non-Academic Review:** The Vice Provost for Academic Administration will inform the student of any suspension or dismissal recommendation of the Committee on Academic Standing and enquire as to whether there are non-academic issues so compelling as to suggest an alternate sanction. Students asserting such a claim must document the non-academic issues. In the case of Health and Wellness reasons, this will ordinarily require that the student sign a release granting the Dean of Students and the Vice Provost access to records that would otherwise be protected under privacy regulations.

The Dean of Students and the Vice Provost will review these potentially compelling non-academic issues. In cases where they believe that a significant non-academic reason exists for the academic deficiency AND that there is reason to believe that the significant non-academic reason has been mitigated to an extent that prior academic deficiencies are not likely to be repeated, the Dean and Vice Provost will produce a formal recommendation suggesting a modification or even complete retraction of the recommendation of the Committee on Academic Standing. When no such non-academic reason exists, the Dean and Vice Provost will issue a formal statement in support of the recommendation by the Committee on Academic Standing.

**VI. Decision:** The decision to suspend or dismiss a student lies with the NYUAD Provost (for suspension) or Vice Chancellor (for dismissal) based upon the recommendation of the Academic and Non-Academic review.

**VII. Appeal:** Suspension and dismissal decisions may be appealed to the NYUAD Provost acting in conjunction with the Vice Chancellor, by delivering (via e-mail, hand delivery, delivery service, or mail) a written notice of appeal that arrives at the Office of the Provost within two weeks of a suspension or dismissal notification being sent to the student. There are only two grounds for appeal: a violation of the procedures outlined in this policy or evidence of factual error. The Provost will advise the student, the Committee on Academic Standing, and the Dean of Students in writing of his/her final determination. The decision of the Provost and Vice Chancellor of NYUAD will be final and binding.

**VII. Reporting:** Academic Standing status will not be recorded on official transcripts or other public documents, or released outside the institution without the student’s knowledge. Academic standing will, however, be part of the student’s internal NYUAD academic record and accessible for mentoring purposes.

**ACCESS TO EDUCATIONAL RECORDS**

NYU Abu Dhabi is fully committed to the protection of the privacy of student records. To assist with the guarding of this privacy, the university complies with the United States Family Educational Rights and Privacy Act (FERPA). This specifically means that any education records maintained by the university and directly related to students, such as grades, transcripts, and test scores, will not be released to others, including parents or guardians, without the student’s consent except as provided by United States federal regulations. Education records refer to any record or document containing information directly related to a student (including computerized and electronic files, audio and video tape, photographic images, film, e-mail, etc.) and are not limited to hard copy documents or to a file with a student’s name on it.

The Family Educational Rights and Privacy Act (FERPA) was enacted by the United States Congress to protect the privacy of students’ education records, to establish the rights of students to inspect and review their education records, and to provide students with an opportunity to have information in their records corrected which is inaccurate, misleading, or otherwise in violation of their rights of privacy. FERPA also permits the disclosure by an institution without a student’s prior consent of so-called “directory information” (see definition below), and of other personally identifiable information under certain
limited conditions. Students have the right to file complaints with the United States Department of Education’s Family Policy Compliance Office concerning alleged failures by an institution to comply with FERPA.

FERPA governs the release of personally identifiable information to both external and internal parties, including other University employees, parents, and government agents. The NYUAD and NYU FERPA Guidelines (accessible as indicated below) describe the circumstances and procedures governing the release of information from a student’s education records to such parties.

Disclosure of Personally Identifiable Information: Among other exceptions authorized by FERPA, prior consent of the student is not needed for disclosure of directory information or for disclosure to school officials with a legitimate educational interest in access to the student’s educational record. School officials having a legitimate educational interest include any University employee acting within the scope of her or his University employment, and any duly appointed agent or representative of the University acting within the scope of his or her appointment. In addition, the University may, at its sole discretion, forward education records to the officials of another institution (a) in which a student seeks or intends to enroll if that institution requests such records, or (b) if the student is enrolled in, or is receiving services from, that institution while she or he is attending NYU Abu Dhabi or NYU New York. Other exceptions are listed in the NYUAD and NYU Guidelines for Compliance with FERPA.

ADDITIONAL INFORMATION FOR STUDENTS ABOUT ACCESS TO EDUCATIONAL RECORDS

Guidelines for Compliance with FERPA. The Guidelines may be viewed at nyuad.nyu.edu/academics/academic.policies.html NYU Abu Dhabi and NYU New York have designated the following student information as “directory information:” Name, dates of attendance, NYU school or college, class, previous institution(s) attended, major field of study, full- or part-time status, degree(s) conferred (including dates), honors and awards (including dean’s list), past and present participation in officially recognized activities (including positions held and official statistics related to such participation and performance), email address, and NetID. Email address and NetID are directory information for internal purposes only and will not be made available to the general public except in specified directories from which students may opt out. Under United States federal law, address information, telephone listings, and age are also considered directory information for military recruitment purposes. Address refers to “physical mailing address” but not email address.

ADDING AND DROPPING COURSES

Within the following time frames, a student may add or drop a course (or section) without record on the student’s permanent transcript:

• The deadline for adding or dropping a 14-week class is the end of the second week of the semester.
• The deadline for adding or dropping a 7-week course is the end of the first week of the 7-week term.

Any student who adds a course after the first day of instruction is fully responsible for all work previously assigned in that course. During the second week of add/drop courses may be added only with the permission of the instructor. No course or section may be added after the stated deadline. After the stated deadlines, courses may only be dropped in accordance with the NYUAD policy on Withdrawal. Note that NYUAD students are subject to these add/drop limitations even when studying at another NYU campus, regardless of the deadlines at that campus.

ADVANCED STANDING

NYU Abu Dhabi does not award transfer credit for high school coursework or for external assessments, such as AP or IB exams. Advanced level courses, including AP, IB, and A Levels, may allow students to substitute an advanced course for an introductory course at NYU Abu Dhabi.

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 NYU Abu Dhabi does not supervise attendance of classes, it supports the standards established by instructors. Students who, in the judgment of the instructor, have not substantially met the requirements of the course or who have been excessively absent may receive a grade deduction, including the possibility of an F. And/or may be considered to have withdrawn unofficially (see the policy on Withdrawal).

AUDITING

Students will be permitted to audit a course with the permission of the course’s primary instructor. Audited courses may not be converted to a for-credit basis after the add/drop deadline and will not be reflected on a student’s transcript.

COMMENCEMENT MARCHING ELIGIBILITY

Students may participate in the NYUAD Commencement Ceremony if:

i. they have met all requirements for graduation and have not previously marched in anticipation of the degree being conferred or
ii. they matriculated at least eight semesters prior to Commencement and are registered for all courses necessary to graduate, regardless of whether or not all such courses are successfully completed by Commencement.

COURSE LOAD

NYU Abu Dhabi requires students to complete 140 credit hours to graduate. Students generally take nine four-credit courses per year; usually four during each semester and one during each of three January terms. However, as not all courses within the NYU system are four-credit courses, course load is measured in credit hours. Students must average 16 credit hours per regular semester, and may not generally take more than 18 credit hours in any one term.

NYU Abu Dhabi believes firmly that four years is the appropriate amount of time for students to take optimal advantage of NYUAD’s unique course structure, global programming, and co-curricular experiences. Students interested in accelerating or extending their degree programs must consult with their faculty mentors and the NYUAD Dean of Students to determine eligibility.
Faculty mentors will work closely with students to ensure a balance in academic workload, particularly as students take advantage of NYUAD’s scheduling system and the availability of 7-week courses. Students who wish to take more than 18 credit hours per semester must obtain the permission of their faculty mentors and the Vice Provost for Academic Administration. No student is permitted to take more than 20 credit hours in a semester. Students are required to take at least three January courses during their career, one per year in each of three years.

Students who wish to take fewer than 16 hours per semester must also obtain the permission of their mentor and the Vice Provost for Academic Administration in order to ensure a course of study that allows the student to make normal progress toward a degree. No student may take fewer than 12 credits per regular semester.

**DOUBLE COUNTING**

A course may count toward more than one requirement. For example, the same course may count toward both a major and toward a multi-disciplinary minor or toward two different majors. However, there are limitations to double counting.

i. For double majors, students may count all courses that are explicitly required for either majors, or a total of three courses, whichever is greater.

ii. All minors must include a minimum of at least two courses that are not counted toward any other set of major or minor requirements.

iii. No individual course may count for more than one Core category

This limited double-counting policy is intended to create flexibility for students and to allow them to highlight the disciplinary and subject matter clusters they have chosen to study.

Students should choose minors with a sense of academic purpose, not as an accidental result of NYUAD’s extensive cross-listing of courses, which reflects our commitment to work across disciplines.

**DOUBLE MAJORS AND MINORS**

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 minor, which is offered in disciplinary and multidisciplinary areas. Minors 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 minor rather than a full second major. Students with double majors are required to complete only one Capstone Project in what is recognized as their primary major. In lieu of a second capstone students must complete two additional courses in their non-primary major. A student’s degree, Bachelor of Arts or Bachelor of Science, is determined by the student’s primary major.

**EXEMPTIONS**

All exemptions related to the completion of degree requirements are by application to the appropriate Academic Dean.

**GRADE CHANGES**

To dispute an assigned grade, students must appeal directly to the instructor of record. Based on the appeal presented by the student, the course instructor may revise the grade. Before students petition to appeal a grade decision, they should keep in mind that a grade amended due to an appeal can be either higher or lower than previously assigned. Final responsibility for the student’s grade rests with the course instructor. A student with strong evidence supporting an allegation of malfeasance or discrimination should also consult the Vice Provost for Academic Administration.

### GRADING

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</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>
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<tr>
<td>B+</td>
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<tr>
<td>W</td>
<td>Withdrawal (see Withdrawal Policy)</td>
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<tr>
<td>P</td>
<td>Pass (see Pass/Fail Policy)</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete (see Incompletes Policy)</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 multiplied by credit hours) and dividing by total graded credit hours. Quality points are earned in letter-graded NYU courses taken after a student’s first year of enrollment (see Transcripts Policy). Total graded credit hours include the credit hours associated with all such courses as well as the credit hours associated with any Pass/Fail course that is failed (see the policy on Pass/Fail). When a course is repeated, both grades remain on the transcript (see Repeating Courses Policy).

**GRADUATION HONORS**

NYU Abu Dhabi has Latin honors at the time of graduation. Latin honors are determined by cumulative GPA. Summa cum laude is limited to the top five percent of the graduating class in each division, magna cum laude to the next 10 percent of the graduating class in each division, and cum laude to the next 15 percent of the graduating class in each division.

**INCOMPLETES**

An incomplete grade of “I” will be permitted only in extraordinary circumstances that prevent a student from completing required course work by the end of the semester. Students must approach the instructor of the course about whether a grade of “Incomplete” is possible and should be aware that simply leaving a course unfinished may result in a failing grade.

When an instructor believes that an Incomplete may be appropriate, the student and the instructor submit an Incomplete Request Form to the Office of Academic Administration. The form includes the specific outstanding work, a submission deadline, and a default grade to be assigned if the additional work is not submitted on time. The application is subject to review and must be approved by the Vice Provost for Academic Administration before a grade of “I” is recorded. Adjustments to the approved deadline are allowed only in exceptional circumstances upon written agreement from the instructor. Incompletes that have not been resolved according to the terms of the Incomplete Request Form will be assigned the default grade at the end of the first regular semester following the semester in which the course was taken. Students requesting a Leave of Absence during a given semester will generally be considered for an Incomplete only if the
Leave of Absence is approved within the last three weeks from the end of the term.

THE NYUAD COMMUNITY’S COMMITMENT TO INTEGRITY

At NYU Abu Dhabi, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students, faculty, and staff take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others. In turn, these values create a campus climate that encourages the free exchange of ideas, promotes scholarly excellence through active and creative thought, and allows community members to achieve and be recognized for achieving their highest potential. As part of the NYU global network, NYUAD students are also subject to NYU’s all-school policy on Academic Integrity for Students at NYU.

LEAVE OF ABSENCE

NYU Abu Dhabi expects its students to maintain continuous registration in an academic program with the exception of summer breaks. However, it is sometimes necessary or desirable for a student to take a leave from enrollment for a period of time. Such leaves may be voluntary or involuntary, and will be handled in accordance with the NYU-wide Student Leave Policy and Procedure (nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/student-leave-policy.html). For the purposes of this NYU policy, references to the Dean of the School refers to the NYUAD Dean of Students and references to the Provost refer to the Provost of NYU, not the Provost of NYUAD. Questions about references to specific offices, within this policy should be referred to the NYUAD Dean of Students. The paragraphs below briefly summarize the NYU Policy, but individuals considering a leave are encouraged to review the full policy referenced above before making any final decisions.

Voluntary Leave: NYU recognizes that situations may arise when a student may want to voluntarily interrupt his or her academic studies. The University is committed to handling reasonable requests for leaves in a responsible manner. This policy may not be used in lieu of disciplinary action to address any violations of University rules, regulations, policies, or practices. A student who is granted a voluntary leave while on academic and/or disciplinary status will return to that same status.

Involuntary Leave: NYU may place a student on an involuntary leave of absence from that student's academic program when that student: (1) poses a direct threat to health and safety of self or others; and (2) is not able or not willing to take a voluntary leave of absence. This policy may not be used in lieu of disciplinary actions to address any violations of University rules, regulations, policies, or practices. A student who is placed on an involuntary leave while on academic and/or disciplinary status will return to that same status.

Returning from a Medical Leave of Absence: If a leave was due to a psychological or medical condition, the student must successfully complete one academic semester (Fall or Spring) of full-time coursework in Abu Dhabi before enrolling in an NYUAD Study Away Program.

MIDTERM ASSESSMENT

Faculty should organize their courses in a manner that makes individual student progress in the class clear. In addition to providing each student with information on their progress in a timely manner, faculty will submit a brief midterm report to the Office of Academic Administration noting all students who are not performing satisfactorily in their class and the nature of their individual deficiencies. This will enable the Office of Academic Administration to identify students whose performance over multiple courses may indicate a need for additional academic support. Because these assessments are intended to be holistic, faculty members may factor in student attendance, participation, and general level of engagement rather than rely solely on graded material. Assessments are due not later than the beginning of the fourth week for 7-week courses and at the end of the eighth week for 14-week courses. These assessments are not part of a student's formal academic record and do not appear on transcripts.

MINIMUM GRADES

All successfully completed courses may be counted toward the 140-credit-hour graduation requirement. However, only those courses in which grades of C or higher are earned may be counted toward major, any portion of the Core curriculum, minor, or prerequisite requirements.

PASS/FAIL

A pass grade is recorded for all Pass/FAIL courses in which a letter grade of D or higher is earned. Beginning in the second year of study, NYUAD allows students to take one course per semester (up to a total of three courses overall) Pass/FAIL during fall or spring semester. J-term and summer courses may not be taken Pass/FAIL. This option is designed to encourage students to continue to explore areas of interest and to optimize their focus on learning unfamiliar methods and materials while minimizing concerns about formal outcomes. The Pass/FAIL option is therefore especially appropriate in the second year before students invest in a major. Students studying at other NYU global network sites may be further restricted by site policies related to Pass/FAIL grading.

Courses taken Pass/FAIL will not be counted for credit toward the completion of any portion of the core curriculum, of a major, or minor. A course taken Pass/FAIL cannot be used to satisfy a prerequisite requirement.

Students considering the Pass/FAIL option in their area of study or in pre-professional courses should consult with their mentor about the effect of such grades on admission to graduate and professional schools. Students who change their majors will be able to use courses previously taken under the Pass/FAIL option only with the support of their mentors and the appropriate program head, and with the approval of the Vice Provost for Academic Administration. Such exceptions may additionally require completion of an additional elective course in the major.

Classes that receive a Pass are counted for credit toward the degree, but are not calculated in the GPA. Classes that are failed are registered as an F for purposes of GPA calculation.

For applicable courses, a student may opt to change to or from Pass/FAIL grading only during the withdrawal period associated with that particular course.
When one or both of the attempts to taking more advanced courses. Courses in a designated sequence after a repeated course. Students may not repeat students will only earn credit hours once for grade point average calculations. However, transcripts and included in unofficial transcripts and included in unofficial transcripts. Both grades will be recorded on internal transcripts and be factored into the official grade point average. Note: students should be aware that graduate and professional schools may consider repeated courses differently. Students entering NYU Abu Dhabi in fall 2015 or earlier are subject to an earlier version of this policy. Please see Registrar for details.

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 NYU Abu Dhabi. 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 NYU Abu Dhabi. 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.

REPEATING COURSES
A student may repeat a course in which they received a Pass, Fail or letter grade once. Both grades will be recorded on internal transcripts and included in unofficial grade point average calculations. However, students will only earn credit hours once for a repeated course. Students may not repeat courses in a designated sequence after taking more advanced courses. When one or both of the attempts to complete a course occur during a student’s first year, the NYUAD Transcript Policy influences how the repeated courses impact the student’s official transcript and official grade point average. In particular, when both occurrences are during the first year, neither letter grade will appear on the official transcript nor impact the official grade point average. When only the first occurrence is during the first year, the letter grade associated with the second occurrence, and only that letter grade, will appear on the official transcript and be factored into the official grade point average.

Students who anticipate being absent because of any religious observance should notify faculty in advance of such anticipated absence.

Faculty should make a reasonable effort not to schedule examinations and assignments with deadlines on religious holidays. Any student absent from class because of religious beliefs shall not be penalized for any class, examination, or assignment deadline missed on that day or days.

If examinations or assignment deadlines are scheduled, any student who is unable to attend class because of religious beliefs shall be given the opportunity to make up that day or days.

No adverse or prejudicial effects shall result to any student who avails him/herself of the above provisions. Class sessions will not be repeated for individual students.

REPEATING COURSES
NYU Abu Dhabi, as a nonsectarian institution, adheres to the general policy of including in its official calendar only certain legal holidays. However, it is also University policy that members of any religious group may, without penalty, absent themselves from classes when compliance with their religious obligations requires it:

Students who anticipate being absent because of any religious observance should notify faculty in advance of such anticipated absence.

Faculty should make a reasonable effort not to schedule examinations and assignments with deadlines on religious holidays. Any student absent from class because of religious beliefs shall not be penalized for any class, examination, or assignment deadline missed on that day or days.

If examinations or assignment deadlines are scheduled, any student who is unable to attend class because of religious beliefs shall be given the opportunity to make up that day or days.

No adverse or prejudicial effects shall result to any student who avails him/herself of the above provisions. Class sessions will not be repeated for individual students.

RELIGIOUS HOLIDAYS
NYU Abu Dhabi official transcripts do not report grades for courses taken during a student’s first year of study. However, these grades do become a part of the student’s academic record to be used for internal purposes such as mentoring students and fulfillment of prerequisites. Official transcripts indicate successful completion of those courses taken in the first year for which a grade of C- or better is received. Courses from which a student has withdrawn or in which the student received a grade of lower than a C- do not appear on the official transcript nor do they contribute toward satisfying graduation requirements. In addition, students may request from the Registrar independent documentation of these grades for external use.

Students’ first-year grades will not be included in cumulative grade point averages calculations. This policy contributes to the development of a learning community at NYU Abu Dhabi that distinctly 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 NYU Abu Dhabi. 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 NYU Abu Dhabi. To assure that courses may be counted toward graduation requirements, students are also required to complete a Transfer Pre-approval Form prior to enrolling in another institution.

While a student may be awarded transfer credit, these credits cannot be used to reduce the total number of required semesters of enrollment.

WITHDRAWAL FROM A COURSE
After consulting with the faculty mentor and within the following deadlines, a student may discontinue a course and receive a grade of W:
• For 14- week courses the deadline for withdrawing is the end of the 9th week of the term
• For 7-week courses the deadline for withdrawing is midway through the 5th week of the term
• For January Term and Summer Term courses, the deadline for withdrawing is the end of the second week of the term. After the final date in each of the above, no student may withdraw from a course without a direct appeal to the Vice Provost for Academic Administration. All relevant circumstances will be taken into consideration, but there is no guarantee that a late withdrawal will be allowed.

Consistent with the Transcript Policy, courses from which a student has withdrawn during the first year of study are not recorded on the transcript. Courses from which a student withdraws in subsequent years will appear on the transcript with the accompany grade of W.
About New York University

The founding of New York University in 1831 by a group of eminent private citizens was an historic event in American education. In the early 19th century, a major emphasis in higher education was on the mastery of Greek and Latin, with little attention given to modern or contemporary subjects. The founders of NYU intended to enlarge the scope of higher education to meet the needs of individuals aspiring to careers in business, industry, science, and the arts, as well as in law, medicine, and the ministry.

Since its inception, NYU has 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 62 institutions are members of the distinguished Association of American Universities. New York University is one of the 62.

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 19 schools and colleges at five major centers in Manhattan and international centers in twelve cities.

Graduate education can be pursued at the College of Dentistry, Rory Meyers 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, Tandon School of Engineering, School of Continuing and Professional Studies, School of Law, School of Medicine, Silver School of Social Work, Steinhardt School of Culture, Education, and Human Development, Stern School of Business, Tisch School of the Arts, Robert F. Wagner Graduate School of Public Service, and, since 2015, in the new College of Global Public Health.

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 NYU Abu Dhabi expands the scope of higher education—now to meet the challenges of a globally-integrated, 21st-century world. And in 2013, NYU Shanghai opened its doors, becoming NYU’s third degree-granting campus.
NYU’S GLOBAL NETWORK

Just as NYU’s founders chose in 1831 to move education out of the ivory tower to be “in and of the city,” NYU has become “in and of the world” in a way that defines and exemplifies something that has not existed before: a global network university. No other university has NYU’s global presence. The global network university is a new paradigm in higher education. It is designed to draw the most talented and creative faculty, students, and staff from around the world to NYU in its global extension, with campuses around the world. It enables students and faculty to circulate through the network, and it shapes students to be citizens of global civil society. Research and learning at each location in the network is designed to be connected to and enhanced by the whole.

The fundamental organizational element of the global network university is the degree-granting, portal campus, which grants degrees and where entire programs of study may be completed (if desired) without leaving them. The portal campuses are deeply related to each other, each using and building upon one another’s assets; and, each also is connected to the rest of the system. NYU has portal campuses in New York, Abu Dhabi, Shanghai and at NYU’s global sites. Each academic center offers courses in the local language, history, and culture, academic lectures by distinguished faculty, and co-curricular activities to explore the region, meet local students and figures, and use new language skills.

NYU Accra (Ghana): Students at NYU Accra have the unique opportunity to enhance coursework relevant to their majors with enrollment at the University of Ghana-Legon, where they may take up to two courses while studying alongside West Africa’s top students. NYU’s academic center in suburban Labone offers courses in the arts, literature, communication, journalism, media, anthropology, history, politics, global public health, and sociology taught by local professors and visiting faculty from New York.

Many NYU Accra students intern and take part in community service with NGO’s, local businesses, and philanthropic groups, helping them to understand social entrepreneurship in a fast-developing city. Numerous co-curricular travel opportunities introduce students to the diversity and complexity of West African culture. Whether learning Twi, the city’s local dialect, or embracing local West African culture, students at NYU Accra are rewarded with an unparalleled intellectual and cultural experience.

NYU Berlin (Germany): At NYU Berlin students experience a cosmopolitan city that holds a complex and crucial place in modern European history. Youthful, artistic, and hip, Berlin has traveled a path that led from the defining cultural avant-garde of the Weimar Republic to the devastation of World War II, from a divided city symbolizing the Cold War to today’s reunited and renewed capital.

The program at NYU Berlin is designed for students in the social sciences and humanities who want to earn credit in their majors—including sociology, history, politics, studio art, environmental studies and European studies—while having a transformative experience abroad. Courses are taught in English, and German language courses are offered at all levels. Day trips and guided excursions in and around Berlin are included in the program.

NYU Buenos Aires (Argentina): NYU Buenos Aires offers students the exceptional opportunity to learn about the people, history, culture, politics, and economy of Argentina and the region while living in one of South America’s most vibrant cities. Courses are taught in Spanish and English by some of Argentina’s most talented scholars, journalists, public health professionals, as well as renowned writers and musicians. The curriculum provides a cultural frame to coursework offered in subjects ranging from art history, cinema studies, and creative writing to politics, sociology, and economics. All students at NYU Buenos Aires take a Spanish language course at their appropriate level upon arrival or, if advanced, an elective in the language.

A place of renewed growth and prosperity, Buenos Aires is one of the most important financial and cultural centers in Latin America. The NYU academic center is located in the handsome Recoleta district, near vibrant Avenida Santa Fe. Staff members organize and offer a myriad of activities for students to take part in. Ranging from regional travel to destinations such as Iguazu Falls, Rosario, and Tigre to taking tango lessons throughout the semester. Volunteer opportunities at local NGOs and media offices open doors for students to engage in the community and practice Spanish. Museums, class fieldtrips, and concerts offer opportunities to go beyond day-to-day cultural experiences and better understand the dynamic past and present of the Argentine capital. Homestays bring the everyday Argentine way of living to life as students share meals, ideas and activities with their host parents.

NYU Florence (Italy): NYU Florence offers a broad range of courses, with a strong focus on the humanities and social sciences. Innovative, site-specific offerings in art history, history, literature and cinema are featured alongside a vibrant curriculum in sociology, politics and economics. These courses not only take advantage of the extraordinary cultural resources provided by the city of Florence, and its strategic position within Italy and Europe, but also of a unique
Throughout the year, students at NYU Florence benefit from the opportunity to participate directly in the high-level political, social and cultural policy dialogues organized on our campus. In previous years, we have hosted both Republican and Democrat presidential campaign managers, had a three-way dialogue with leading local Christian, Muslim and Jewish leaders, and held a student-organized contemporary poetry slam. Through La Pietra Dialogues, interested students also have the opportunity to participate directly in the organization of the events that bring these outstanding figures to NYU Florence.

NYU London (England): Students at NYU London take advantage of a wide range of academic programs complemented by the rich cultural experience of living in one of Europe's most storied cities. Specialized programs are available in Africana studies, art and architecture, business, mathematics, British literature and writing, pre-health, and psychology. Courses in math, chemistry, and physics accommodate students whose schedules might not otherwise allow for a semester of global study. Additionally, NYU is the only institution in London to offer science courses approved by the American Medical College Application Service (AMCAS) for medical school admittance. NYU London encourages students to enroll in for-credit internships with key institutions in fields including marketing, finance, media, law, politics, health, and theatre.

Students who spend a semester at NYU London live and learn in the heart of Bloomsbury, a neighborhood that is home to the British Museum, the Royal Academy of Dramatic Art, and the West End (London's famous theatre district). Each semester, NYU London staff plans day trips to places such as the historic cities of Bath, Cambridge, and Oxford. In addition to exploring London's myriad cultural sites, students often participate in short-term or semester-long community service projects.

NYU Madrid (Spain): At NYU Madrid, students advance their command of Spanish while engaging with European traditions and culture. Established in 1988 as NYU's first global academic center, NYU Madrid offers students with little or no Spanish language skills a Fast-Track Spanish for Beginners program that includes a set of four courses designed to bring them to proficiency in one semester. During the spring semester, students with advanced Spanish language skills may enroll in up to two courses at the Universidad Autónoma de Madrid (UAM). Homestays with Spanish host families encourage students to build a deeper connection with Spanish culture and provides an opportunity to practice speaking in a more casual environment. An Intercambio Program brings NYU Madrid students together with local college students to practice their Spanish and make friends.

Madrid is the political and cultural center of Spain and one of the liveliest and friendliest capital cities in Europe, replete with magnificent architecture, world-class museums, and delicious cuisine. Students at NYU Madrid enjoy a semester of rich cultural experiences that complement their studies, whether they're on a class trip to the Museo del Prado to learn firsthand about Goya's masterpieces or at an out-of-the-way tapas bar on Cava Baja.

NYU New York (USA): NYU New York is now one of the largest private universities in the United States. The university, which has no walls and no gates, is deeply intertwined with New York City, drawing inspiration from its vitality. NYU's Washington Square campus in the heart of Greenwich Village is complemented by an outstanding engineering campus in Brooklyn. The university includes 14 schools and colleges, and offers more than 2,500 courses each year in an extraordinary range of fields.

No matter what academic reasons bring you to NYU New York, you will be surrounded by the kind of opportunities, experiences, and people that can only be found in the heart of one of the most exciting and diverse cities in the world. Students from NYU Abu Dhabi who wish to spend a semester at NYU New York should follow the study away application process established by the Office of Global Education at NYU Abu Dhabi. Please contact nyuad.globaleducation@nyu.edu for further information.

NYU Paris (France): The curriculum at NYU Paris focuses on the language, arts, history, literature, and politics of France and its relationships with the wider world. A world-class faculty provides context and support for students’ academic work. Students with a limited background in French enroll in Program I, where all courses except for language are taught in English. Students proficient in French participate in Program II, which features a variety of courses taught in French. All students take a French language course appropriate to their level. Coursework is enhanced by faculty-led trips in and around Paris, to world-renowned museums such as the Louvre and the Musée Picasso or to smaller galleries and exhibits, as well as to the opera, ballet, and theatre.

Students receive a University of Paris student card and may take courses at the University of Paris or at the Institut d'Études Politiques (Sciences Po). All students are carefully advised upon their arrival in Paris; students who opt to take courses in the French university system receive additional individualized in-house tutorial assistance.

NYU Prague (Czech Republic): With the most courses of any of NYU’s global academic sites, NYU Prague offers students a broad curriculum in art, architecture, film, media, music, photography, politics, business, the humanities, and social science. Our faculty includes writers, ambassadors, and dissidents who helped topple the Communist regime. NYU Prague’s successful music program pairs students with the most talented musicians in the nation.

Prague is a vibrant center of culture. NYU Prague students attend global conferences hosted by NYU Prague. Internships are available with international magazines, online news agencies, NGOs and consulting firms. Students explore the bucolic Czech countryside on the many NYU Prague overnight and day trips. Our Kulturama program immerses students in Prague’s rich culture—opera, film, theatre, music, Czech cuisine, politics, hockey, and much more.
What is it like to live and study in Shanghai
Wandering, aimed at readers around the world. Budding media stars can also work on the PragueCast, our own podcast, entirely produced by students under the leadership of Prague’s BBC correspondent.

NYU Shanghai (China): Jointly established by New York University and East China Normal University, NYU Shanghai is the third degree-granting campus in NYU’s global network, joining NYU Abu Dhabi and NYU’s main campus in New York City.

NYU Shanghai offers a study away option for students interested in a semester or year studying in this exciting business and cultural center. Students looking to obtain their degree at this new campus can read more about opportunities here.

What is it like to live and study in Shanghai for a semester? Regardless of your tastes and preferences, Shanghai is an endlessly exciting place, rich in discoveries and new opportunities. With a population estimated to be between 16 and 24 million, it is growing and changing before your eyes. Witness the development of a city that is quickly becoming a major player on the world stage.

NYU Sydney (Australia): NYU Sydney is located in Australia’s largest and most cosmopolitan city, providing students the unparalleled opportunity to live and study in a hub of commerce, culture, and communication in the Asia-Pacific region. The academic center is located in a recently renovated historic building in a central area of Sydney. The facility houses classrooms, a computer lab, library, and administrative offices. A common area doubles as a study lounge and space for social gatherings.

Students enrolled in courses at NYU Sydney are able to explore Aboriginal art and culture as the longest continuous civilization on the planet. Courses introduce Australia’s rich history of immigrant communities that formed this continent-sized nation with unique and compelling characteristics. The curriculum offers classes in anthropology, English, environmental studies, history and society, journalism, and communications, among many other courses of study. Leading professors are drawn from Sydney and the local region. Faculty-led field trips, which take students beyond the areas visited by casual tourists, are an essential part of the program.

NYU Sydney faculty and staff are committed to creating an environment where active learning and exploration are the rule. Courses and projects rooted in the community, field-based research, internship opportunities, as well as chances to travel throughout the city, surrounding neighborhoods and region will give students a thorough experience of local domains, society and culture.

NYU Tel Aviv (Israel): At NYU Tel Aviv, students experience life in one of the world’s most intriguing and multidimensional cities. A vibrant coastal metropolis on the Mediterranean, Tel Aviv is the cultural, financial, and technological center of Israel. Students explore this truly global city and acquire a sophisticated understanding of Israel, the Middle East and the interrelationships between cultures, political movements, and religious traditions. Students benefit from high caliber local professors who teach students in areas such as journalism, politics, Hebrew and Arabic. Students connect with local culture through experiential learning/internships, partnerships with a local university and excursions to surrounding areas in Israel.

NYU Washington, DC (USA): No global network would be complete without a location in the US capital, the seat of the federal government, home to 174 embassies, the headquarters of international policy-making bodies, think tanks, and the site of many museums, monuments and cultural institutions. Concentrated study and research in an array of subjects, including American studies, art history, business, environmental studies, history, journalism, metropolitan studies, politics, prelaw, and public policy is enhanced by access to Washington’s distinctive intellectual, political, and cultural life. Students learn under the guidance of a world-class faculty, and engage in carefully selected and academically supervised internships with elected officials, government agencies, international organizations, NGOs, museums, media, and other institutions.

Students live and attend class just blocks from the White House, the World Bank, and the Smithsonian museums at the Constance Milstein and Family Global Academic Center, which features seminar rooms, an auditorium, reading room, and student lounges on each floor. The center also serves as a venue for dynamic public programming featuring leaders in government, business, and culture as well as notable public figures as part of the Weissberg Forum for Discourse in the Public Square. These events encourage students to discuss topical issues with distinguished speakers and contribute to an academic environment that deepens their understanding of public policy, civic activism, cultural studies, international concerns, green initiatives, media matters, political debates, legal issues and business affairs. A large NYU alumni network provides additional opportunities for students, including support for our mentoring program.
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Today NYU Abu Dhabi has a faculty of over 250, experts who are drawn to the University by the quality and passion of our students, by a very favorable research environment, and, as importantly, by the institution’s resolve to contribute significantly to the region and to shape, through education and research, a better world.

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B.A. University of Bucharest; M.A. University of Bucharest; University of Bucharest; M.A. University of Bucharest; Ph.D. University of Bucharest

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Young, Robert JC  
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Zaki, Yasir  
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Zarrouk, Jamel  
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Ph.D. University of Colorado at Boulder

Zaw, Ingyn  
Assistant Professor of Physics  
B.A., M.A., Ph.D. Harvard University
The campus of NYU Abu Dhabi is located on Saadiyat Island, a natural island that lies a short distance from the main island of Abu Dhabi and is now under development. The Cultural District of Saadiyat Island will feature three major museums: the Zayed National Museum, the Louvre Abu Dhabi, and the Guggenheim Abu Dhabi. Other districts will take advantage of the island’s spectacular beaches and mangrove lagoons. NYU Abu Dhabi is located in the Al Marina District, which will eventually have a prominent marina and downtown feel.

Occupying a total area of approximately 38 acres hectares of land, the university occupies two sites: the main site with the university buildings, and the north site, where the outdoor athletic facilities are located. The campus design allows the natural environment to be experienced year-round. It is dense, walkable, and responsive to the climate, with shaded walkways and landscaped courtyards, plazas, and gardens for social interaction. The design also fosters the integration of living and learning, with residences, classrooms, and faculty offices organized in mixed-use buildings, not separated in distinct areas.

The campus, designed by Rafael Viñoly Architects, is organized by its split-level, pedestrian-only circulation system. At ground level, shaded colonnades, pools of water, and landscaped sitting areas flank the main east-west spine of the campus. Three plazas along this main street form gathering places, and other campus streets connect the plazas to the surrounding area. The plazas each have a major center of campus life: the Experimental Research Building on the West Plaza, the Arts Center on the East Plaza, and the Campus Center on the Central Plaza. Dining halls stand at each end of the main street.

On the south side of the campus are academic buildings, with ground-floor classrooms and faculty and administrative offices on the first floor. In the middle of the buildings are outdoor courtyards with trees and informal seating for a break between classes. The sloping walls that surround the courtyards form dramatic glass cones. Stunning sculptural objects, the glass cones bring light into the academic buildings, offer views of the upper residential level, and reveal the campus’s unique split-level circulation system.

Two stories above ground level, the “High Line” provides access to the residences and informal, green spaces. Having students, faculty, and staff live on campus facilitates their interaction, a key to the educational experience at NYU Abu Dhabi. Faculty and senior staff reside in apartments with views over the campus, to downtown Abu Dhabi, and across Saadiyat Island to the Arabian Gulf. The student residences are organized around courtyards with gardens and areas to relax outdoors. In the middle of the courtyards, the glass cones emerge and afford views from the High Line down to the ground level, visually connecting the living and learning spaces. Beautifully landscaped, the High Line weaves through the intimate residential courtyards and across rooftops where dramatic vistas of the campus and the city unfold. The High Line is more than a pathway; a social space where neighbors chat and stroll, children play, students jog and hang out, it reinforces the spirit of community and friendliness that characterizes NYU Abu Dhabi.

Shading systems achieved through urban design, the close proximity of structures, architectural features such as the colonnades, and the integration of landscape materials facilitate the University’s goal of year-round use of outdoor spaces. Measures to generate 75 percent of household hot water and 10 percent of power from renewable energy
sources help the University achieve its sustainability goals.

The layout of the campus promotes interaction between the disciplines. The facilities include a wide variety of instructional spaces, including experimental laboratories, new media labs, film production facilities, music practice rooms, and classrooms with sophisticated technological infrastructure. The flexible labs in the Experimental Research Building support a range of advanced research projects. The Arts Center has four theaters and a variety of teaching and production spaces, including art studios for painting, drawing, sculpture, and animation, media labs, editing suites, and film shooting stages. The Campus Center combines the Library, Student Center, Health and Wellness Center, and a performance gymnasium with a 50-meter pool, running track, ball courts, climbing wall, squash and racquetball courts, and fitness center. The indoor athletic facilities are complemented by outdoor fields, track and tennis courts. An open campus, NYU Abu Dhabi welcomes members of the public—to lectures and conferences at the NYUAD Institute Conference Center; exhibitions at the Art Gallery; athletic activities at the Sports Center; and performances at the Arts Center. The campus also has a Bookstore and variety of cafés and dining facilities.

**WELCOME CENTRE IN ABU DHABI**

The NYU Abu Dhabi Welcome Center is the first point of contact for visitors at the Saadiyat Campus. Located at the main entrance, the Welcome Center provides visitors with information about all aspects of the university, including admissions, the NYU Abu Dhabi Institute, and human resources. The Welcome Center is also the meeting place for those attending an information session, joining a campus tour, seeking print literature about the university, or meeting with a member of the NYUAD faculty or staff. Prospective students and their parents are encouraged to come to the Welcome Center to schedule a visit with an admissions counselor.

**NYUAD IN NEW YORK CITY: 19 WASHINGTON SQUARE NORTH**

From its prestigious location in Greenwich Village, 19 Washington Square North (WSN) is the gateway to NYU Abu Dhabi at Washington Square. It is an information center for visitors interested in NYU Abu Dhabi; the academic home for NYUAD students, faculty, and administrators while staying in New York; and an active connecting point, stimulating interest and participation in NYU Abu Dhabi.

19 WSN hosts classes, research workshops, exhibitions, and public programs that reinforce the curricular and research initiatives of NYU Abu Dhabi and foster collaborations with colleagues at NYU in New York. Global Network Seminars, supported by excellent videoconference equipment, enable classes in New York and Abu Dhabi as well as other NYU sites to interact. For a complete list of programs and exhibitions please visit [http://nyuad.nyu.edu/en/news-events.html](http://nyuad.nyu.edu/en/news-events.html).

For NYUAD students studying in New York, 19 WSN is a hub. Some classes and various social activities take place at 19 WSN, which serves as a connection site for NYUAD, NYU Shanghai, and NYUNY students to meet, collaborate, and learn from one another.

**NYU Abu Dhabi in New York**

19 Washington Square North
New York, NY 10011
Tel: 212 992 7200

**DIRECTIONS TO NYU ABU DHABI**

NYU Abu Dhabi is located just off of the Sheikh Khalifa Highway (E12) on Saadiyat Island.

**From Downtown Abu Dhabi:**
Follow Hamdan (5th) Street toward Saadiyat Island where it becomes the E12. Cross the Sheikh Khalifa Bridge and after approximately two kilometers the exit to campus, Exit 11 Saadiyat Beach West, will be visible on the right.

**From Dubai or Abu Dhabi Airports:**
Follow the E11 toward Yas Island. Exit for the E12 toward Yas and Saadiyat Islands. The exit for campus is Exit 11 Saadiyat Beach West. By taxi the trip from Abu Dhabi Airport takes about 30 minutes and costs approximately 90 AED.

**MAILING ADDRESS**

New York University Abu Dhabi
P.O. Box 129188
Abu Dhabi United Arab Emirates

**MAILING ADDRESS**

From Outside the UAE:
+971 2 628 4000
Dial the international exit code for the country from which you are dialing from Dial the UAE country code: 971
Dial the city code and the NYUAD local number: 2 628 4000

From within the UAE:
02 628 4000
## NYU Abu Dhabi Campus Map

This document provides a comprehensive layout of the NYU Abu Dhabi campus, detailing the location of various services, departments, buildings, and facilities. The map is designed to assist students, faculty, and visitors in navigating the campus effectively. Each section of the campus is clearly marked, providing orientation to the different areas such as administrative offices, academic buildings, dining facilities, and housing arrangements.

### Services/Department

<table>
<thead>
<tr>
<th>Services/Department</th>
<th>Building</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>NYU Abu Dhabi Welcome Center</td>
<td>A4</td>
<td>G</td>
</tr>
<tr>
<td>Admissions Office</td>
<td>A4</td>
<td>1</td>
</tr>
<tr>
<td>Administrative Offices</td>
<td>A3,A3,A3</td>
<td>1</td>
</tr>
<tr>
<td>Provost</td>
<td>A3</td>
<td>1</td>
</tr>
<tr>
<td>Associate Vice Chancellor for Operations and Chief Operating Officer</td>
<td>A3</td>
<td>1</td>
</tr>
<tr>
<td>Senior Vice Provost for Strategy and Planning</td>
<td>A3</td>
<td>1</td>
</tr>
<tr>
<td>Dean of Arts and Humanities</td>
<td>A3</td>
<td>1</td>
</tr>
<tr>
<td>Dean of Engineering</td>
<td>A3</td>
<td>1</td>
</tr>
<tr>
<td>Dean of Science</td>
<td>A3</td>
<td>1</td>
</tr>
<tr>
<td>Dean of Social Sciences</td>
<td>A3</td>
<td>1</td>
</tr>
<tr>
<td>Academic Administration</td>
<td>A3</td>
<td>1</td>
</tr>
<tr>
<td>Art Gallery</td>
<td>A4</td>
<td>G</td>
</tr>
</tbody>
</table>

### Athletics and Recreation

- **Gymnasium** in C2 1
- **Fitness** in C2 1
- **Racquetball and Squash Courts** in C2 1
- **Swimming Pool** in C2 B1

### Dining

- **Campus West Restaurant** in D1 G
- **Campus East Restaurant** in D2 G
- **Experimental Research Building** in C1 G
- **Building Café** in C2 2
- **Marketplace** in C2 2
- **Torch Club** in D2 2
- **Library Café** in C2 3
- **Convenience Store** in C2 1

### Faculty Offices

- **Academic Enrichment/Opportunities Program** in C2 2
- **Arts and Humanities** in A6 1
- **Engineering** in C1 1
- **Science and Mathematics** in A2 1
- **Social Sciences** in A5 1

### Housing

- **Office of Residential Education** in A2,A5,A6 2
- **Student Housing** in C2 2
- **Research/Post Doctoral Housing** in A3,A4 2-8
- **Faculty/Staff Housing** in B1, B2 2-11
- **VIP Housing** in D2 2

### Library

- **NYU Abu Dhabi Institute Conference Center** in A6 G

### Prayer Rooms

- **C2, A1, A6 G**

### Student Services

- **Dean of Students** in C2 G
- **Academic Resource Center (ARC)** in C2 2

### Miscellaneous Services

- **IT Walk-In Center** in C2 3
- **Human Resources** in C2 2
- **Finance** in A4 1
- **Office of University Events** in C2 2
- **Public Affairs** in A4 1

### Campus Directions

- **East Plaza**
- **West Plaza**
- **Central Plaza**

### Campus Facilities

- **Computational Research Building**
- **West Administration Building**
- **East Administration Building**
- **Social Science Building**
- **Arts and Humanities Building**

### Campus Buildings

- **A1-A**
- **A1-B**
- **A1-C**
- **A2-A**
- **A2-B**
- **A2-C**
- **A3**
- **A4**
- **A5**
- **A5-A**
- **A5-B**
- **A5-C**
- **A6**
- **A6-A**
- **A6-B**
- **A6-C**

### Additional Notes

This map serves as a reference guide for all stakeholders, ensuring seamless navigation and access to essential services on campus.
Important Contacts

NYU ABU DHABI WELCOME CENTERS
Abu Dhabi .......................... 02 628 4000
New York .......................... 212 992 7200

CAMPUS SAFETY AND TRANSPORTATION
Senior Director, Public Safety and Emergency Operations Planning
Michael Scollan ........................ mts13@nyu.edu
Office 02 628 5766
Associate Director, Public Safety Operations
Robert Titus ............................. robert.titus@nyu.edu
Mobile 050 813 2086
Security Manager
Lorraine Adkins ........................ la65@nyu.edu
Mobile 050 634 3841

HEALTH AND WELLNESS
NYUAD Health and Wellness Center 02 628 8100
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
Cleveland Clinic .......................... 800 8 2223
Gulf Diagnostics Center .......................... 02 665 8090
New Medical Centre .......................... 02 633 2255
Sheikh Khalifa Hospital .......................... 02 610 2000

ACADEMIC ADMINISTRATION
Vice Provost, Academic Administration
Charles Grim ............................. charles.grim@nyu.edu
University Registrar and Director of Student Information Systems
Mary Downes ............................ mary.downes@nyu.edu

OFFICE OF THE DEAN OF STUDENTS
Dean of Students
Kyle Farley .............................. kyle.farley@nyu.edu
Associate Dean of Students and Director of Residential Education
Ken Grcich ............................... kgrcich@nyu.edu

OFFICE OF GLOBAL EDUCATION
Vice-Provost, Associate Vice Chancellor for Global Education and Outreach
Carol Brandt ............................. carol.brandt@nyu.edu
Associate Dean for Global Education
Katya Grim ............................... katya.grim@nyu.edu

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)
Welcome Center in Abu Dhabi
New York University Abu Dhabi
Saadiyat Island
PO Box 129188
Abu Dhabi, UAE
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Welcome Center in New York
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